

ACCT 528 Fair Value under GAAP, IFRS and Emerging Issues

528 14228D Wednesday 3:30 to 4:50 JKP 202
528 14238D Wednesday 5:00 to 6:20 JKP 202

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Office Hours:

--Wednesday 1pm to 3pm on a “walk in” basis
--Also, during first half of the semester, ending March 7: Office hours by appointment on Tuesdays 3:30 to 5:00 pm
--During 2nd half of the semester, after March 7: Office hours by appointment on Tuesdays 8:30 to 9:30 am
If these hours conflict with your classes, please contact me by email and we can arrange an internet meeting, phone call or possibly an alternative time. Anticipate consultations by email during study week. No office hours during finals week.

Introduction and Course Objective

This course focuses on the treatment, and variances in treatment, of Fair Value issues under US Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) contexts.

Similarities and contrasts between GAAP and IFRS will include the following key areas of focus (IFRS 13, ASC 820, ASC 805, ASC 350 and ASC 360):

- Fair Value (FV) Measurement overview guidelines
- Fair Value for Business Combinations and including discussion of intangible assets, and
- Fair Value in the Impairment area.

Important emerging issues include the announcements re Private Company Council treatment of FV issues for non-public companies. The historical context of “convergence” of International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles (GAAP) are addressed along with examples of fair value areas where convergence has not occurred and differences exist.

The course includes insights from the practitioner perspective in the form of Fair Value case study materials provided by Accounting firms. The course includes discussion of how IFRS versus US GAAP sometimes leads to different fair value conclusions based on rules and theory differences. Important significant differences, such as the differing treatment of impairment under IFRS and GAAP are discussed. Ethical decision making in the context of fair value assessment and in auditing of fair value analysis are also referenced.

Learning Objectives

By the time students finish this course, they should be able to:

- understand the trends of the findings in the PCAOB inspection report related to the performance of auditing firms in the fair value area.
- understand and critique how the current rules for fair value accounting have been developed and continue to be in a state of change, by the IASB as compared to the SEC/ FASB. For example: Private Company Council supported treatment of FV issues under GAAP for non-public companies
- describe and assess the differing roles of the International Accounting Standards Board (IASB), the Securities and Exchange Commission (SEC) and the Financial Accounting Standards Board (FASB) in developing IFRS and US GAAP Fair Value accounting standards by analysis of professional literature, active participation in class discussion, and completing quiz or homework materials focusing on these matters.
- demonstrate the ability to research fair value issues using the professional literature (e.g., the FASB Codification database, as well as sources such as the AICPA and The Appraisal Foundation fair value resources, by preparing analysis of case study materials on fair value issues that are based on real world fact patterns and completing quiz or homework materials focusing on these matters.
- demonstrate an understanding of the ongoing efforts toward converging GAAP and IFRS, while also demonstrating an understanding of the remaining variances that exist by focus on the example of differences related to “impairment” under GAAP and IFRS. Identify, describe, demonstrate and differentiate the principles of International Accounting Standard (IAS) 36 “Impairment of Assets,” and of US GAAP ASC 350, through analyzing fact patterns, preparing an analysis of case study materials on Impairment under IFRS guidance IAS 36, and solving problems
- assess and explain how the current rules for fair value accounting may lead to different valuations than those typically arrived at by Wall Street financial analysts, by case-type analysis of professional reports prepared by various accounting standard-setting bodies and by completing exam questions on these matters
- analyze how the principles of Fair Value measurements can be applied in the context of a case studies including the use of excel spreadsheets to perform initial analysis and, more importantly, sensitivity analysis.

Required Materials

- Generally, students should prepare for each class by completing the readings listed by class session later in this syllabus, and also by reading identified in Blackboard as “supplemental class readings” for the particular class identified.
- **This class requires purchase of the following resources:**
 - *Fair Value Measurement 2nd Edition Practical Guidance and Implementation* (by Mark Zyla; John Wiley & Sons, Inc., 2013)
 - Generally, students are required to access and perform Excel related learning and quiz assignments on the McGraw Hill Simnet site. Registration for this site is approximately \$30 and is done by each student individually using a credit card when entering the Simnet site. Further details to be provided during the semester. Students who believe they have competent skills in Excel, make elect to take a “opt out” quiz. Passing the “opt out quiz” will allow students to be exempt from Simnet assignments in the class.

- Educational materials used in the course, made available through the University relations sources from the Accounting firms, will be posted on Blackboard. Since this is a graduate level class, many of these materials will be based on real fact patterns that are often ambiguous.
- Access to the Wall Street Journal or other well regarded daily business news source.
- Blackboard is another important portal providing information related to the course. Most lecture slides will be available through your Blackboard account after the class is completed. Students very likely are familiar with Blackboard from prior study at USC. Self instruction related to Blackboard is available at <https://studentblackboardhelp.usc.edu/>

Supplementary Materials

Throughout the course students are encouraged to access the following websites and the sections focusing on fair value issues. Familiarity with these sites and the up to date materials available on them may benefit students in their careers long after graduating from USC

- The PCAOB is a nonprofit corporation established by Congress to oversee the audits of public companies in order to protect investors and the public interest by promoting informative, accurate, and independent audit reports. The PCAOB website: <http://pcaobus.org/About/Pages/default.aspx>
- FASB Accounting Standard Codification Database and Accounting Standards Updates. Basic viewing of database free to all at <https://asc.fasb.org/> . Free access to “Professional View” of the ASC database available to Accounting program faculty and students via FASB Academic Accounting Access tab with special login that will be provided during class lecture.
- IASB / IFRS Website <http://www.ifrs.org/Home.htm> . Free access to portions of the site is available through registration at the home page.
- Awareness of the highly respected fair value guidance materials available through the AICPA and The Appriaisal Foundation.

Prerequisites and Co requisites:

There are no prerequisites or co requisites for this course. Recommended preparation: Students in this class would benefit from a foundation that includes knowledge of accounting and sources of accounting guidance. Students should have access to Excel and would benefit from a familiarity with its basic functions. Workshops are available through “in person” and “on-line” Marshall School of Business capabilities.

Course Notes: Copies of lecture slides and other class information will be available through your Blackboard account.

Grading Summary:

	<u>Points</u>	<u>% of Grade</u>
Quizzes and Possible Homework	500	50.0%
Team Project Assignment	100	10.0%
Excel / Simnet	30	3.0%
Class Participation and Professionalism	70	7.0%
Final Exam	<u>300</u>	<u>30.0%</u>
TOTAL	1000	100.0%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. The average grade for this class is anticipated to be about 3.3 (i.e., 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 enrolled in this course this semester.

Reasoning Behind Class Presentation Format and Retaining Attention in Class

Feedback from students, as well as my own experience, indicate that its difficult to learn if the lecture style is monotonous.

It is my view that efforts to retain the attention of students is important. Viewed in a different way, no matter how important the topic, the ability to trigger learning is dependent upon "winning" the attention of class attendees repeatedly.

In this class I may start some sessions with music, or a you tube clip. The format of lecture in the class involves frequent questions posed to students. Typically, I ask questions of all students at random without waiting for "hands to be raised." In many instances a question I pose may tie to a concept that has just been discussed in the prior few minutes or on a subject addressed on a slide then shown on the projector. In these instances, the question may be primarily intended to "connect" student's attention to the lecture as opposed to weighty deliberation on a topic or question.

Failure to provide a cogent response to any particular question will not be viewed as poor performance. However, if a student displays a pattern of not recognizing what question is being asked of them, or exhibits a lack of knowledge or lack of recognition of topical points made a few moments earlier in the lecture, that may be viewed as not actively participating in the class.

I may occasionally very loudly call out a phrase, walk among the desks or use other dramatics. You may hear me call out "Fight On" or "Let's go Accounting."

My objective is to first keep you awake and engaged in the class. I have sat in similar sessions myself and found it difficult to remain awake much less engaged. I have found that many students feel that these approaches help them to maintain attention and that is my purpose in using them.

Some students may not feel comfortable with being asked questions without raising their hands, may be uncomfortable with dramatic or loud commentary on my part, could dislike the music, or may have strong political views that make class discussion uncomfortable. My apologies are extended in advance to students who may have these sensitivities. I hope that providing this explanation of why the class approaches are being used may ease the burden of discomfort that might otherwise be felt. While I'm sympathetic to the areas of sensitivity, the class presentation methods are chosen based on what is perceived to be most effective overall and that begins with students connected and engaged.

ASSIGNMENTS AND GRADING DETAIL

Readings

Reading assignments generally are intended to prepare students for the subsequent lecture covering the material. Just to be clear, it is worthy of emphasis that the assigned readings are intended to occur in advance of lecture on the same material. Conceptually students should have the objective of having a general familiarity with the material prior to the lecture to provide a foundation for an expanded and solidified acquisition of knowledge through the lectures.

Planning and allocation of time in your current endeavors and your future business career is very important. To aid in your planning, the syllabus on some occasions may seek to assist in your allocation of resources by recommending that only certain pages of a chapter be read, or suggesting that some portions of assignments be considered “In Depth” readings and others as “Limited Depth” readings.

Generally, the slide decks used in the class lectures will be available after the lecture. I typically work on the decks to include the possibility of current news matters even in the hour before lecture and accordingly, in most instances, the decks will not be posted in advance of the lecture.

Quizzes

There will be an in-class quiz in four of the class meetings. These quizzes have a significant impact on the final grade and may focus on both the required readings of materials “to be covered in the upcoming lectures” as well as material covered in “past lectures.” Students need to allocate study time associated with these assignments and quizzes.

The dates of these assignments are shown later in this syllabus. Similar to the career environment where commitments and deadlines are set and must be met, students need to accept responsibility to attend the quizzes on the date indicated.

If a student identifies a schedule conflict with one of these dates, they may seek an accommodation by contacting me by email at least one week “in advance” of the due date and I may consider an alternative arrangement based on facts and circumstances. It is highly unlikely that I will provide multiple accommodations for the same student and unlikely that I will agree to accommodation requests made after the due date of the assignment or quiz.

Team Project Assignment

No later than Class 10, students will be assigned to teams and the details of the major class case study project will be released. There will be a single case study assigned to all teams. While the specific case study to be used is being deliberated, consideration is being given to alternatives focusing on topics such as: “audit of fair value for impairment,” “audit of fair value allocation of purchase price for business combination” and “audit of mark to market” alternatives.

Team presentations will occur during class 13. It is possible that if there we run out of time to have all of the presentations made during class 13, that some may be postponed to class 14. However, all materials from the case study for all teams are due prior to the beginning of class 13 and the presentations made should be consistent with the materials submitted.

Based on materials covered in the course and assigned readings, teams will complete a template audit review document, and will prepare commentary on relevant matters. Prior to the beginning of class 13 each team will submit and present their completed audit review document. During class 13, teams will be prepared to make a presentation, not less than four minutes, not more than eight minutes, and providing their team results.

It is important that all students participate in the team efforts. To facilitate that participation it is recommended that the team meetings occur via by netmeeting, Skype, GoogleDocs, or conference calls at times when there is a low likelihood of possible conflicts with other classes, jobs or other matters.

Teams will provide three electronic files respectively in Excel, Word and PowerPoint format, sent to me by email not later than the beginning of Class 13. No pdf files, Google shared doc files or files in formats other than Excel, Word or PowerPoint are to be submitted.

In the career environment the naming of electronic documents is important to both your keeping track of materials, and helping recipients keep track of what they have been provided with. In this course, please “name” the files provided

to me in a way that includes the class number "528" your number "Team x" and descriptive verbiage "Case study" and either "write up" or "slides"

Consider the presentation in the context of what would be appropriate for a team presentation that would be made in a career setting. Think about whether it makes sense for you to provide hard copies of the Word and PowerPoint presentations to the “client” / professor at time of the presentation. Think about the possible relevance of appearance and dress of team members. Think about what team members are doing when one is the primary speaker. Think!

Suggestion: very early in the presentation indicate the "conclusions" or "take aways" you would like the audience to remember. Toward the beginning include a statement of how the presentation is organized.

Some ideas on what will not be effective in presentations occurring in a career environment: Assume that each member is “on stage” with their behavior and manner being viewed for the entire presentation. Teams whose members are looking off into space or into their iPhone during fellow team members portions of the presentations, talking in a monotonous tone, employing a confusing format, slides that are unreadable by the audience, with some team members incorrectly stating facts, looking like they have just rolled out of bed, will not prosper.

As noted earlier, team members will rate each of the other fellow team members. It’s hoped that students will be motivated to actively participate in the team project assignment by including these team ratings of individual participation as part of the grade. Either a link to a Google form or a Blackboard assignment will be posted including an evaluation form to be completed and submitted by each individual following the date of the team presentation. Submissions will only be accepted via the specific Google form (or Blackboard assignment if that format is used.) Students should not evaluate their own performance but their name will be included on the form.

The essence of accounting involves gathering data in a meaningful format to allow effective and appropriate decisions. In a similar sense, in team settings, it’s important that those not performing be provided with appropriate feedback so that they understand that the performance needs to change. If you have a team member who fails to join in for conference call meetings, or who has not read the assignment, or is not prepared to contribute actively in the call,it would be unlikely that rating that person a 5 is providing them with appropriate feedback. If you are rating all of your team members 5 , and some team members are habitually absent from class, similar to a business setting, you may be called upon to comment on how that rating is truly reflective of what has gone on with the team efforts.

The format of the questions and submissions may be something along the following lines:

	Rating: 1 to 5: 5 reflects outstanding performance and 1 reflecting very poor performance					
	Team Members name	Your name:	John Peters	Mary Socal	Jung Cheng	Evan Ivan
	Overall evaluation of the contribution of this individual to the team efforts					

The team presentation counts for 100 points which is 10% of the final grade. Individual student grades will depend upon the results for their team plus assessment of their individual performance and contributions. While actual grading may vary, based on past semesters, roughly 25% to 35% of the team may receive the full, or near full credit translating to 90% to 100% range; similar percentages of the teams may receive 85% credit, and about the same percentage of the teams may receive 80% or less credit. The individual performance and contribution segment of the team presentation grade will depend upon the ratings by fellow team members together with professor assessment based upon in class efforts and the participation in the team presentation. Students who do not actively and effectively participate in the team efforts may receive a low grade in the project even if their team is rated highly.

Internet Based Meeting Capabilities

In the business world the ability to effectively use internet based meeting technology is an important skill set. Some classes this semester may occur via internet meetings. Students can choose to attend either in the normal classroom with their team members, or teams can choose to attend in an alternative location via one shared computer. If this approach is used, the professor and possibly guest speakers may be in remote locations.

Excel Proficiency

Currently, in day to day business exchanges, Excel is arguably the primary “language of accounting.” While broad acquisition of Excel skills is not within the scope of this course, the importance of Excel will be accentuated and students will be directed toward a path of acquisition of Excel knowledge through class exercises.

Feedback from employers has identified particular Excel functional capabilities to be of importance in typical business environments. Skills of particular interest to employers and generally identified as “Basic,” “Intermediate” and “Advanced” levels will be described. Many students will already have established knowledge of these skill areas through prior scholastic and personal endeavor. For those who have not achieved proficiency, the limited class sessions will help identify “target areas” where they need to engage in personal learning study. Excel proficiency will be discussed in brief portions of some class sessions.

Generally, students are required to access and perform Excel related learning and quiz assignments on the McGraw Hill Simnet site. Registration for this site is approximately \$30 and is done by each student individually using a credit card when entering the site, details to be provided later in the semester. Since this is a graduate level class, students should focus not only on use of Excel to “arrive at an answer” but also, and perhaps more importantly, to subjecting answers to “sensitivity analysis.”

Students who believe they have competent skills in Excel, make elect to take a “opt out” quiz. Passing the “opt out quiz” will allow students to be exempt from Simnet assignments for the class.

A deck will be posted on Blackboard proximate to the second class session providing further insights on the Simnet program enrollment and the opt out quiz alternative.

Early in the semester students not completing the opt out quiz will be required to enroll in Simnet and display ability to use Simnet via following the instructions to learn one Excel “task” and completion of a one question quiz on that task. These activities do not impact your course grade. Afterward students will have the opportunity to utilize an online lesson which will guide you through a series of roughly 45 Excel “tasks” tied to important learning areas.” There are "Let me try" and "Show me" menus within the Lesson. It’s important to use the Lesson to understand how Simnet works and is important for success with the required online quiz that students are required to complete.

Students are required to complete an online quiz by the date shown later in the syllabus. Typically, this Simnet online quiz will include approximately 60 questions. There is a time limit for each exam. Students may take the exam twice and receive the highest score they achieve for use in grading.

If students who have completed Excel Simnet in either ACCT 415, ACCT 416 or ACCT 377 no new cost need be incurred and you should identify this circumstance in an email to the professor. Students who have completed the Simnet assignments in a prior class will be exempt from the requirement in this class.

Final Exam

The final exam will be given on the date shown later in this syllabus. emphasize material covered in lectures, discussions by guest speakers, homework assignments, case material and the assigned readings in the text. Generally, the final will be broken into three portions: 1) Questions and / or problems associated with the texts and other third party materials, 2) Questions on topics drawn from lectures, current events, cases and guest speakers, with the answers

provided in a multiple choice and / or problem format and 3) Questions where students will complete analysis and calculations of potentially ambiguous fact patterns.

Participation and Professionalism

Participation is key to success in one's career. That concept and premise is reflected in the approach to participation used in this course. Thoughts on "Participation" begin with the subject of attendance. Conceptually, a pattern of absence from class, a pattern of lateness, or lack of participation and/or inattention will adversely affect your grade in the same way that such behavior would adversely affect your performance evaluations in a career setting.

Name "Tents," that is, folded sheets showing individual student names, will be used for all class sessions. These will facilitate my ability to call on students by name and assess participation, and should advance the ability of students to get to know one another. Students should keep the name tent in a visible location in front of them, so that I, and other students, can facilitate participation.

The name tents are also used to record attendance, and they must be returned to me at the end of each class. I will bring tents back to the next class for your use again. It is each student's responsibility to take their name tent at the beginning of class and to return it at the end of class.

Think about the process here of use of name tents. Naturally, students should not pick up the name tents for others at the beginning of class, nor return others name tents since the tents are being used to keep class roll. Student failure to obtain their name tent at the beginning of class, or to return the tent at the end of class, may result in their being marked absent.

If you are absent six or more times prior to the last day to withdraw from a course with a grade of "W", you may assume that my view will be that you should withdraw from the course. Commitment to attendance tends to maintain professionalism and ensure a system that is fair to all students.

In each circumstance that you need to be absent, you are expected to send an e-mail message to the professor prior to the start of class. No reason is needed in the email, just notification. This is the minimum standard of "notification" that you can expect to encounter in your business career. Failure to notify me by email may be viewed as unprofessional behavior. Failure to notify by email that you will miss "our meeting / class" will result in 2 "absence points" to be recorded. Proper notification will result in one absence point.

Keep in mind that an e-mail in advance of class does not "excuse" your absence – it simply shows me that you are taking an appropriate professional stance and responsibility for choosing to do something else during class time. More than two absences may begin to impact your performance. Multiple absences, even when accompanied by conscientious notification, may be unacceptable in your business careers and may be viewed similarly in this class.

If you miss a class session, you still need to come to the next class fully prepared. You may have access to PowerPoint slides from the class if the nature of what has been covered has caused me to post them on Blackboard. Please contact a classmate before the next class meeting. Ask them for announcements, lecture notes, readings, assignments, etc. If you discussed the missed class session, and you still feel you need further clarification or interpretation of the material covered, I will be glad to help. Please do not send an e-mail asking me to tell you what you missed in class. Instead, check with your teammates, check for class recordings, and use "critical thinking." Of course, if a major illness or emergency arises, I will work with you to consider the possibility of an accommodation related to the situation.

Generally, I request that the technology group record all class lectures and many of the class lectures actually are available and may be helpful for those who miss a class. Students should be aware that the recordings are occurring and that all comments made may end up being included. It's worthy of note that I have found that some classes end up not recorded even though I have sought to have that occur.

Those enrolling in the class late and missing either one or two classes need to be aware that they are starting the class with absences already. Similar to the career setting, you are welcome to join in the team efforts but reality is that you've missed whatever happened at the start.

On a personal basis, you should feel free to stop by during office hours to meet and discuss things with me. I want each student to succeed both in the course and in their career. Let me know if I can offer some thoughts that will be helpful.

Email is perhaps the predominant form of communication in business and feels free to reach out to me. **thomasry@marshall.usc.edu** is my email address. Generally, similar to a business setting, I will hope to respond to emails within 1 business day. Again, I have multiple courses and sessions within courses so please include in the subject line the course name and section (Example in Subject line: ACCT 528, 10 am section,)

We will be discussing contemporaneous news events involving accounting and fair value issues during the class. Regular daily reading of online or hard copy finance oriented sites, such as the Wall Street Journal, for not less than 10 minutes per day, is expected of students for each class. Each class may include inquiries of students chosen at random seeking insights about current events potentially relevant to the class. Outside readings by students provide foundational knowledge of current events, and the resulting ability to participate in class participation dialogue, is an important part of the learning process for this course material. Success in your business career depends upon your knowing what is going on in the business world generally.

Consistent with the Marshall School Strategic plan, we will seek to advance the level of students' professionalism as part of the class. Professional conduct is expected from all students in class. In addition, professional conduct is expected from all students in interactions with me on class related matters, both in class, and outside of class. The class related interaction occurring outside of class hours may include for example: email, telephone, voicemail, or part of my office hours.

The experience as part of the Marshall School of Business, and the Leventhal School of Accounting, is not simply learning about facts, procedures and analysis. You are expected to get to know your fellow students in the class. Many students will have travelled thousands of miles to attend USC and this class with you. From a purely self-centered, hardnosed economic perspective, it is not unlikely that your future careers could be positively impacted by that fact that one or more of the students in this course may be in positions of great authority and responsibility 20 years from now. Your class participation grade may depend upon your knowledge of fellow students' names.

Critical Thinking and Personal Brand

The USC Marshall School of Business "Strategic Vision for Marshall" states: "...The USC Marshall School of Business aims to be a leader in educating tomorrow's global business leaders, creating knowledge of management and the business environment, and addressing critical problems facing business and society, both locally and across the world."

Consistent the above, this class seeks to advance "critical thinking." While the definitions of critical thinking may vary, the underlying premise ties to the concept of the ability of an individual to assess situations and derive appropriate courses of action without specific detailed guidance. Lack of critical thinking is evident when the employee is excessively dependent on instruction, which may include the need for a "recipe" listing which defines exactly the steps required.

Critical thinking begins with the individual taking personal responsibility for addressing issues themselves, researching matters before simply turning to managers for instruction. An example of failure to use critical thinking would be someone who simply turns to others and says "I've encountered a problem, what should I do?"

A beginning level of critical thinking is represented by an individual who notes “ I’ve encountered a problem, have done some research, and found three alternative solutions that look potentially viable. Can I ask for your thoughts on this third alternative that I’m thinking of using?”

Advanced critical thinking involves use of a thoughtful “process” that could include the following: Uncovering and reassessing the definition of the problem, Selecting the actual and first priority problem worthy of being addressed, Creating multiple solutions, Choice of the solution(s) that has the potential to be the most effective, and Translating the solution(s) into an effective implementation plan “USCCT.”

Critical thinking ability affects your long term career potential. You may hear me observe during lectures that in my experience, jobs that require performance based simply on completing a “recipe” of steps are worth no more than \$20 per hour. It is my hope to play a small role in moving each student toward performance that is worthy of compensation of \$200 to \$400 per hour

As a member of the USC community, you should be aspiring to progress to perform at a level conceptually 10 times more productive and effective than what is generated through compliance with or following simple “recipe” type activities. Compliance with guidelines and instructions is required. However, compliance alone, doing what is instructed, is insufficient to achieve outstanding levels of performance.

Some career paths tie to significant financial rewards while other career paths drive rewards and contributions of a non-financial nature. The commonality in either is that critical thinking is important to high performance.

Critical thinking is not the primary subject of this course. However, students will be asked and challenged to utilize critical thinking in the day to day classroom activities, in the case studies, and during possible office visits. During class interaction I will hope to provide a friendly, pre career environment, to accentuate comments and questions that are particularly strong and occasionally ask whether “critical thinking” could have been better used.

This syllabus provides significant guidance. However, other questions and concerns will arise during the semester, and students will be expected to think, evaluate, and seek solutions on their own, and through dialogue with fellow students, as a normal part of personal daily performance. Students are encouraged to think about questions before they ask them, just as the same thoughtful process is important in business.

You will be encouraged to challenge yourself to embrace familiarity with contemporary news events in which accounting related considerations are relevant, and for which there may be no clear appropriate answer.

The elements above can be viewed in the context of the concept of “Personal Brand.” The impression an individual leaves of themselves has a tremendously important impact on their business success. The overall collection of impressions represents a “Personal Brand.” In this class students will be encouraged to think about how their personal brand is affected by their choices.

Statements and questions that are thoughtful and insightful increase the respect of those involved and increase personal brand. Knowledge of important current business events tends to engender respect. At the other extreme, students spend time playing video games during class, while not generally seen by the professor, affect their “personal brand” with students who are potential colleagues in business careers.

On a personal level, I look forward to discussions with each student. On a professional level, I think it makes sense to cheerfully encourage students to work at asking good questions and to avoid “lazy” questions. If I respond to a question asked by asking about the steps you have taken to research the issue, please understand that my hope is to advance your focus on personal adoption of critical thinking.

GRADUATE PROGRAM STUDENT LEARNING OUTCOMES

For those students taking this course as part of the MAcc or MBT program, the following references are relevant. Five Student Learning Outcomes for the Master of Accounting and Master of Business Taxation programs were developed by the USC Leventhal faculty and administration and filed with the AACSB, the accrediting body for accounting and business schools. In brief, these Student Learning Outcomes are as follows:

- 1. Technical, Conceptual, Problem-Solving**
- 2. Professional Development**
- 3. Research/Life-Long Learning**
- 4. Ethical Principles and Professional Standards**
- 5. Globalization and Diversity**

The five Student Learning Objective measures developed for this class are as follows:

1. Technical, Conceptual, Problem-Solving

Students will be competent in and be able to apply discipline-specific knowledge and skills in the fields of accounting or taxation. This learning outcome includes the development of critical thinking and problem solving skills, as well as an understanding of the strategic role of accounting in business organizations and society. Heavy

2. Professional Development

Students will be able to communicate clearly, and strategically, after considering the relevant audience, situation, and purpose of the communication. Students will develop the ability to work productively with others to accomplish established goals. Moderate

3. Research/Life-Long Learning

Students will be able to use relevant research databases and academic/professional literature to gain new knowledge and analyze business situations. Moderate

4. Ethical Principles and Professional Standards

Students will be able to apply ethical principles and professional standards in analyzing situations and making informed decisions. Light

5. Globalization and Diversity

Students will be able to demonstrate an international perspective and appreciation for diversity and cultural differences, along with their significance in global business. Light

MARSHALL GUIDELINES

Add/Drop Process

In compliance with USC and Marshall's policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. 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 another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

If you are absent six or more times prior to the last day to withdraw from a course with a grade of "W", you may assume that my view will be that you should withdraw from the course. Commitment to attendance tends to maintain professionalism and ensure a system that is fair to all students.

Technology Policy

One objective of the technology policy in this course is to aid in your selection of personal technology usage patterns that will be effective in your chosen career after departure from USC. In your career, effective choices involve the application of “timing and level” of technology usage. Similar to the “public” classroom setting, your use of technology in public areas in your career may impact your “personal brand / business reputation.” Finally, your technology usage in work and scholastic settings may impact the effectiveness of those around you.

In your future career environment you will likely experience significant demands on your time and attention. In many environments it is not unusual to receive 60 or more business emails per day, 20 or more business voicemails, and large volumes of business associated text type messages. To be effective, an individual must strike a balance between remaining connected to these messages, while concurrently remaining focused on tasks, analysis, meetings, phone calls, worthy of and requiring devoted attention.

To be effective in your future careers you will need to be able to “tactfully” “balance” the challenge of “remaining connected” to technology, while also devoting high quality focus and attention to matters you are handling via meetings, phone calls and analysis through the day.

Consistent with this general background, I will initially permit all students use laptops, and other devices, including Internet access during lectures. No such devices will be allowed during examinations. Each student is expected to utilize this freedom in a manner that is compatible with the concepts above and consistent with a future career environment.

The following insights may be relevant in defining some general boundaries.

Unacceptable actions during class at any time: playing video games; shopping online.

Acceptable actions: Very occasional checking of texts and / or emails in a discrete manner and very brief limited replies i.e. perhaps twice in a two hour class. Loading the PowerPoint or Word documents tied to class presentations and taking notes on your computer during class is an excellent use of technology. Occasional searching of the internet for content relevant to that day’s lecture is both encouraged, acceptable and may add value for all in the course. Discrete occasional course related communication with fellow team members for planning of assignments is acceptable.

GRADING POLICY

We adhere to the USC Leventhal School of Accounting and Marshall School of Business grading standards for graduate programs. In general, final course grades at the graduate level in a core course average approximately B+ (3.3), but may vary based on class performance. For elective courses, the class average is usually higher-- approximating 3.5, which is between a B+ and an A-. You must receive a C or better to pass a required class, and you must have an overall B average (3.0 minimum) in order to graduate from USC. The graded elements of this course are listed in this syllabus along with information about how they will be evaluated.

Statement on Academic Integrity and Academic Conduct

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.

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 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 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.

EMERGENCY INFORMATION

USC Emergencies: 213-740-4321
USC Public Safety—Non Emergencies: 213-740-6000
USC Emergency Information Line 740-9233
USC Information Line 740-2311
KUSC Radio 91.5

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 your 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. For more information visit www.usc.edu/disability .

Class Notes Policy Per the USC student guidebook [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.

Emergency Preparedness/Course Continuity In case of a declared emergency if travel to campus is not feasible, 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.

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 seek to make my expectations for the various assignments clear and to have the evaluations occur on a fair and objective basis. If 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 an email memo in which you request that I re-evaluate the assignment. 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.

Planning and timeliness is important in the career environment and those attributes should be adopted by students in this course. Students are encouraged to stay current on gathering insights from the results of their graded materials. Discussion and review of the content of quizzes and exams as well as individual student responses on quizzes and exams will close two weeks after the date of grade posting for graded material. For example, individual student quiz content and grading will not be allowed in the period proximate to the final exam for quizzes much earlier in the course. In addition, grades for assignments and exams will be considered final if no email request for a change has been received by me within the two week time period. Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to the student; i.e., if I returned a graded paper to you, it is your responsibility to retain it.

USC Leventhal School of Accounting

Important Dates

Spring 2016

First Day of Class	Monday, January 11
Accounting Orientation – ACCT-370 lab time	Friday, January 15, 10am
Martin Luther King Jr. Birthday, University Holiday	Monday, January 18
USC Career Fest	January 25 - January 29
USC Career Day	Thursday, February 4
Resumes for Spring Resume Book due	Friday, February 5 at 8am
Leventhal Scholarship Applications Due	Monday, February 8
Summer Leadership Programs, Information Session Panel	Friday, February 12, Noon
Presidents' Day, University Holiday	Monday, February 15
Meet the Firms – Galen Center (Accounting Society)	Thursday, February 18, 6-9pm
Spring Break	Monday, March 14 - Friday, March 18
LSOA Annual Scholarship Dinner	Thursday, April 21
Last Class Meeting for Regular (001) and 442 sessions	Friday, April 29
Study Days	Monday & Tuesday, May 2 & 3
Commencement	Friday, May 13

Regular Session Dates (Session 001), January 11 - May 11

Last Day to Add or Drop w/out a “W”	Friday, January 29
Last Day to Change from P/NP to Letter Grade	Friday, February 26
Last Day to Drop with a "W"	Friday, April 8
Final Exams	Wed., May 4 – Wed., May 11

ACC 528			Readings:
1/13/2016	Class 1: Review of Syllabus, Course Content, and Learning Objectives. Varying purposes / reasons for a valuation analysis, Intrinsic vs. Relative value	Overview Lecture objective: Inspire an understanding of: how this course will be conducted, the importance of students understanding of the syllabus, overview of the content to be addressed in the course, and the extended objectives of the course beyond the accounting topics to advance student likelihood of career success by focus on current business events, critical thinking and attention to "personal brand." Review of class syllabus. Discussion of learning objectives; required and supplementary materials; assignment, quiz and exam formats; and method for grading in the course. Lecture: Caution required for application of general valuation knowledge to Fair Value issues for financial statement purposes. Discussion of key foundation challenges in valuation: Varying purposes / reasons for a valuation analysis: US Gaap Financial usage, IFRS usage, Acquisition pricing, US Federal Tax related, Litigation damages. Differences between "Intrinsic value": present value of future cash flows; and "Relative" value: sale price of similar assets.	
1/18/2016	Martin Luther King University Holiday		
1/20/2016	Class 2: Example review of migration in accounting and valuation treatment of example assets, and the process of deliberations by the IASB vs. SEC / FASB.	Overview lecture objective: Building on the assigned reading, advancing the understanding of: evidence that shows that there are significant Fair Value related financial statement and audit related failures; the parties holding significant influence in this area including IASB, PCAOB, FASB and IVSC. Example of topics include: How have the rules for fair value accounting have emerged. Overview insights re: IASB vs. FASB views on example FV issues. Example fair value issue areas: migration of the accounting treatment of the In Process Research & Development, Stock options and Financial instruments asset categories. Students may be asked to lead the class on visits to the IASB, PCAOB, FASB and IVSC websites. Possible Guest lecture participation by Adam Smith, Valuation Practice Fellow from the Financial Accounting Standards Board during the class session	Reading due for beginning of Class 2: Fair Value Measurement 2nd Edition Practical Guidance and Implementation (by Mark Zyla; John Wiley & Sons, Inc., 2013) Survey of Fair Value Audit Deficiencies pages 435 to 445 and History and Evolution of Fair Value pages 7 to 31 Assignments due for Class 2: Per "Supplementary Materials" section of the syllabus; student should visit the IASB, PCAOB, FASB and IVSC websites for general familiarity with content. Students are reminded, per the syllabus section on required materials, check for possible "supplementary readings" on Blackboard for each class session

1/27/2016	<p>Class 3 Key framework concepts creating the framework for valuation in the US GAAP and IFRS contexts</p>	<p>Overview of considerations influencing the lecture materials: Before financial reporting of Fair Value issues can occur, there needs to be agreement on the foundation principles guiding how fair value estimates are to be analyzed and determined. The principles and guidance are provided by the material included in ASC 820 for GAAP and IFRS 13 under IAS establishing the "Fair Value Framework" Examples topics include the premise of value, market participants perspective, highest & best use, assessment of the "Principle Market", The "Most Advantageous Market" concept. Considerations associated with "inactive" vs. "active" markets for asset types. Distinction between an orderly transaction and distressed transactions. 15 minute Quiz re materials in readings for classes 2 and 3, and materials covered in lectures 1 and 2.</p>	<p>Due for beginning of Class 3: Limited depth reading of Zyla Chapter 2, pages 37 to 78 Fair Value Measurement Standards and Concepts. This includes the guidance provided by the FASB under ASC 820. Review also the three page summary of IFRS 13 posted on Blackboard and named: "Class 3 IFRS13 technical summary" IFRS 13 is virtually identical to ASC 820 under GAAP. Students are reminded, per the syllabus section on required materials, check for possible "supplementary readings" on Blackboard for each class session</p>
2/3/2016	<p>Class 4 Key FV areas: Business Combinations, Impairment, Financial Instruments; Fair value of Liabilities. Proposed Private Company treatment under US GAAP</p>	<p>Overview lecture objective: Finalization of the Fair Value overview topic, insights on new developments in Fair Value under GAAP, and lecture segment on use of Excel and mention of the required Simnet based Excel training module. Lecture: Further discussion of specific elements included in the Fair Value Framework. Review of materials and consider examples (with ambiguous fact patterns) associated with the topics: Market Participant Assumptions, Scenario sensitivity analysis, Use of Multiple valuation techniques. Introduction of Key FV areas: Business Combinations, Impairment, Financial Instruments; Fair value of Liabilities. Possible topic: class discussion of "gains" reported by banks encountering financial distress. Proposed Private Company treatment under US GAAP. Possible guest lecturer: George Wilfert, Deputy Director, PCAOB, serves as senior technical advisor in the Office of Research and Analysis (ORA), and is responsible for overseeing support to PCAOB staff on complex matters. Students who have not taken the Excel opt out quiz are required to complete enrollment in the Simnet Excel online course by this date and complete the 1 question "trial /example" quiz online</p>	<p>Powerpoint deck placed on Blackboard named EY Fair_value_basics_slides 45 to 82.ppt. Also students should conduct a Google Search and identify background information tied to actions by re SEC, FASB and reported by the AICPA in 2013 related to Private Company Council treatment of Fair Value issues. Students are reminded, per the syllabus section on required materials, check for possible "supplementary readings" on Blackboard for each class session</p>

2/10/2016	<p>Class 5 Ernst & Young materials and examples re Valuation methodologies for the Business Enterprise, valuation techniques used for intangible assets.</p>	<p>Lecture objective: Introduction and review of the "Three Principle Approaches to Value: Market Comparison, Income and Cost Approaches." This course does not seek to establish an in depth knowledge of these valuation approaches, and nor is it intended to address a profession level understanding of the methodologies within these approaches and the underlying assumptions. However, a broad general understanding of the approaches and methodologies is key to understanding how appraisal experts develop thier assessments of Fair Value to be used for financial statement purposes, and to position students from this class to play effective roles in the audit or use of that fair value information. Discussion of Guideline company method, Similar transactions method, Multi-period excess earnings method, Relief from royalty method, Incremental or differential method, Lattice method and Income Tax assumptions used in valuation for financial statement context. Tentative Guest participation via GoToMeeting Tony Aaron: Americas Leader of Quality and Risk Management ("QRM") for the Ernst & Young LLP Valuation and Business Modeling</p>	<p>Reading due for beginning of Class 5: In Depth reading of the 36 slide Powerpoint deck posted on Blackboard " EY Fair Value "Advanced" series Section 5: Slides 1 to 36." Second reading assignment background: This course does not seek to establish a profession level understanding of the methodologies within these approaches and the underlying assumptions. However, a broad general understanding of the matters is key to understanding how appraisal experts develop thier assessments of Fair Value to be used for financial statement purposes. In order to better understand the topics in the 36 slide deck above, it is recommended that you spend perhaps 2 hours performing "limited depth reading" of Zyla text Chapter 7, "The Market Approach" pages 199 to 233 and the first portion of Chapter 8,"The Income Approach" pages 253 to 262 only.</p>
2/15/2016	<p>Presidents Day University Holiday</p>		
2/17/2016	<p>Class 6 Additional valuation methodologies and the steps involved in appropriate valuation process</p>	<p>Lecture objective: This lecture will dig more deeply into examples of use of methodologies within the three Principle Approaches to Value: Market Comparison, Income and Cost Approaches." As noted in the prior class, this course does not seek to establish a profession level understanding of the methodologies within these approaches and the underlying assumptions. However, a broad general understanding of the matters is key to understanding how appraisal experts develop thier assessments of Fair Value to be used for financial statement purposes, and to position students from this class to play effective roles in the audit or use of that fair value information. Examples of topics covered: More specific discussion of various income approaches to value and the key underlying factors impacting the viability of results. Use of the various alternative models depends on consideration of the following factors: Identify key assumptions, Validate the key inputs, Review the reasonableness of prospective financial information, Consider bias, Initial discussion of "reconciliation of value" At the beginning of Class 6, students will complete a 15 minute quiz, covering material covered in classes to date and reading materials assigned for Class 6.</p>	<p>Reading due for beginning of Class 6: In Depth reading of the 53 slide Powerpoint deck posted on Blackboard from EY Fair Value "Advanced" series named "Class 6 Fair_value_advanced_section_5_slides Performing ValAnalysis Slides 37 to end.ppt" Second reading assignment This course does not seek to establish a profession level understanding of the methodologies within these approaches and the underlying assumptions. However, a broad general understanding of the matters is key to understanding how appraisal experts develop thier assessments of Fair Value to be used for financial statement purposes. Accordingly please spend perhaps 2 hours performing: "Limited depth" reading of Zyla text Chapter 8 pages 253 to 303,"The Income Approach." It is suggested that your understanding of the material may be increased by reading the materials in the following relative priority sequence: Pages 253 to 261: Use of Discounted Cash Flow (DCF) to value "equity" as compared to use of DCF to value Total Invested Capital; pages 280 to 293 Relief from Royalty method used for trademard and technology valuation, Incrementa cost / "with and without" methods used for valuation of non compete agreements; Pages 294 to 303, estimating the required rates of return and via the weighted cost of capital; and finally Pages 262 to 279 addressing use of the Multi Period Excess Earnings Model (MPEEM)</p>

2/24/2016	<p>Class 7: Ernst & Young Case study discussion of Southeast Beach Company related to the overall Business enterprise value</p>	<p>The class will focus on a case study considering use of the approaches to value a company, or divisions of a company. A series of teams will be established at the beginning of class. This is intended to be similar to a business setting where individuals have been working on an agreed set of problems and questions in advance, and then are meeting to come to a consensus on what results / positions they will take as a group. Critical thinking, as well as basic levels of valuation knowledge, play a role in the exercise. The possible relevance of the market, income and cost approaches to value will need to be considered. At the end of class, depending on time availability, it is possible that teams selected at random may each give 5 minute presentations summarizing their analysis and conclusions</p>	<p>Reading due for beginning of Class 6: In depth reading of, and preparation for group discussion the case study to be addressed in this class. A file named "Class 7 Fair value advanced case.pdf" will be available on Blackboard one week before this class. Second reading assignment: While this is not a course specifically focused on auditing, audit of Fair Value issues and the deficiencies in audit issues are important topics. Later in this course, in about week 10, the major group case study worth 10% of the grade will be distributed. While the case study selection is still be considered, there is a good chance that it will involve a case scenario where students are asked to employ an audit of fair value perspective. Accordingly, it is recommended that "limited depth reading" perhaps an hour of time be allocated to Zyla text Chapter 13 "Auditing Fair Value Measurements" pages 389 to 418</p>
3/2/2016	<p>Class 8 Guidance under ASC 805 related to allocation of the purchase price following a Business Combination,</p>	<p>Lecture Objective: This class will focus on exploration of the guidance under ASC 805 related to allocation of the purchase price following a Business Combination and also the topic of the Nature of Goodwill and Intangible Assets in a financial reporting context. Lecture topics to include discussion of: Defining the elements to be included in the purchase price paid for financial reporting purposes. Treatment of contingent compensation. Buyer specific synergy considerations. The need for valuation of intangible assets to occur in the context of, and consistent with a valuation of the Business Enterprise value. Issues impacting intangible asset value: Remaining useful life, choice of the discount rate for intangible assets. Tangible asset valuation insights. Procedures used for valuation of various categories of Intangible assets. 15 minute quiz on materials covered to date in the class and including the readings for the current class. Possible participation as a co-lecturer by Mark Zyla, CPA / ABV, CFA, ASA, and author of the text "Fair Value Measurement" being used in this class.</p>	<p>Reading due for beginning of Class : Zyla text Chapters 3 and 4. Chapter 3 "Business Combinations" page 79 to 99 and Chapter 4 "The Nature of Goodwill and Intangible Assets" pages 103 to 121 . Students are reminded, per the syllabus section on required materials, check for possible "supplementary readings" on Blackboard for each class session</p>

3/9/2016	<p>Class 9 guidance associated with "Impairment testing" under ASC 350 for the valuation of indefinite lived intangible assets and goodwill, and ASC 360 for the valuation of limited lived intangibles as well as tangible assets</p>	<p>This class lecture will include the introduction to the guidance on how assets are tested for "Impairment" and also a brief, hopefully fun, case study related to purchase price allocation. Key lecture topics "Impairment testing" under ASC 350 for the valuation of indefinite lived intangible assets and goodwill, and ASC 360 for the valuation of limited lived intangibles as well as tangible assets. Students should have prepared prior to the class by reading the Advance Guidance Deloitte Purchase Price Allocation mini case study document posted on Blackboard. At the beginning of class, this fairly simply 2 page case study will be distributed. Students will spend 20 minutes jointly discussing the fact pattern and making a determination of their conclusions. We will then poll each team for the answers they would like to provide. At the professors option, either the team with the best answers will be invited, or the team with the worst answers may be required, to join him for lunch at a date to be chosen. Our class session may occur via internet meeting to facilitate student's familiarity with that format of business meeting.</p>	<p>Reading due for beginning of Class: Zyla Chapter 5 "Impairment" pages 123 to 149. Also, second reading: Limited depth review of the document posted on Blackboard "Class 9 Advance Guidance insights for Deloitte mini purchase price allocation case study.docx" Thoughts related to the recommendation above related to "limited depth reading." Deloitte has offered the advance guidance document as including information of relevance to the case study. The document includes 4 pages of citations potentially relevant for the study. To be effective in class, students will need to have sufficient familiarity with the document to enable picking out those sections of guidance that are relevant. While in depth reading and understanding is not required, reading the document in class will not allow sufficient time for the execution of the case study itself.</p>
3/14/2016	<p>USC Spring Break 3/14 to 3/20</p>		
3/23/2016	<p>Class 10 discussion of "Private Company Council Fair Value Treatment Options for Private Companies;" the "Qualitative Impairment Analysis option under Accounting Standards 2011-08;" and " Impairment under GAAP vs. IFRS</p>	<p>Objectives for this class are multifaceted. Use of critical thinking is encouraged. In the advance reading assignment, students are directed to use their research capabilities to seek information on specific topics. The FASB website is the directed source for one specific topic. One objective is to advance familiarity with the site which throughout their careers will be the source of authoritative guidance on GAAP matters and fair value matters within GAAP. In the career setting, students will need to develop a familiarity with reading such as that from the FASB site on an "in depth" basis and other segments in less depth. The class lecture will include discussion of variances to the GAAP Fair Value guidance previously discussed and falling into the three topic areas of "Private Company Council Fair Value Treatment Options for Private Companies;" the "Qualitative Impairment Analysis option under Accounting Standards 2011-08;" and "Comparison of Impairment under GAAP vs. IFRS" Prior to class 10, students will be divided into teams for class team project. <u>Students will sit in class and work with these team members for the rest of the semester.</u> Coincident with class 10 the details of the case study worth 10% of the course grade will be distributed. Teams will focus on during the subsequent three weeks on the case, and presentations are due in class 13. See "assignments and grading" sections of syllabus for details. Tentative guest speaker: Mark Smith AICPA Technical Manager - Forensic and Valuation Services</p>	<p>Reading due for beginning of Class: Students should develop a basic level of familiarity with the topics in three reading areas shown below. Similar to a career setting, and utilizing "critical thinking" to allocate available time, students will need to evaluate and decide on the portions of these readings which merit indepth review, and which portions can be given a limited scan: 1) Research and reading from the FASB website to find Update No. 2014-02—Intangibles—Goodwill and Other (Topic 350): Accounting for Goodwill (a consensus of the Private Company Council). 2) Research and readings from sources to be chosen by the student, providing insights on Accounting Standards Update (ASU) No. 2011-08 which introduced an optional of "qualitative impairment"t assessment for goodwill, possible review of Zyla "chapter 5A" and 3) Research and readings from sources to be chosen by the student, on the topic "Impairment difference between GAAP and IFRS" Students are reminded, per the syllabus section on required materials, check for possible "supplementary readings" on Blackboard for each class session</p>

3/30/2016	Class 11	<p>Class Topics: This class lecture will include a brief, hopefully fun, case study related to the level at which goodwill should be tested in a large multinational company. Similar to class 9, at the beginning of class, a 1 page case study will be distributed. In this instance it will be a KPMG case study. Unlike the Delotte case study from Class 9, no advance preparation for the case study is required of students. Definition of operating segments as defined in IFRS 8; consult IAS 36, definition of CGU under IAS 36.6, (IAS 36. E1 1 impairment example?), the requirements of allocation of goodwill, as each unit or group of units to which goodwill is allocated should (IAS 36.80) As before, students will spend 20 minutes jointly discussing the fact pattern and making a determination of thier conclusions. We will then poll each team for the answers they would like to provide. The second half of the class will focus on in class work by teams on the major course team project. During this class, there will be a 15 minute quiz on materials covered to date in the class and including the readings for the current class.</p>	Students should meet with their teams on the class project in the place of assigned readings
4/6/2016	Class 12 Fair Value for financial statement treatment of investments	Lecture topic: Review of the Fair Value treatment extended to various categories of Debt and categories of Equity investments.	Readings for Class: Limited depth reading of document on Blackboard "Class 12 Overview excerpt insights mark to market investment 13 pages.pdf Students should meet with their teams on the class project in the place of assigned readings
4/13/2016	Class 13	This is the class date for Team presentations on the major case study.	Team presentations: No readings due.
4/20/2016	Class 14 Derivatives. Content from IFRS website. Review of topics in course in preparation for final exam	Discussion of the treatment of financial instruments such as derivatives. Possible guest lecturer: Paige Kuroyama Partner, Western Regional Professional Practice McGladrey LLP. Fair value related content from IFRS website.	Possible Reading due for Class 14: Study modules from the IFRS website to be chosen and related to subjects such as: intangible assets, impairment and business combinations. Possible example: Discussion of IFRS for "SME's" (Small and Medium Sized Entities) Possible Modules of relevance Module 27 Impairment for SME's; Module 19 Business combinations for SME's http://www.ifrs.org/ Beginning of class is the deadline for Student completion of the Simnet Excel TRyan ACCT 528 Excel Exam" which has 55 questions

4/27/2016	Class 15: Advanced Topics: In Process Research & Development (AICPA and Valeant) and Exposure Draft related to Control Premium issues (TAF)	Advanced Topics	Students are reminded, per the syllabus section on required materials, check for possible "supplementary readings" on Blackboard for each class session
4/29/2016		Classes End	
May 4-11		Final examinations week	
Wed, May 4 5pm		For both 528 Class sessions the final exam will be: 4:30 to 6:30 on Wednesday, May 4th	