**ACCT 462 – Detecting Fraudulent Financial Reporting**

**Spring 2020 – Sections: 14186 R**

Day/Time: M/W 4:00pm – 5:50pm Room: JFF 236

**Professor: Dr. Cecil W. Jackson**

**Office: ACC 110**

**Office Phone: (213) 740-5020**

**Email:** ceciljac@marshall.usc.edu

**Office Hours***: M/W 12:45 – 1:50 pm*

**Course Description**

 The major methods of fraudulently misstating a company’s financial position in its financial statements are examined. Then, each of these different kinds of frauds is studied by examining the story of a company that committed a particularly interesting or spectacular incident of that kind of financial-reporting fraud. The text, *Detecting Accounting Fraud*, describes the accompanying complex accounting mechanisms in an understandable and thorough way. Students gain an understanding of the institutional and environmental problems in the financial reporting process that made the potential for corporate governance failure a calamity waiting to happen. The course presents each of the major philosophical frameworks for analyzing ethical dilemmas, as well as the most frequent “false exits” that people use to attempt justify unethical behavior.

**Learning Objectives**

When students finish this course, they should be able to:

* Demonstrate an understanding of the most frequently used methods overstating revenue in financial reporting by analyzing and answering questions on case studies of companies that overstated revenue via the improper timing of revenue, the recognition of fictitious revenue and improperly valued revenue.
* Demonstrate an understanding of the most frequently used methods of understating expenses by the analysis and discussion of cases of companies that used various methods of understating expenses.
* Understand the ways companies use business combinations to overstate earnings by the analysis of cases of companies that used mergers and acquisitions to overstate assets and reserves
* Identify and explain the most frequently used miscellaneous methods of overstating earnings such as the use of special purpose entities and round-trip transactions by the study of various cases of companies that used these methods of fictitious financial reporting
* Demonstrate an ability to research financial statements for the purpose of identifying signals of fictitious financial reporting by completing a group project requiring the presentation of findings of signals of overstatement of earnings
* Demonstrate an understanding of each of the three major approaches to the study of ethics by analyzing cases of fictitious financial reporting in terms of consequentialism, deontology and virtue ethics

**Required Materials**

*Detecting Accounting Fraud: Analysis and Ethics.* Cecil W. Jackson.

Pearson/Prentice Hall. 2015.

**Prerequisites and/or Recommended Preparation:** is ACCT 370ab.

 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 Policies:**

* **Grades will be based on the following:**

 10% Cases and Homework and participation

45% Mid-Term Examination

45% Final Examination

Grading standards will be consistent with the grading policies of the Marshall School of Business.

* **Assigned Homework:**

Preparation for most classes will include readings from the text as well as readings of financial statements and Accounting and Auditing Enforcements Releases (AAERs) for a variety of companies that provide additional examples of the method of fictitious reporting studied during that class.

All reading and written assignments should be prepared for each class as assigned.

*Participation:* This course is more rewarding if everyone is contributing to the learning environment. Your contribution includes, among other things, participating in class discussions, answering questions, presenting homework, integrity, attendance and attentiveness and punctuality.

* **Policy Regarding Make-up Exams:**

It is to your advantage to take all exams as scheduled. Only at times of well documented, true emergency, should an exam be missed. Please be sure to get prior

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 6th week of classes for half semester courses or the 12th 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 6th or 12th 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.

**Add / Drop Process**Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the Schedule of Classes (classes.usc.edu) to see if a space becomes available.

Dates to Remember:

|  |  |
| --- | --- |
| Last day to add classes or drop and receive a refund  | Thursday – January 23, 2020  |
| Last day to drop without a W or change P/NP to Letter Grade | Thursday – February 6, 2020 |
| Last day to drop with "W" | Wednesday – February 26,2020 |

**Retention of Graded Coursework**

Graded work that has not been returned to you will be retained for one year after the end of the semester. Any other materials not picked up by the end of the semester will be discarded after final grades have been submitted.

**Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. Upon request, all electronic devices in your possession (e.g., cell / smart phones, tablets, laptops, etc.) must be completely turned off and / or put face down on the desk in front of you. In addition, at certain times (i.e., during exams), you might also be asked to deposit your devices in a designated area in the classroom. Video recording of faculty lectures is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

**Recordings**

No student may record any lecture, class discussion or meeting with the professor without the professor’s 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. The professor reserves all rights, including copyright, to lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in this 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 the professor.

**USC Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Students are expected to make themselves aware of and abide by the University community’s standards of behavior as articulated in the [Student Conduct Code](https://policy.usc.edu/scampus-part-b/). 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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  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](http://policy.usc.edu/scientific-misconduct/).

## **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Campus Support & Intervention (CSI) - (213) 740-0411*

https://campussupport.usc.edu/

A team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. Please note that we are not an emergency resource and are not available 24/7.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

**Students with Disabilities**

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least **three weeks** before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations.  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 GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>*)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

**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. In computing grade point average prerequisites, BUAD 250ab, 280, 281, 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, the student is placed on probation. If a student on probation does not regain a minimum accounting cumulative GPA of 2.5 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 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.

**OTHER ACADEMIC STANDARDS**

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.

**Emergency Preparedness/Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>*)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

**Incomplete Grades**

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other “emergency” that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

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 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an “**Assignment of an Incomplete (IN) and Requirements for Completion”** form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must 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 within the time allowed.

**Grade Disputes**

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

**COURSE CALENDAR**

**ACCT 462 Spring 2020 – Class and Assignment Schedule**

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| --- | --- | --- | --- |
| **DATE** | **TOPICS** | **READINGS****DAF\*** | **CASES and Questions** |
| Jan 14 | Financial Reporting and the Institutional Environment |  Ch. 1 |  |
| Jan 16 | Improper Timing of Revenue via Bill-and–Hold and other contingent sales |  Ch. 3 | Sunbeam |
| Jan 21 | Contingent SalesEthicsCorporate Governance and the Importance of Diversity |  Ch. 3 Ch. 2McKinsey Article and Board Composition Article | Sunbeam**Ch3 Q’s 33-37 & E 38-40** |
| Jan 23 | Holding Books Open after end of periodMultiple Element ContractsFictitious RevenueImproper Valuation of RevenueCash Flow Statements |  Ch. 4   | SensormaticXeroxCUC/CendantInsignia**Beazer Homes Case Ch3 Hand-in****Q’s 33-37 &E 38** |
| Jan 28 | Use of Business Combinations for improper accounting | Ch. 5 |  WorldCom |
| Jan 30 | Improper Capitalization of Expenses |  Ch.5 |  WorldCom**Q’s 33-36 7&E’s 37-40** |
| Feb 4 | MID-TERM EXAM |  |  |
| Feb 6 | Improper Use of Off-Balance Sheet Arrangements to overstate earnings and understate liabilities |  Ch. 7 | Enron |
| Feb 11 |  Improper Use of Off-Balance Sheet Arrangements; continued  | Ch. 7 | Enron**Q’s 33-36 & E37** |
| Feb 13 | Mortgage Crisis  | Ch 9 | CountryWide **Q’33-37 & E40** |
| Feb 18 | Mortgage Crisis | Ch. 9 |  |
| Feb 20Feb 25 | Mortgage CrisisImproper Deferral of Expenses Failure to Record ExpensesOverstating Ending Inventory Understating Reserves for Bad DebtsFailure to Record Asset Impairments | Ch 9Ch 6Ch 6Ch 6 | Livent Rite Aid AHERF/AlleghenyLockheed**Q’s 33-37 & E38** |
| Feb 27Mar 3 | Inadequate Disclosure in MD&ARelated Party TransactionsImproper Use of non-GAAP measuresForeign Corrupt Practices Act ViolationsRoundtrip Transactions | Ch. 8Ch. 8Ch. 8Ch. 8Ch. 8 |  Edison SchoolsAdelphiaAdelphiaBellSouthKrispy Kreme**Q’s 33-36 & E39 &E40**  |
| Mar 5 | FINAL EXAM  |  |  |

**\*DAF: *Detecting Accounting Fraud: Analysis and Ethics.*** Cecil W. Jackson,

Pearson/Prentice Hall. 2015.

**Appendix I**



**Undergraduate Program Learning Goals**

According to the AACSB, the Learning Goals state how the degree programs demonstrate the Marshall mission. Learning Goals should be broad statements, describing the goal of learning as well as the outcome. Accordingly, below the **goal** is what Marshall intends the students should be and the *outcome* further describes students’ application and transfer of knowledge. The goals should express expectations that reflect the depth and breadth of student knowledge and skills that are sustainable foundations for life-long learning in support of their professional and personal development.

1. **Our graduates will have an understanding of the key business areas and their interplay** *to effectively manage different types of modern enterprise.*
2. **Our graduates will have a global mindset** *demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and cultural issues.*
3. **Our graduates will demonstrate critical thinking skills, decision-making, and problem-solving abilities** *to strategically navigate complex demands of business environments*.
4. **Our graduates will demonstrate leadership skills** *aspiring to be sensible, future-oriented leaders and innovators.*
5. **Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities** *and aspire to add value to society*.
6. **Our graduates will be effective communicators in speaking and writing** *to facilitate information flow in organizational, social, and intercultural contexts.*

**Learning** **objectives** **associated** **with** **each** **learning** **goal:**

According to AACSB, the more places in a curriculum [exist] that support one or more learning goals [and their objectives], the greater the probability of student success.

**1.** Learning goal: **Our graduates will have an understanding of the key business areas and their
 reciprocity** *to effectively manage different types of modern enterprise.*

* Students will gain factual, conceptual, procedural, and metacognitive knowledge of the following areas: Accounting, finance, marketing, management & organizational behavior, operations and information management, and entrepreneurship.
* Students will integrate disciplinary knowledge to develop a general management perspective and know how to tailor it to different types of modern enterprise.
* Students will understand and utilize current technology in all disciplines.
1. Learning goal: **Our graduates will have a global mindset** *demonstrating an understanding of the interplay of local, regional, and international markets, and economic, social and
 cultural issues.*
* Students will understand the complexities of business in the global economy and society, including its local, regional and global impact.
* Students will understand the different markets such as product, capital, commodity and factor, labor and global markets.
* Students will apply theories, models, and frameworks to analyze those markets.
* Students will have knowledge of the role of the legal, regulatory, competitor, financial, and consumer environments on business.
* Students will have knowledge of other cultures and their implications for business practice.
* Students will be able to adapt behavior and business practices to diverse business environments and cultures.
1. Learning goal: **Our graduates will demonstrate critical thinking skills, decision-making, and
 problem-solving abilities** *to strategically navigate complex demands of business
 environments*.
* Students will gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information.
* Students will critically question problems, competing priorities and points of view in situations characterized by ambiguity and/or uncertainty.
* Students will apply analytic tools and frameworks of business disciplines to create and defend well-­‐reasoned conclusions and solutions based on relevant criteria and standards.
* Student will develop abstract ideas and design novel conceptual frameworks based on facts and theories.
1. Learning Goal: **Our graduates will demonstrate leadership skills** *aspiring to be informed,
 sensible, future-oriented leaders and innovators.*
* Students will recognize the intricacies of individual and organizational group behaviors and demonstrate leadership skills at all levels in organizations, such as team leadership, departmental leadership, executive leadership, and entrepreneurial leadership.
* Students will demonstrate the ability to be creative and innovative thought-leaders.
1. Learning goal: **Our graduates will demonstrate ethical reasoning skills, understand social,
 civic, and professional responsibilities** *and aspire to add value to society*.
* Students will understand and abide by professional codes of conduct.
* Students will understand the importance of ethics across cultures.
* Students will know how to apply ethical frameworks to assess appropriate courses of conduct.
* Students will recognize situations and issues that present ethical challenges and will be able to develop solution approaches.
* Students will understand businesses’ responsibilities to stakeholders and moral obligations to society at large.

 **6.** Learning goal: **Our graduates will be effective communicators in speaking and writing** *to
 facilitate information flow in organizational, social, and intercultural contexts.*

* Students will assess and characterize diverse communication goals and audience needs across cultures and utilize the appropriate oral or written form of communication as well as applicable media and technology.
* Students will understand interpersonal and organizational communication dynamics and implement effective internal and external organizational communication strategies.
* Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their written or oral claims logically and persuasively.
* Students will write effectively in professional contexts and in all common business formats.
* Students will create and deliver context specific presentations and/or lead meetings individually or collaboratively.

**Appendix II**

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**Undergraduate Accounting Program Student Learning Objectives**

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| **STUDENT LEARNING OBJECTIVES**  |  |
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| **OBJ 1****Heavy** | Technical, Conceptual, Problem-Solving Knowledge | Students will expand their critical thinking and problem solving skills learned in introductory and intermediate accounting courses.  |  |
| **OBJ 2****Heavy** | Research, Analysis, and Critical Thinking | Students will use academic/professional literature to build their knowledge of and analyze complexities of business internal and external accounting requirements.  |  |
| **OBJ 3****Light** | Ethical Decision Making | Students will apply ethical principles and professional standards in decision making. |  |
| **OBJ 4****Light** | Communication | Students will continue to strengthen their ability to communicate ideas clearly and strategically, after considering the relevant audience, situation and purpose of the communication.  |  |
| **OBJ 5****Medium** | Leadership, Collaboration, and Professionalism | Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.  |  |
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| **Important Dates** |
| **Spring 2020** |
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| First Day of Class | Monday, January 13 |
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| Accounting Orientation – ACCT-370 lab time | Friday, January 17, 10am |
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| Martin Luther King Jr. Birthday, University Holiday | Monday, January 20 |
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| USC Career Fest | January 27- 31 |
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| USC Career Day | Thursday, February 6 |
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| Meet the Firms | Thursday, February 13, 6:30-9pm |
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| Presidents' Day, University Holiday | Monday, February 17 |
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| Spring Break | Monday, March 16 - Friday, March 20 |
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| Last Class Meeting for Regular (001) and 442 sessions | Friday, May 1 |
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| Study Days | Saturday- Tuesday, May 2-May 5 |
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| Final Exams for Regular (001) and 442 sessions | Wednesday, May 6-May 13 |
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| Commencement | Friday, May 15 |
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| **First-Half Session Dates (Session 431), January 13 - March 6** |   |
| First Day of Classes for first half ACCT courses | Monday, January 13 |
| Last Day to Add or Drop first half ACCT courses w/out a “W” | Thursday, January 23 |
| Last Day to Change from P/NP to Letter Grade | Monday, February 6 |
| Last Day to Drop first half ACCT courses with a "W" | Tuesday, February 26 |
| Final Exams for first half ACCT courses | Tuesday, March 3 - Friday, March 6 |
|  |  |
| **Second-Half Session Dates (Session 442), March 9 - May 13** |   |
| First Day of Classes for second half ACCT courses | Monday, March 9 |
| Last Day to Add or Drop second half ACCT courses w/out a “W” | Thursday, March 19 |
| Last Day to Change from P/NP to Letter Grade | Thursday, April 2 |
| Last Day to Drop ACCT courses with a “W”  | Wednesday, April 22 |
|  |  |
| **Regular Session Dates (Session 001), January 7 - May 13** |   |
| First Day of Classes | Monday, January 13 |
| Last Day to Add or Drop w/out a “W”  | Friday, January 31 |
| Last Day to Change from P/NP to Letter Grade | Friday, February 28 |
| Last Day to Drop with a "W" | Friday, April 3 |
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