



BUAD 280 – Introduction to Financial Accounting

Course Syllabus

Spring Semester 2020

Sections: 14505, 14507, 14509

Location – JFF 241

Class Sessions – MW 8-9:20am, 9:30-10:50 am, 11 am – 12:20 pm

Professor: Lorien Stice-Lawrence

Office: ACC 308B

E-mail: sticelaw@marshall.usc.edu

Office Hours: MW, 2-3 pm, or by appointment

TA Office Hours: TBD

Course Description

This is an introduction to accounting course for undergraduate students whose majors require: understanding the impacts business transactions have on organizations; knowledge of basic accounting principles and techniques; and the ability to leverage the variety of information the accounting discipline provides managers, owners and other stakeholders. The primary focus of the course is the development, presentation and understanding of financial accounting information useful to a variety of stakeholders when analyzing results and supporting decisions related to business operations and financial position, cash flows, income generation, asset acquisition, and financing activities.

Learning Objectives

Upon completion of this course, you should be able to:

1. Demonstrate an understanding of the key principles and assumptions used by accountants when providing information to management and other stakeholders by answering questions and solving problems. *(Marshall Learning Goal 1.2, 1.3, 1.4, 6.1)*
2. Demonstrate an understanding of Generally Accepted Accounting Principles and their impact on the conduct of management and business leaders by answering questions and solving problems. *(Marshall Learning Goal 4.1)*
3. Explain how management, other stakeholders and the business community use key sections of the balance sheet, income statement and statement of cash flows to make decisions by evaluating business transactions, preparing financial statements and analyzing relevant financial statement information. *(Marshall Learning Goal 1.2, 1.3, 1.4, 2.2, 5.2)*
4. Analyze the cash impact of business transactions by creating a statement of cash flows from a series of transactions and account balance changes. *(Marshall Learning Goal 1.2, 1.3, 1.4, 2.2)*
5. Evaluate the impacts of accrual based accounting and management decisions on financial statement presentation and stakeholder choices by analyzing a variety of business activities / scenarios and developing journal entries. *(Marshall Learning Goal 1.2, 1.3., 1.4, 2.1)*
6. Describe a business operating cycle and demonstrate the impact of various operating activities by applying accounting principles and techniques to produce journal entries, develop appropriate adjustments, and produce a multi-step income statement in good form. *(Marshall Learning Goal 1.2, 1.3, 1.4, 6.1)*
7. Describe a business financial position and demonstrate the impact of various financing and investing activities by applying accounting principles and techniques to produce journal entries, develop appropriate adjustments, and produce a classified balance sheet in good form. *(Marshall Learning Goal 1.2, 1.3, 1.4, 6.1, 6.2)*

8. Evaluate the general financial performance of an organization and the impact of management decisions on financial results by analyzing a variety of financial ratios and developing an opinion on potential employment by and / or investment in a large public company. (*Marshall Learning Goal 1.2, 1.3, 1.4, 4.2*)
9. Demonstrate the ability to leverage technology to generate and analyze accounting information by leveraging basic financial accounting systems to record and report financial accounting data and spreadsheets to develop and analyze financial accounting information. (*Marshall Learning Goal 1.2, 1.3, 1.4, 6.4*)

To achieve these learning objectives, a combination of background reading, interactive discussion / lecture and practice problems will be utilized. Please note, the most important word in the sentence above is "interactive." The reason is that research on learning indicates it is very difficult to gain anything more than a superficial understanding of material without practice and feedback. Therefore, you should expect our class sessions to incorporate a substantial amount of both.

To demonstrate your achievement of the learning objectives stated above: 1) you will be required to demonstrate your knowledge by individually working problems during quizzes and exams; and 2) you may be asked to complete in class group assignments on an ad hoc basis at the professor's discretion.

Required Materials

The following book is available in the bookstore:

- Spiceland, D., Thomas, W., and Hermann, D. (2019). *Financial Accounting, 5th Ed.* McGraw-Hill Education
 - ISBN for Online Access + Online text (purchased through USC Bookstore): 9781264006762
 - ISBN for Online Access + Loose-leaf text (purchased through USC Bookstore): 9781264006182
 - ISBN for Online Access + Online text (purchased directly from McGraw): 9781264006663

Note: Please make sure to purchase the digital access card to the book.

Prerequisites and Recommended Preparation

Although there are no formal prerequisites for this course, regularly reading a general business periodical or newspaper's financial section will aid in your business education. To this end, the Wall Street Journal can be purchased at a discounted student rate at www.wsjstudent.com.

In addition, you will find it helpful to bring a calculator to class to work discussion problems and in class assignments. For exams, only school provided calculators will be allowed.

Grading Policies

Your grade in this class will be determined by your relative performance on exams, quizzes (dropping the lowest one), in-class exercises, and an individual project. The total class score will be weighted as follows:

	Weight
Exam I	25%
Exam II	25%
Final Exam	25%
Quizzes	5%
Homework	5%
Participation/In-class	5%
Accounting Experience	5%
Individual project	5%

Final grades represent your mastery of the subject matter. This is a rigorous and demanding course and historically, the average grade for this class is about a 3.0 (i.e., a “B”).

The grade of “W” is allowed only if a student withdraws after the official add period and before the end of the drop period during the semester. The grade of incomplete (IN) can be assigned only if there is work not completed because of a documented illness or unforeseen emergency occurring after the drop period of the semester that prevents the student from completing the semester. 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 end of the drop period, the student still has the option of dropping the class so incompletes will not be considered. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. All work required to replace the IN with a final grade must be completed within one calendar year from the date the IN was assigned. If the student does not complete the work within the year, the IN will automatically be converted to a grade of F.

Professional Conduct and Communication

I have a high assessment of the capabilities and caliber of students enrolled at USC. As a result, I have high expectations. You are responsible to manage your own performance in this course and to keep track of appropriate deadlines and course requirements as laid out in the syllabus and class communications. I will not bend rules, extend deadlines, or alter expectations; to do so would be unfair to your classmates and provide an unpredictable grading environment. You are an amazing rising generation who has the potential to do great things, and that potential can only be achieved by first learning about personal responsibility and commitment. You are also expected to comport yourself in a professional and respectful manner with respect to your fellow classmates and myself.

Please review the **Rules of Academic Etiquette** available at the end of this syllabus and make sure to follow these guidelines when communicating with me. Students who send requests via e-mail that do not follow these basic guidelines will be referred back to them.

Assignments and Grading Detail

Expectations regarding your performance on exams, quizzes, in-class exercises and the team presentation are as follows:

Late and Make-Up Work

As you will see from the information below, I do not accept late or make-up work under any circumstances. I have generous grading policies (including dropping quizzes, homework assignments, and in-class exercises) to account for the fact that sometimes people get sick, have conflicting obligations, forget, or simply have a bad day. Because these policies are so generous, I will not allow any make-up work. If you ask me, I will say no.

Exams

Exams may include: multiple-choice questions, short answer / brief essay questions, exercises, and problems. Only school provided calculators may be used for exams. Preparing for exams involves dedication and ends only when you can: 1) identify the relevant issues in a given business situation; 2) analyze the data and transform it into information to be used in a comprehensive answer; and 3) explain what you did using techniques demonstrated in class. The best bet for success involves a number of steps. First, is making sure you do the advanced preparation for each class session. Second is reworking problems done in class and trying other / additional problems. Third is making sure you ask questions in a real-time manner to solidify your understanding of the material as we go, rather than trying to ‘get it’ right before an exam. Remember, on exams you will be required to perform all work (e.g., problem setup, solution generation, and answer presentation) on your own.

The exam dates for this semester are as follows:

Exam 1	Wednesday, February 19, 2020
Exam 2	Monday, March 30, 2020
Final Exam	Saturday, May 9, 2020 (8:00 – 10:00 AM) – No Exceptions

During the semester, each exam will be available for you to review starting a week after it has been given. You will have one week to review your exam and discuss your grade. After this time, grades on tests become final. All other grades are final once given.

The Leventhal School of Accounting policy is exams should not be missed unless there is a very serious emergency AND it can be properly documented. In addition, to the extent possible, you must inform the instructor of the emergency prior to the exam (it is understood this is not always possible). If you miss an exam for something other than a serious emergency and / or you cannot provide documentation, you will receive a zero grade for the exam. If there is a serious emergency, you can provide proper documentation and (when possible) have notified me before the exam, **a substitute grade will be calculated based on the normalized average of your remaining future exams. Make-up exams are not permitted.**

The final exam must be taken at the scheduled time unless an incomplete contract has previously been approved according to Leventhal School of Accounting guidelines.

Quizzes

Quizzes may include multiple-choice questions, exercises and problems. They will be given the week before each exam (including the final) and are designed to prepare you for the upcoming exam. Preparing for quizzes is facilitated by keeping up with the work in class, reworking problems we have done in class, and trying other problems. **No make-up quizzes will be given as only the two highest raw scores are used to generate the quiz component of the total score.**

Homework

There will be homework assignments assigned during the semester that will give you an opportunity to practice the concepts learned in class. Each assignment is due by the end of the day (11:59 pm) on the due date. Homework assignments will be completed online using Connect. **There are 12 assignments, and the lowest 4 scores are dropped.** Because of this generous grading policy, no late or make-up assignments are accepted.

In order to complete the homework, you must set up an account with Connect, which links to the online textbook and homework assignments. The registration link for each section is below. Please sign up for the correct section and use the same name that is listed on Blackboard.

Section 14505 (MW 8 am): <https://connect.mheducation.com/class/l-stice-lawrence-buad-280-section-14505-8-am>

Section 14507 (MW 9:30 am): <https://connect.mheducation.com/class/l-stice-lawrence-buad-280-section-14507-930-am>

Section 14509 (MW 11 am): <https://connect.mheducation.com/class/l-stice-lawrence-buad-280-section-14509-11-am>

Participation/In-class Exercises

At various points during the semester, there may be unannounced exercises to provide students with examples of the kind of material they should expect to see on quizzes or exams. These exercises can be completed on an individual basis, using any course materials present (i.e., open book / open notes). Points are awarded entirely based on completion, and **the 2 lowest in-class assignment grades are dropped**. Because the lowest 2 grades are dropped, no make-ups, late turn-ins, or alternative assignments will be accepted.

Accounting Experience

In order to expose you to the accounting profession and the many ways in which accounting can be used, I am requiring you to complete an accounting “experience” at some point during the semester. This experience is an opportunity to talk with people who can give you a sense of the importance of accounting in business and the economy and show you the wide range of accounting activities. This experience can take many forms but has the following basic requirements:

1. Must take at least 30 minutes of your time (*excluding* time to prepare the write-up)
2. Must provide interaction with individuals who provide information about the accounting profession (i.e., your Accounting Experience can't just be doing research online)

Some example experiences:

- Attending one of the events hosted by Leventhal to expose students to the accounting profession:
 - Big 4 Panel: January 30th, 6-8 pm, Vineyard Room in the Davidson Conference Center
 - Mid-Tier Networking Event: February 11th, 6-8 pm, Location TBD (I will announce in class)
- Attending an accounting student event at USC:
 - Meetings of USC's Accounting Society: <https://www.uscaccountingsociety.com/>
 - Meetings of Beta Alpha Psi: <https://www.uscbap.org/>
 - Note that these organizations often host community service events. Although I encourage you to engage in service in your daily life, these events are not ideal ways to fulfill this requirement if they do not provide you the opportunity to talk with someone about the accounting profession.
- Interviewing an accounting graduate or CPA about the accounting profession (via phone or Skype is fine). This might be a little tricky to arrange, so I suggest one of the above options first. The interview may be shorter than 30 minutes, but no less than 10.
- Another experience that you think is relevant. Please confirm this with me before completing the assignment

Deliverable:

1. A write-up submitted via Blackboard containing the following:
 - a. A brief description of the experience (what, when, where)
 - b. One paragraph answering the following questions (at least 150 words, excluding the text of the questions themselves):
 - i. What is one thing you learned about the accounting profession that you did not know before this experience?
 - ii. How does the accounting profession affect your own life? [This effect is probably indirect]
 - c. Incoherent or grammatically incorrect write-ups, or those which fail to answer the required questions or which describe an unapproved experience will not receive full credit.

DUE DATE: Wednesday, April 15th by 11:59 pm, submitted via Blackboard

Note that you have most of the semester to complete this assignment and it can be submitted at any time before the due date. Therefore, **no late assignments will be accepted**.

Individual Project

The Individual Project will be handed out during the semester. It is a research-based assignment requiring you to produce a report answering specific questions about a public company. In addition, you will leverage Excel-based models to evaluate the company's performance over the last several years. You will document your results by delivering a professional / high quality copy of the report.

This project is due via Blackboard the last day of class, April 29th, by 11:59 pm.

There will absolutely be no late assignments accepted. You are welcome to turn the assignment in as early as you wish. Please do not cause yourself heartache by attempting to turn in this assignment late; you will receive a score of 0.

Add / Drop Process

Students may drop via Web Registration at any time prior to Friday, January 31. Please note that if you drop after January 31, your transcripts will show a W for the class.

Dates to Remember:

Last day to add classes or drop without a "W"	Friday, January 31
Last day to drop with "W"	Friday, April 3

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

I do not allow the use of laptops or tablets in class unless you have a specific accommodation approved by DSP.

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](#). 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>.

Support Systems:

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

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

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, 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

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

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

ucsa.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) 740-2101diversity.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 calldps.usc.edu, 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 calldps.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). 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.

Schedule of Classes and Homework Assignments

Session	Date	Topic	Reading Assignments	HW Assignment DUE
1	13-Jan	Course Introductions /A Framework for Financial Accounting	CH 1	
2	15-Jan	The Accounting Cycle: During the Period	CH 2	Assignment 1: E1-4, E1-6, E1-8, E1-13, E1-14, P1-4A
	20-Jan	MARTIN LUTHER KING'S BIRTHDAY: NO CLASS		
3	22-Jan	The Accounting Cycle: During the Period	CH 2	
4	27-Jan	The Accounting Cycle: During the Period	CH 2	Assignment 2: BE2-4, BE2-6, BE2-8, BE2-11, E2-7, E2-15, P2-3A, P2-4A
5	29-Jan	The Accounting Cycle: End of the Period	CH 3	
6	3-Feb	The Accounting Cycle: End of the Period	CH 3	Assignment 3: E3-1, E3-2, E3-3, E3-4
7	5-Feb	The Accounting Cycle: End of the Period	CH 3	
8	10-Feb	The Accounting Cycle: End of the Period	CH 3	Assignment 4: E3-7, E3-12, E3-20, P3-4A
9	12-Feb	Exam 1 Review (Quiz #1)	CH 1-3	
	17-Feb	PRESIDENT'S DAY: NO CLASS		
10	19-Feb	Exam I (Sessions 1 – 10)		
11	24-Feb	Receivables and Sales	CH 5	
12	26-Feb	Receivables and Sales	CH 5	
13	2-Mar	Receivables and Sales	CH 5	Assignment 5: BE5-8, BE5-9, BE5-11, BE5-16, BE5-18, E5-9, E5-17, E5-19, P5-4A
14	4-Mar	Inventory and Cost of Goods Sold	CH 6	
15	9-Mar	Inventory and Cost of Goods Sold	CH 6	Assignment 6: Review Question 21, E6-4, E6-14, P6-5A, P6-7A (part 1)
16	11-Mar	Reporting and Analyzing Long-Lived Assets	CH 7	Assignment 7: BE7-1, BE7-2, BE7-3, BE7-10
	15-Mar – 22-Mar	SPRING BREAK – NO CLASS		
17	23-Mar	Reporting and Analyzing Long-Lived Assets	CH 7	Assignment 8: BE7-11, E7-9, E7-11, E7-12, E7-17, P7-8A
18	25-Mar	Exam 2 Review (Quiz #2)		
19	30-Mar	Exam 2 (Sessions 11 – 19)		
20	1-Apr	Financial Statement Analysis/Project Day	CH 12	

21	6-Apr	Time Value of Money/Long-term Liabilities	APP C/CH 9	Assignment 9: BEC-3, BEC-5, BEC-13, PC- 2A
22	8-Apr	Long-term Liabilities	CH 9	
23	13-Apr	Long-term Liabilities	CH 9	Assignment 10: BE9-6, BE9-7, BE9-8, BE9-15, BE9-16, BE9-17, BE9- 19, E9-11
24	15-Apr	Stockholder's Equity	CH 10	Assignment 11: BE10- 3, BE10-5, BE10-8, BE10-9, BE10-14, E10-9 Accounting Experience Due by 11:59 pm
25	20-Apr	Stockholder's Equity/Statement of Cash Flows	CH 10/11	
26	22-Apr	Statement of Cash Flows	CH 11	
27	27-Apr	Statement of Cash Flows	CH 11	
28	29-Apr	Statement of Cash Flows (Quiz #3)	CH 11	Assignment 12: E11-4, E11-5, E11-10, E11- 12, E11-13, E11-15, P11-1A, P11-4A Individual Project Due by 11:59 pm
Exam	9-May	Final Exam (Sessions 22 - 28)		Saturday, May 9, 2020 8:00 – 10:00 AM (No Exceptions)

Appendix I



Undergraduate Program Learning Goals and Objectives (last update 12/21/17)

Learning goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.

- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
 - Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
 - Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
 - Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices
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Appendix II**Undergraduate Accounting Program Student Learning Objectives**

OBJECTIVE 1	Technical Knowledge	Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions.
OBJECTIVE 2	Research, Analysis and Critical Thinking	Students will demonstrate the ability to critically analyze, synthesize, and evaluate information for decision making in the local, regional and global business environment.
OBJECTIVE 3	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making.
OBJECTIVE 4	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner.
OBJECTIVE 5	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.
OBJECTIVE 6	Technology	Students will demonstrate an understanding of technology issues and utilize relevant technology tools and applications to gather and evaluate information, analyze and solve problems, work interactively with other people, and develop and present conclusions.

APPENDIX III
How BUAD280 Contributes to Student Achievement of Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal	BUAD280 Course Objectives that support this goal
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators.</p> <p>Specifically, students will:</p> <p>1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p>	1, 3-9
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.</p> <p>Specifically, students will:</p> <p>2.1 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.</p> <p>2.2 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</p> <p>2.3 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p>	2, 6-9
3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	N/A
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</p> <p>Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p>	2

	4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.	
5	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	3
6	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets). 6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	1, 6, 7,-9

Rules of Academic Etiquette

General rules of thumb:

- When in doubt about how you should speak, write, or act, always err on the side of formality. You will never offend or annoy someone by being overly formal and polite.
- While you are in college, your coursework is your job. You should behave as you would in a professional work environment.

When addressing your professors in person:

- Always address them as “Professor Smith” or “Dr. Smith.”
- Do not call them by their first names or anything else unless they explicitly ask you to do so.

Because my last name can be a mouthful, you are welcome to call me either Professor Stice-Lawrence or Professor Stice

When writing an email to your professor:

- Begin the email with “Dear Professor Smith,” “Dear Prof. Smith,” or “Dear Dr. Smith.” Do not begin the email “Hi” without addressing your professor by their title and surname.
- Be alert to the tone of your message. Any email to a professor or teaching assistant should sound like a formal letter, not a text message or a demand to a customer service representative. For example, you should write:

Dear Professor Smith,

I cannot come to your office hours this week. Are you available at any time on Monday instead?

*Sincerely,
Jane*

Do NOT write:

Hi, I need to talk to you about the test. Can I come by Mon? Thx Jane

Do NOT write:

Hello,

I'm a senior and I need your class to graduate. I need you to enroll me immediately.

Jane

- Write in complete sentences with correct spelling, grammar, and punctuation.
- Proofread your email before sending it.
- Words like “gonna”, “yeah,” and “nope” have no place in professional communication