



ACCT 410x - Foundations of Accounting

Syllabus - Fall 2022 (subject to change)

Section 14095R 10:00 – 11:50pm T,R. (JFF 241)

Section 14094R 12:00 – 1:50pm T.R (JFF 241)



Professor: Rich Simitian

Office: ACC 234A

Office Hours: Tuesday and Thursday between 2:30pm and 4:00pm. I am also available by appointment (also feel free to email me at any time).

E-mail (best way to contact me): rsimitia@marshall.usc.edu

COURSE DESCRIPTION

This course provides an introduction to both financial and management accounting. Accounting, in general, is a system that provides quantitative information to people for decision-making purposes. Financial accounting systems summarize the events and transactions of businesses for external users, such as banks and investors. Management accounting systems summarize important phenomena for internal users, such as marketing managers. There is greater emphasis in this class on financial accounting because many of you will use financial accounting at some point in your lives, e.g., when making decisions about which stocks to buy. The presentation will consist of moderately technical expositions of concepts and material, but the primary focus will be that of the user (rather than the preparer) of accounting information.

This course is intended for those with limited or no prior business coursework. **The course is not open to students who have credit for other accounting courses, including BUAD 280 and 281 (or a similar course at another 4-year university).** This course satisfies the requirement for the business minor (and for other departments' majors); however, it cannot be used toward a degree in accounting or business. Students who successfully complete the course are eligible to apply to the Leventhal School of Accounting's Masters programs.

LEARNING OBJECTIVES

The overall goal of this course, as mentioned above is to introduce you to financial accounting and management accounting. Subsumed under this goal are several specific learning objectives and desired outcomes:

- You should gain factual knowledge of important financial and management accounting terminology, including, for example: asset, liability, equity, balance sheet, income statement, statement of cash flows, net income, current ratio, accounts receivable, inventory, revenue, cost of goods sold, FIFO, LIFO, fixed cost, variable cost, job order costing, and activity-based costing.

- *The desired outcome for this objective is that you be able to define and describe these terms. For example, you might be asked to define the term "asset" and give an example.*
- You should gain factual knowledge of the placement of various items in annual reports, including, for example, net income, dividends paid, and operating cash flows. That is, you should learn on which financial statements these items appear and where, if applicable, or in which part of the annual report the item appears.
 - *The desired outcome for this objective is that you be able to state where items appear in the annual report. For example, you might be asked to state on which financial statement you would find dividends paid.*
- You should learn fundamental financial and management accounting principles. For example, you should learn the balance sheet equation; the effects of transactions and events on asset, liability, and equity accounts; revenue and expense recognition principles; effects of transactions and events on cash flows; various methods of calculating inventory values and depreciation; the method for calculating breakeven point; methods for calculating product costs; and so forth.
 - *The desired outcome for this objective is that you be able to describe these principles. For example, you might be asked whether a particular transaction increases or decreases a particular account's balance.*
- You should learn to apply the above factual knowledge to novel situations. That is, you should be able to apply the definitions and descriptions of important terms, and apply your knowledge of placement of items in financial statements.
 - *One desired outcome for this objective is that you be able to classify examples of concepts, and locate items in annual reports. For example, you might be asked to determine whether a particular item is an asset or a liability (or neither), or locate dividends in a given set of financial statements.*
 - *A second desired outcome for this objective is that you be able to critically read media articles that use financial accounting and management accounting terms. For example, you might be asked to read an article about a company's performance and identify instances of impression management.*
- You should learn to apply the above accounting principles to novel situations. For example, you should be able to state (and/or calculate) the dollar effects of a particular transaction (like purchase of materials on credit) on particular accounts like inventory and accounts payable). As another example, you should also be able to calculate the total cost of a manufactured product.
 - *The desired outcome for this objective is that you be able to calculate various accounting figures (e.g., account balances, costs, etc.) using fundamental accounting principles. For example, you might be told that a company borrowed funds from a bank and asked to record the dollar increases or decreases to specific accounts caused by this transaction.*

- You should begin to learn how to read and critically analyze financial statements using the above factual knowledge and principles. Specifically, using your understanding of important terms, the effects of transactions and events on accounts, and the definition and underpinnings of financial ratios, you should begin to be able to make assessments of firms' economic "health" and performance based on their financial statements.

-- *The desired outcome for this objective is that you exhibit a rudimentary understanding of the use of financial ratios and other tools for analyzing financial statements. For example, you might be asked which ratios are appropriate for assessing a firm's solvency and be asked to compare and evaluate two companies based on these ratios.*

To achieve the above learning objectives, I will employ a combination of background reading, homework, interactive lecture, working problems during class sections (individually, together as a class, and in groups), at-home quizzes, and exams. Research on learning indicates that it is very difficult to gain anything more than a superficial understanding of the material without practice and feedback, so this class incorporates a substantial amount of both. Attending class sessions (or watching recorded class sessions if you have obtained approval for an exception to attending class; see the **Classroom Policies** section that follows) is very important to achieving these learning objectives. It is extremely important to complete the reading assignment and homework **before** class.

HOMEWORK

Homework assignments listed in the course outline need to be submitted by 11:59pm the night before each class session. No make-ups or alternative assignments will be accepted but you will be allowed to drop one homework grade.

REQUIRED TEXTBOOKS AND READINGS

The following texts are required for this course:

***Financial Accounting for Decision Makers* (3rd edition, ISBN:978-1-61853-443-9) by Mark DeFond** This book is available through the bookstore, Amazon, Cambridge Business Publishers, etc. Feel free to rent or purchase the book or the ebook. You can order either @ [Financial Accounting for Decision Makers, 3e | myBusinessCourse](#)

SELECTED CHAPTERS from ***Managerial Accounting, Creating Value in a Dynamic Business Environment* Ronald W. Hilton and David E. Platt (12th edition)**, a custom bundle available online. I will provide you with instructions as to how to obtain this bundle.

There also will be readings from the business press, which I will post on Blackboard. Additionally, you will find it helpful to have a simple calculator in class each day as we often will work on problems during class sessions.

PREREQUISITES AND/OR RECOMMENDED PREPARATION

The course has no prerequisites and requires no special skills. The quantitative aspects of the course require only elementary math skills, and you are allowed to use a calculator.

COURSE NOTES

I will post slides and handouts to our class Blackboard site prior to class. I will also post homework solutions after the due date so you can compare your homework solutions to the posted solutions. In my experience, some students prefer to learn during class by taking notes within the electronic slides – thus, you are welcome to download the slides and use them during class on your laptop or tablet. Alternatively, I have observed that some students prefer to take notes “by hand.” You should choose the approach that works best for you.

Please make sure that you are able to access Blackboard after the first class meeting. I will communicate with you through Blackboard (which is connected to your USC email account). Please make sure that you have your USC email forwarded to another account if you do not check your USC email account frequently.

CLASSROOM POLICIES

1. Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from USC OSAS or from Marshall detailing visa or travel restrictions, attendance and active participation is expected in the classroom. **This is a residential class and in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via Zoom.**
2. Any student with such accommodations should submit their accommodation document to me as soon as possible. I will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.
3. Students who are experiencing illness should not attend class in person. Please inform me in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

GRADE COMPOSITION

The total points for this course are 1000. Your letter grade will be determined based on your relative performance. The 1000 points for the course are divided as follows:

Component	Points
Exam 1	250 (25%)
Exam 2	250 (25%)
Final Exam (NOT CUMULATIVE)	270 (27%)
At-Home Quizzes	100 (10%)
Participation	80 (8%)
Homework	50 (5%)
	1000 (100%)

After each student’s weighted total points are determined for the semester, letter grades will be assigned on a curve according to the Marshall School of Business grading guidelines.

GRADING AND ASSIGNMENT DETAIL

Graded Assignments

At-home quizzes will be taken on Blackboard and are scored for accuracy. Unless I indicate otherwise, each quiz will be due by 11:59pm the night before each class session where it is scheduled (see course calendar at the end of this syllabus). The quiz will be posted on Blackboard shortly after the class session that immediately precedes the class session where the quiz is due. You must submit the quiz into Blackboard by the due date/time to get credit. To facilitate this, I strongly recommend that you begin the quiz well before the due date/time to allow for any technical issues. You can view your submission in the Blackboard gradebook, and it is your responsibility to confirm that your quiz was validly received by Blackboard by the due date/time. Please contact me ASAP if you experience any issues.

Exams will be taken in a class session (in the section for which you are registered), and will be administered on paper. Exams will be scored for accuracy. You will be permitted to use a simple calculator. You are not permitted to discuss the exam with classmates or any other individuals. Preparing for exams is facilitated by keeping up with the work in class, reworking problems that we have done in class, trying other problems that I will suggest, and reviewing practice exams that I will post on Blackboard.

As described in the Class Policies section, if you have obtained an approved exception to attending class, I will provide you with an alternative means to complete the exam. I will contact you about the specific arrangements.

Following is additional information about exams.

- The first midterm, which will be **in class on Thursday, September 29th**, will cover the material presented from August 23rd through September 27th.
- The second midterm exam, which will be **in class on Thursday, November 3rd**, will cover the material presented from October 4th to November 1st. It will not be cumulative *per se*, except to the extent that the material covered from October 4th to November 1st requires knowledge of previously covered material (and this is true to a LARGE extent).
- The final exam (see schedule on page 11) will cover the material presented from November 8th through December 1st. Again, this exam will not be cumulative *per se*, except to the extent that the material covered from November 8th through December 1st requires knowledge of previously covered material (and this is true to only a small extent).

Participation will be assessed by me each class session, and will include three main dimensions. First, in each class, I will ask you to provide your thoughts to a question that I will pose in class. I will collect your answers (on sheets that I will hand out); good faith attempts will receive full credit. Second, I will assess your personal contributions to our class discussion; examples of contributions would be answering questions that I pose and asking thoughtful questions about the material. Third, I will factor good “classroom citizenship” into your participation grade. Examples of good citizenship include: (1) helping us maintain a professional classroom environment (e.g., abiding by the new University regulations to keep a healthy in-person classroom), (2) showing interest in your fellow classmates’ comments and thoughts (e.g., by both listening to and following up on others’ comments), (3) being attentive and focused throughout class (very important for your and others’ learning), and (4) working productively with your classmates when I assign group work in class (e.g., helping others in your group).

As described in the Class Policies section, if you have obtained an approved exception to attending class, I will provide you with an alternative means to assess your participation. These will vary across class sessions and will include the in-class question that I pose, as well as an additional assignment (e.g., submitting a summary of the top three points that you learned from the recorded class session and responding to a question that relates to the in-class learning exercises that took place).

Policy for Making up Exams

It is to your advantage to take all exams at the time they are given.

With regard to exams, the policy of the Leventhal School of Accounting is that you should not miss exams unless there you are observing a religious holiday or there is a very serious emergency AND you can properly document this emergency. Also, to the extent possible, you must inform me of the religious holiday you are observing or emergency prior to the exam (I understand that this is not always possible). If you miss an exam for something other than the observance of a religious holiday or serious emergency, and/or you cannot provide documentation, you will receive a grade of -0- on the exam. If you are observing a religious holiday or there is a serious emergency and you can provide proper documentation, where possible, notify me of the situation prior to the exam and I will arrange for you to take a makeup exam. If you cannot provide proper documentation, I will determine your grade from the remaining exams and the quizzes. That is, I will “gross up” the points from the other exams so that it is as if you are operating on a 1000-point scale.

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.

Policy for Regrading Exams

If you believe that your exam has been graded in error, I am happy to regrade it if you do the following. For a simple mistake, such as an addition error or a multiple-choice answer marked wrong incorrectly, please just show me the error. For a more complicated issue such as a debate about an essay answer or an answer to a longer problem, please put your concern in writing. **NOTE: For either type of issue, you must contact me within 10 days of receiving the quiz or exam.** If I do not receive a request for regrading within 10 days of your receipt of the quiz or exam, the grade will be considered final. Additionally, I reserve the right to regrade the entire quiz or exam.

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your

name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

I've summarized some key dates below:

- The last day to add the class, or withdraw without receiving a "W" and receive a refund is September 9th.
- The last day to change the enrollment option to Pass/No Pass is September 9th.
- The last day to withdraw without receiving a "W" on the transcript is October 7th.
- The last day to change a Pass/No Pass to a letter grade is October 7th.
- The last day to drop the course with a mark of a "W" is November 11th.

Retention of Graded Coursework

Quizzes and exams will be retained for one year after the end of the course, consistent with University policy.

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. This is an important part of the training business students must receive to address and solve major issues that confront businesses in a critical and thoughtful manner. These values are reflected in the USC Marshall statement on open communication.

Marshall Learning Environment: Open Expression and Respect for All

The USC Marshall School of Business shares the University's [Unifying Values](#):

- We act with integrity in the pursuit of excellence.
- We embrace diversity, equity and inclusion to promote well-being.
- We engage in open communication and are accountable for living our values.

We value each person's humanity and voice and strive to ensure that every member of our community feels that they belong and are respected.

We support the [USC Statement](#) protecting free speech and the academic freedom of faculty and students. Certain limited categories of speech are not protected by the law, such as expression that is defamatory, incites violence, constitutes a true threat or unlawful harassment, or violates privacy, confidentiality, or intellectual property rights. But other than the limited categories of legally unprotected speech, we are committed to fostering a learning environment where free inquiry and expression are encouraged and celebrated and for which all members of the Marshall community share responsibility. We recognize that speech that is deeply offensive may nevertheless be legally protected and seek to restrain ourselves from responding with censorship or reprisal.

The classroom is an environment in which students and faculty should not feel they will be punished, ostracized, or humiliated for speaking up with ideas, questions, or concerns, or for making mistakes. As part of the educational process, students and faculty will discuss topics that may make some people

uncomfortable, unhappy, distressed, or even offended. Sometimes there will be strong disagreements about these topics, and the care with which they are discussed is paramount. It is the shared responsibility of members of our community: to treat each other with courtesy, dignity and respect; to appreciate the spectrum of viewpoints on an issue; and, to be actively involved in working through contentious issues together.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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 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.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.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.

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 for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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

Diversity, Equity and Inclusion - (213) 740-2101

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, 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

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, or

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) 442-1200 – 24/7 on call dps.usc.edu Non-emergency assistance or information.

Trojans Care for Trojans – (213) 740-0411 <https://campussupport.usc.edu/trojans-care-4-trojans/>
USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This private and anonymous request form provides an opportunity for Trojans to help a member of our Trojan Family.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* website (<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.

USE OF RECORDINGS

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

Course Calendar

Key Dates

Thursday, 9/29 – Exam 1

Thursday, 11/03 – Exam 2

Final exam Schedule

Section 14095R (10:00 a.m. class) – Thursday, December 8th from 11:00 a.m. to 1 p.m.

Section 14094R (12 noon class) – Tuesday, December 13th from 11:00 a.m. to 1 p.m.

Legend for Reading Assignments

MD = Mark DeFond, *Financial Accounting for Decision Makers* (3rd edition)

HP = Hilton/Platt, *Managerial Accounting* (12th edition)

Note: *Required* take-home problems are listed in the syllabus. *Optional* take-home problems will also be provided for some classes (and will be included at the end of the class slides).

Class No.	Date	Topic(s)	Advanced reading due prior to class	Homework (due by 11:59pm the night before)
		Part I: Financial Accounting		
1	Tues, 8/23	Introduction to the Course: Purpose of Accounting	None	None
2	Thur., 8/25	Financial Accounting and Business Decisions	Read: MD – Ch.1	E1-7; E1-9; E1-10; E1-11
3	Tues, 8/30	Processing Accounting Information	Read: MD – Ch. 2	SE2-1; E2-1; E2-5; E2-11
4	Thur, 9/01	Accrual Basis of Accounting	Read: MD – Ch. 3 Article - <i>The Earnings Game: Everyone Plays, Nobody Wins</i> (on Blackboard)	SE3-10; SE3-12; E3-1; E3-7; P3-2 Quiz #1 on Chapters 1 and 2
5	Tues, 9/6	Accrual Basis of Accounting	Read: MD – Ch. 3	SE3-1; E3-2; E3-9; P3-3

6	Thur, 9/08	Understanding Accounting Information	Read: MD – Ch. 4	SE4-3; E4-1; E4-2; E4-3
7	Tues, 9/13	Income statement (IV)	Read: MD – Ch. 5	SE5-1; SE5-2; SE5-3; E5-3 Quiz #2 on Chapters 3 and 4
8	Thur, 9/15	Receivables	Read: MD - Ch. 6	SE6-1; SE6-3; E6-1; E6-7

9	Tues, 9/20	Inventory	Read: MD – Ch. 7	SE7-1; SE7-2; SE7-7; E7-1 Quiz #3 on Chapter 5 and 6
10	Thur, 9/22	Inventory	Read: MD – Ch. 7	E7-5; E7-7; E7-10; P7-1
11	Tues, 9/27	Review for exam #1		
12	Thur 9/29	Exam #1		
13	Tues, 10/4	Long-Lived Assets	Read: MD – Ch 8	SE8-1; SE8-6; E8-1; E8-2; P8-2
14	Thur, 10/06	Liabilities	Read: MD – Ch 9	SE9-1; SE9-3; SE9-5; SE9-6; SE9-7; E9-1; E9-5 Quiz #4 on Chapters 8 and 9
15	Tues, 10/11	Stockholder's Equity	Read: MD – Ch 10	SE10-1; SE10-4; SE10-5; SE10-8; E10-1; E10-9
	Thur 10/13	NO CLASS -FALL BREAK		

16	Tues, 10/18	Statement of Cash Flows	Read: MD – Ch 11	SE11-1; SE11-2; SE11-3; E11-1 Quiz #5 on Chapter 10
17	Thur, 10/20	Statement of Cash Flows	Read: MD – Ch 11 and Accounting Shenanigans on the CashFlow Statement (on Blackboard)	E11-3; E11-4
18	Tues, 10/25	Analysis and Interpretation of Financial Statements	Read: MD – Ch 12	SE12-1 through SE12-15; P12-2 Quiz #6 on Chapter 11
19	Thur, 10/27	Columbia Sportswear and Under Armour Financial Statements	Read: MD – Appendices A & B	

20	Tues, 11/01	The Language of Accountants: debits and credits / Review for Exam #2	Read: MD – Appendix C	None
21	Thur, 11/03	Exam #2		
		Part II: Management Accounting		
22	Tues, 11/08	Introduction to management accounting;	Read: HP – Ch. 1	None
23	Thur, 11/10	Basic Cost Management Concepts	Read: HP - Ch. 2	2-29;2-30; 2-40
24	Tues, 11/15	Product Costing and Cost Accumulation	Read: HP - Ch. 3	3-24; 3-28; 3-31 Quiz #7 Chapter 1 and 2 of HP
25	Thur, 11/17	Activity-Based Costing and Management	Read: HP - Ch. 5	5-33; 5-46
26	Tues, 11/22	Cost behavior and Cost Estimation	Read; HP – Ch. 6	6-24; 6-30 Quiz #8 Chapter 3 and 5 of HP

	Thur 11/24	NO CLASS – THANKSGIVING HOLIDAY		
27	Tues, 11/29	Cost-Volume-Cost Analysis	Read: HP – Ch. 7	7-29; 7-33; 7-40 Quiz #9 on Chapter 6
28	Thur, 12/01	Final Exam Review		

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 (last updated 6/13/19)

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.

Participation

Behavioral Anchor Rating Scale

Excellent Performance

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in simulations and class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students contributions

Good Performance

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze / apply course material
- Demonstrates willingness to attempt to answer questions

Fair / Average Performance

- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Poor Performance

- Occasional input, often irrelevant, unrelated to topic
- Reluctant to share information
- Not following the flow of ideas
- Personal applications only
- Drains energy from the class

Unacceptable Performance

- Fails to participate even when specifically asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion