

**BUAD 280 – Introduction to Financial Accounting (3 units)****Course Syllabus****Spring Semester 2024****Section – 14511R, 14512R, 14513R****Class Sessions – Tuesday & Thursday**

8:00 am to 9:20 am JFF 236

9:30 am to 10:50 am JFF 236

11:00 pm to 12:20 pm JFF 236

**Professor: Zivia Wilson Sweeney, CPA****Office: ACC 109****Office Phone: 213 740-2705****E-mail: [wilsonsw@marshall.usc.edu](mailto:wilsonsw@marshall.usc.edu)****Office Hours: Tuesday & Thursday 2:30pm – 3:30pm and by appointment****FINAL EXAM: Saturday, May 4 8:00 am – 10:00 am Online**

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**Course Description**

BUAD 280 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.

There are five functional areas of accounting: financial accounting, managerial accounting, taxation, systems and auditing. This course will emphasize basic accounting theory and practices related to financial accounting that relates to external financial reporting. These practices include an analysis of records of original entry and their relationship to the general ledger, periodic adjustments, and financial statements.

**Learning Objectives**

In this class, emphasis will be placed on the USC Leventhal School of Accounting learning goals as follows:

**Undergraduate Accounting Program Student Learning Objectives** (last updated 6/13/19)

<b>OBJECTIVE 1</b>	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.
<b>OBJECTIVE 2</b>	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.
<b>OBJECTIVE 3</b>	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior and ethical decision making.
<b>OBJECTIVE 4</b>	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner.
<b>OBJECTIVE 5</b>	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.
<b>OBJECTIVE 6</b>	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.

Upon successful completion of Introduction to Financial Accounting, the student will 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. Comprehend and read financial statements and reports (Marshall Learning Goal 1, 2)
  10. Understand the impact of ESG (environment, social and governance) issues on financial results and reporting. (Marshall Learning Goal 1, 2, 3)
  11. Understand and explain the importance of accounting information systems and technology in the business environment and communicate how accounting data can be applied in a variety of settings (Marshall Learning Goal 6)
  12. Understand the variety of ethical practices that companies adhere to and the importance of an organization's culture in adhering to moral business principals and maintaining trust, confidentiality and business integrity in the workplace. (Marshall Learning Goal 3)
  13. Analyze internal controls and understand the need for internal controls over financial reporting (Marshall Learning Goal 3)
  14. Strengthen analytical skills through differentiating facts, using and interpreting data, and employing sound reasoning. (Marshall Learning Goal 2)

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 exams and 2) you may be asked to participate in class assignments on an ad hoc basis at the professor's discretion.

### **Required Materials**

The following books are available in the bookstore and will be used for BUAD 280.

- Financial Accounting, 7<sup>th</sup> edition, by Michelle Hanlon/ Robert Magee/ Glenn Pfeiffer. (2023) ISBN 978-1-61853-431-6
- BUAD 280 Course Reader                      Professor Zivia Sweeney

**Textbook:** It is highly recommended that students purchase a **used copy** of the textbook and/or purchase the textbook with another student(s). The textbook can be purchased at the bookstore, the publisher's website or used books through various internet websites. The purchase options directly from the publisher's website are as follows:

- eBook includes one free MBC access code- \$136.50 for 6-month subscription.
- MBC Course Access Only -not required

Direct student purchase link from the website for eBook or print copy: [Financial Accounting, 7e | myBusinessCourse](#)

Student Support information for textbook:

Hours M-F 8 AM - 10 PM CT (6:00 GMT )  
 Sat & Sun 10 AM - 10 PM CT (6:00 GMT)  
 Email [mbcsupport@cambridgepub.com](mailto:mbcsupport@cambridgepub.com)  
 Phone: 630-504-0505

The course reader was developed in plain English to explain the key concepts of the textbook and

contains summary lecture notes as well as other material, which will not be covered in the textbook. All lectures will contain information included in the course reader. It will be the primary textbook used for this course. **Course readers are only available at the bookstore.** It is strongly recommended that students purchase a hard copy of the course reader because the electronic version of the course reader will not be accessible during exams due to my use of Respondus.

**NOTICE:** All students are expected to have these materials by the second week of class.

### **Prerequisites and/or 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. The Wall Street Journal can be purchased at a discounted student rate at [www.wsjstudent.com](http://www.wsjstudent.com).

In addition, you will find it helpful to bring a calculator to class to work discussion problems and in-class exercises.

### **Course Notes:**

Distributed materials and other class information will be available through your Blackboard account. Blackboard will be the primary form of communication to students by your professor. **It is expected that students will have completed all required activities and assignments before attending their class session each week.** Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes.

Zoom is the platform used for all online sessions and online office hours. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Pages. For more information about Zoom, go to: [Zoom Support Tutorials](#)

### **Classroom Policies – Spring 2024**

1. Active class participation is important in achieving the learning objectives for this course. There is no substitute for learning and collaboration that happens inside the classroom. Unless students provide an accommodation letter from USC OSAS, from Marshall detailing visa or travel restrictions, or the university (such as athletic department), attendance and active participation is expected in the classroom. **There is no option to attend class via Zoom except for those days in which we will have exams or external professionals for recruiting or an ethics discussion.**
2. Students with accommodations should submit their accommodation document to their instructor as soon as possible both as a hard and electronic copy.
3. Students who are experiencing illness should not attend class in person. Students who miss class for any reason are responsible for catching up on materials missed. A student who misses a class should reach out to classmates, the TAs/tutors and/or the professor in case of questions on missed material. For the avoidance of doubt, medical emergencies are situations that represent acute injuries/illnesses that pose an immediate risk to life or require immediate medical attention.
4. Students who take this course as pass/no pass must have a passing grade equivalent to C-quality or better for undergraduate letter-graded courses per the registrar's office and university policy.
5. The following are the "golden rules" of the class.
  - a. The only stupid or dumb question is the one that is not asked.
  - b. Remember the most important golden rule: treat others as you would expect to be treated.
    - a. Courtesy and respect in the classroom are not "suggestions", it is mandated.
  - c. Professionalism will always be expected. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all

circumstances. We will show respect for one another by exhibiting patience, courtesy, and professionalism in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a requirement. **Courtesy and kindness are the norm for those who participate in my class.** Talking or being disruptive during the lecture by students will not be tolerated. Students may be subject to being removed from the class session. Please see the Marshall “Open Expression” policy below.

- d. You do not have to have Einstein credentials to understand accounting. All that is required is a willingness to learn and a basic understanding of math – addition, subtraction, multiplication, division, decimals, and percentages. Calculus is not required.
- e. All students start with an “A” in this class. Whether they keep this grade is up to the individual.
- f. We are all in this together. No one should feel isolated. Please do not hesitate to contact your professor if you need assistance. Help cannot be provided if students do not speak up about their specific issue. Student confidentiality will be respected.
- g. It is ok and acceptable to have fun and enjoy accounting.

### **Marshall Learning Environment: Open Expression and Respect for All**

<https://www.provost.usc.edu/unifying-values/>  
<https://www.provost.usc.edu/usc-statement-free-speech/>  
<https://www.marshall.usc.edu/about/open-expression-statement>

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.

### **Contact with the IA’s/TA’s:**

My TA/IAs all have important insights to help students through the course. TA/IAs are provided as a courtesy to students. Students are required to treat IAs/TAs with respect and professionalism at all times during the course. Inappropriate or unprofessional conduct towards the IAs/TAs will have

a negative impact on a student's Golden P and/or Professor Points. **I reserve the right to negative both Golden P and Professor points for inappropriate behavior towards my IAs/TAs or me.**

### **GLOBAL GRADING STANDARDS**

The Leventhal School of Accounting adheres strictly to the grading standards of the University and the Marshall School of Business. 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.

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.

### **Grading Policies**

Your performance in BUAD 280 will be evaluated based on graded assignments, individual participation and examinations as shown below:

Team assignments and other graded course elements	250 points
Super Quiz	100 points
Midterm examinations (200 points each).	400 points
<u>Final examination</u>	<u>250 points</u>
Total available	1,000 points

Your grade in this class will be determined primarily by your relative performance on exams, homework, and team projects. After each student's weighted total points are determined for the semester, letter grades will be assigned on a curve according to Marshall School of Business (grading guidelines).

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a 3.3 (i.e., a "B"). Two items are considered when assigning final grades:

- Student score for each of the items above/your overall score/points for the course.
- Student ranking among all students in the course(s) taught by your instructor during the current semester.

Although final class grades will be assigned, a student's total individual points will be reviewed considering all students' total points to ensure fairness.

**Team assignments and other graded course elements.** Graded assignments involve technical skills, critical thinking/analysis and reasoning abilities. Therefore, grading includes both objective and subjective components.

These elements are varied, but in total account for 250 course points.

The 250 points are distributed as follows:

Team Assignments	
SEC Analysis	150 points
UiPath Pilot Assignment	25 points
<u>Ethics Paper</u>	<u>40 points</u>
Total Team Assignments	215 points
Homework check	5 points
Microsoft software workshops	10 points
<u>Other course elements (professor points)</u>	<u>20 points</u>
Total	<u>250 points</u>

**Team assignments:** This semester there will be two graded team assignments, an ethics paper and SEC analysis project. The SEC analysis assignment will involve preparation of a lengthy written report and in class presentation. Your instructor will provide specific, detailed requirements for this assignment.

**Peer evaluations:** Employers value students with an ability to work positively within a team environment. To encourage you to consciously work on enhancing your teamwork abilities, this course includes a peer evaluation of your contributions to the SEC Analysis and ethics paper by all other team members and the awarding of points for team participation. A peer evaluation will be solicited asking each team member to evaluate the contribution of other team members. Specific details will be provided as appropriate prior to the submission of the second team assignment. Note: I will take under advisement the recommended point allocations by teams. As the professor, I will ultimately determine and assign these points (class participation credit).

**Homework:** One homework check will be performed and graded during the semester. This homework check is worth 5 points.

**Microsoft workshops:** Students are required to attend two software-training workshops. Each workshop is worth 5 points. Your instructor will provide more details. Note: A significant number of employers, especially the public accounting firms, require their prospective employees to be advanced excel users.

**Professor points:**

Professor awarded points must be earned and are not automatically given to any student. To earn these points, a student must:

- Regularly attend class,
- Participate in class discussions,
- Attend office hours as needed,
- Attend tutoring sessions with TAs when required,
- Act professionally at all times in class and when interacting with the professor, peers, TAs, and professional guests in class and
- Behave in accordance with the USC student code of conduct.
- Participate in class related activities

**Class participation credit:** Golden Protégé points (Golden Ps) will be awarded and/or earned by students throughout the semester. Golden Ps are earned in increments of 5 points each. The maximum number that can be earned by students is 50 points, excluding the peer evaluation points awarded to students. There are no extra credit opportunities.

**NOTE: Continued absences, tardiness, and unprofessional conduct will result in the loss of participation credit.**

**As your professor, I reserve the right to negate Golden P awards for violations of student code of conduct, violation of rules specified in the syllabus, and failure to appropriately participate with your teams.**

**Teamwork:** You are expected to work with you team. As is the case in the real world, you do not get to choose coworkers. Team disputes are expected be resolved internally. However, students who fail to fully participate with their assigned teams may be requested by their team to be removed from a team for failure to participate. If the professor grants this request, the student will have to do the elements of the team assignment under the following circumstances.

- The SEC project and/or ethics paper will have to be done individually on a company of the professor's choosing by the posted deadline for half credit

- The student removed from his or her team will lose the following points:
  - ✓ 15 points forfeited for team participation
  - ✓ 20 professor points
  - ✓ Golden Ps: All Golden P awarded points as they are awarded at the discretion of the professor.

If a student fails to participate in the SEC class presentation (with the exception of a documented emergency), the student will forfeit all SEC presentation points earned, 100% of professor points, and 25% of class participation credit.

### **UiPath Pilot**

Students in all three of my class sections will participate in a pilot program to learn UiPath. UiPath is a software package that deals with artificial intelligence (AI) and robotics. Students will be required to undergo the initial training and overview of the product. UiPath student licenses are free as part of USC's master license. All sessions must be accessed via a computer, not a MAC and will be online. Training and completion will be done at the leisure of the student during the semester. It should take approximately 4 hours to complete. Upon successful completion of the training, students will receive a certificate of completion and can add this to their resumes.

The final date when certificates must be submitted is Thursday March 28, 2024. More information will be provided. If the pilot is successful, UiPath training will be rolled out to all BUAD 280 classes in upcoming semesters.

### **Grading and Assignment Detail**

#### **Exams-General Information**

The exam dates for this fall are as follows:

Super Quiz	Tuesday	February 15, 2024
Midterm 1	Tuesday	February 29, 2024
Midterm 2	Tuesday	March 28, 2024
Final Exam	Saturday	May 4, 2024

The midterm and final exams will be administered through Blackboard. Your instructor will provide further guidance prior to each exam. The super quiz will be submitted in class by student teams.

All midterm and final exams will be proctored.

For those exams administered through Blackboard, it is the student's responsibility to ensure they have strong internet connection and follow the instructions given by the Professor carefully. Unless there is an issue with Blackboard confirmed by Blackboard personnel that prohibits students from taking the exam, students will not be allowed back in to fix their test due to user error.

**Exams administered through Blackboard must be taken via a laptop or desktop.** Tablets are not to be used as they create numerous technical issues with Respondus.

**THERE ARE NO MAKE-UP EXAMS**-If you miss an exam due to an emergency or unavoidable conflict (medical, personal or family emergency, court order, participation in recognized curricular or extracurricular activities), you should i) provide proper documentation and ii) let the professor know in advance (with the understanding that this is not always possible). For the avoidance of doubt, medical emergencies are



situations that represent acute injuries/illnesses that pose an immediate risk to life or require immediate medical attention.

If a student misses a Midterm exam due to an emergency or unavoidable conflict, then the grade for that missed midterm will be reweighted to the remaining Midterm and Final Exams. If a student misses both Midterms, and in both cases this is due to an emergency or unavoidable conflict, then the student will automatically get an "IN" and will need to work with the Professor to complete this requirement within a year, consistent with the school's policies (See "Incomplete Grades" below). If a student misses any midterm exam for reasons other than an emergency or unavoidable conflict, the student will automatically get a zero for that Midterm exam.

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 several 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.

**Super Quiz, Midterm and Final Examinations**-These examinations account for an estimated 75% of the course points. The primary content of these exams is from the course reader, textbook problems, and lectures. The exams will be a mix of true/false, multiple choice, problems, and fill-in components (no word bank). Details about the format will be announced in class near each exam date.

Because of my commitment to providing you with adequate feedback, you should not expect instantaneous update of your class grade after each mid-term exam. Grades on your midterm and final exam should be available after completion on Blackboard. After this time, grades on tests become final. Exams will not be available for review, but students will know the problems they did not get correct. All grades are final once given.

### **Final Exam Exceptions Per the Registrar**

BUAD 280 is one of the final exam exception classes. The final exam is as follows:  
Business Administration 280, 305                                      Saturday, May 4        8-10 a.m.

**All students MUST take the final exam. If a student misses the final exam due to an emergency or unavoidable conflict, then the student will get an "IN" and will need to work with the Professor to complete this requirement within a year, consistent with the school's policies (See "Incomplete Grades" below). If a student misses the final exam for reasons other than an emergency or unavoidable conflict, the student will automatically get a zero in the final exam.**

A conflict with your personal family plans or travel plans is not a sufficient reason for an incomplete or a request to take an exam at another time.

Per the Registrar, no student is permitted to omit or take early a final examination and no instructor is authorized to permit a student to do so. Students should plan in advance to avoid scheduling conflicts in their final examinations. If a student is scheduled for two final examinations at the same time, the student should request to take one of the examinations on a different day or time. If a student is scheduled for more than two final examinations in one day, the student may request to take one of the exams on a different day or time. In either situation the student must contact the professors involved no later than two weeks prior to the scheduled examination date and request an

accommodation. If an accommodation cannot be arranged, the student should contact the office of Academic Programs at [academic.programs@usc.edu](mailto:academic.programs@usc.edu).

The final exam will focus on the last major topics and cumulative qualitative knowledge covering materials discussed throughout the semester. Should you have any questions about your final exam grade, request an appointment with your instructor to review your exam in the **first month of the following semester**.

For most students, the final exam will determine the grade received in the course.

Grades are due 96 hours after the university-scheduled final examination day and time. Therefore, it might not be possible to accommodate late student requests for an alternate, makeup final examination after the published examination period.

### **Religious Observance Conflicts**

When an examination is scheduled at a time that conflicts with a student's observance of a holy day, it is important that students notify the professor as soon as possible so an alternate examination date and time can be determined to accommodate a request to be excused. A student must discuss a final examination conflict with the professor **no later than two weeks prior to the scheduled examination date** to arrange an acceptable alternate examination date and time.

Questions should be directed to the Office of Religious Life (213)740-6110 or [vasoni@usc.edu](mailto:vasoni@usc.edu), Dean of Religious Life) for guidance.

### **Other Assignments**

After each graded assignment is returned, you will have one week to challenge your grade in writing. After this time, grades become final.

### **In-class Exercises**

Throughout the semester, exercises will be reviewed to provide students with examples that enhance understanding of course topics. The solutions will be posted on Blackboard as well.

### **Late Assignments and Missed Deadlines**

Assignments must be turned in on the due date/time electronically via Blackboard or in person as directed. An assignment is considered turned in late even if by only a few minutes. In the real business world, management and executives will not tolerate the late submission of projects or the missing of key deadlines. I reserve the right not to accept late assignments. Assignments submitted late and/or the missing of class deadlines are subject to a point penalty up to 50% of the value of the assignment, if it is accepted.

Make sure you save your assignment submission in Word, or Excel. Should your Internet break down on the due date, notify your instructor as soon as possible and submit when your service is restored. Even if your internet is down, in most cases, you can use your phone/data to send an explanation via email to your instructor. However, late or not, you must complete all required assignments to pass this course.

## **ADDITIONAL INFORMATION**

### **Add/Drop Process**

Students may drop via Web Registration at any time prior to Friday, April 5th. Please note that if you drop after April 5<sup>th</sup> your transcripts will show a W for the class. Students may add the class as space becomes available via Web Registration through Friday, January 26<sup>th</sup>.

Dates to Remember:

Last day to add classes or drop without a "W"      Friday – January 26<sup>th</sup>

Last day to drop with "W"

Friday – April 5<sup>th</sup>

Prior to the 12th week, the student still has the option of dropping the class.

The grade of “W” is allowed only if a student officially withdraws after the third week but before the end of the twelfth week of 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 12th week of the semester (or the twelfth week equivalent for courses scheduled for less than 15 weeks) that prevents the student from completing the semester.

No withdrawals will be permitted after spring semester classes end April 26th except by student petition to the University's Committee on Academic Policies and Procedures.

USC allows students to select the Audit grade option for any course up until the 20 percent mark of the session in which the course is offered. 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 grade option deadline.

The grade of IN (Incomplete, i.e., work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester) is reserved for those highly unusual cases where, due to circumstances judged fit by the Dean of the Leventhal School of Accounting, the student is unable to complete a specified single item of the course requirements by the time final grades are submitted.

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. IN grades can be removed only by the student completing the missing requirements of the course to the satisfaction of the instructor. If the student does not complete the work within the year, the IN will automatically be converted to a grade of F.

A student may remove the IN only by completing the work not finished as a result of illness or emergency. It is not possible to remove an incomplete by re-registering for the course. Previously graded work may not be repeated for credit.

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.

### **Retention of Graded Coursework**

Graded work 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.

### **Changes to the Syllabus**

Please note that I reserve the right to make changes to this syllabus at any time during the semester if in my opinion circumstances warrant modifications. All such changes will be communicated to students on a timely basis.

### **Other Academic Standards**

1. No unregistered students are permitted to attend accounting classes regularly.
2. The ability of students to write clearly and concisely is a prerequisite to success in accounting work. Accordingly, students will be required to demonstrate writing capability in this course.

**Collaboration policy (for non-quiz/exam assignments).**

Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent (not applicable to team projects). Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the “Academic Integrity and Conduct” section below for further details. For more information about unauthorized collaboration, visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or [http://lib-php.usc.edu/tutorials/academic-dishonesty/story\\_html5.html](http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html).

**Copyright and No Recording Notice**

Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. 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 due to copyright infringement regulations. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, Power Points, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise.

**Use of Recordings**

Pursuant to the USC Student Handbook ([www.usc.edu/scampus](http://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. **I will not be recording class lectures or have a hybrid learning environment.** 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.

**USE OF AI-PERMITTED ON SPECIFIC ASSIGNMENTS**

In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course.

To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Please remember:

- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the

prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.

- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

### **Students and Disability Accommodations**

USC welcomes students with disabilities into all the University's educational programs and is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability that may affect your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Student Accessibility Services (OSAS). 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu). OSAS is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

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

Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible.

**Letters must be received by me two weeks prior to any exam for a student to receive accommodations.** The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

### **Technology Policy**

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

### **Technology Requirements**

Links to live Zoom class meetings and/or office hours will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures and to access office hours. No special software is required.

The links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations.
- Reliable Internet access and a USC email account.

- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard).
- A working video camera with microphone for use on Zoom.
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

It is strongly suggested that, during Zoom class sessions, students have a professional virtual background. If your computer does not permit this, consider moving your computer to an area where you will have a wall or screen directly behind you. Other options are purchasing any standing screen or a frame and hanging green screen fabric.

### **Minimal Technical Skills Needed**

Minimal technical skills are needed in this course. Most course work will be completed and submitted in Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files.
- Use USC email and attached files.
- Check email and Blackboard daily.
- Download and upload documents.
- Locate information with a browser; and
- Use Blackboard.
- Use Zoom with a working video camera (if required)

### **Synchronous Sessions (Zoom sessions)**

In order to earn full participation points, students must actively participate in all synchronous sessions via computer or laptop, with a webcam and headset/speakers. You are expected to be in a location with a reliable internet connection and without distractions. You need to be able to fully engage at all times. Students are expected to be visually present and to ask thought-provoking questions, offer relevant comments, and answer questions from faculty in a clear and concise manner.

As outlined in the student handbook, there are specific expectations of a student attending class online. When attending, present and act appropriate as if you were in a physical classroom.

Please do:

- Attend class from a quiet area, free of distractions.
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- If you use a virtual background, please keep it respectfully professional
- Display both your first and last name during video conferencing and Synchronous class meetings.
- Respectfully minimize distractions by muting and or turning video off when moving around
- Engage in appropriate tone and language with instructors or classmates

- Disagree respectfully
- Respectfully pay attention to classmates

Please do not:

- Engage in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interact with persons who are not part of the class
- Leave frequently or not be on camera for extended periods of time
- Have other persons or pets in view of the camera
- Behave in an overtly inattentive manner (looking distracted, not participating)

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

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Support Systems:**

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

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. 988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

**The 988 Suicide and Crisis Lifeline** (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services

(though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

**Relationship and Sexual Violence Prevention Services (RSVP)** - (213) 740-9355(WELL) – 24/7 on call-Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

**Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)** - (213) 740-5086  
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  
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 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) 740-0411-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-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-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-Non-emergency assistance or information.

**Office of the Ombuds** - (213) 821-9556 (UPC) / (323-442-0382 (HSC)-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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)-Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

### **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](http://blackboard.usc.edu)), teleconferencing, and other technologies.



## CLASS ASSIGNMENTS

CRS-COURSE READER SECTION						
DATE	TOPIC	COURSE READER	CHAPTER TITLE	TESTS, ETC	HOMEWORK	INCLASS
TUES	9-Jan	General Overview;		CLASS OVERVIEW; INTRODUCTIONS		
THUR	11-Jan	General Overview Partnerships; Corporations; SOLE PROPRIETORSHIP	CHAPTER 1 CRS 1-4	WHAT IS BUSINESS; FINANCIAL VERSUS MANAGEMENT ACCOUNTING		M1-24, 1-27 PROFESSOR PROBLEMS
MON	15-Jan	<b>MARTIN LUTHER KING HOLIDAY</b>				
TUES	16-Jan	General Overview	CHAPTER 1; CHAPTER 2 CRS 1-6, 13, 30	INTRODUCING FINANCIAL ACCOUNTING; CONSTRUCTING FINANCIAL STATEMENTS		M 2-15, M2-19, M2-21 PROFESSOR PROBLEMS
THUR	18-Jan	General Overview	CHAPTER 2 CHAPTER 3 CRS 8-11, 13	CONSTRUCTING FINANCIAL STATEMENTS ADJUSTING ACCOUNTS FOR FINANCIAL STATEMENTS	OPTICAL ILLUSION TEST DUE	M 2-15, M2-19, M2-22 PROFESSOR PROBLEMS
TUES	23-Jan	General Overview	CHAPTER 3 CRS 8-11, 13	ADJUSTING ACCOUNTS FOR FINANCIAL STATEMENTS	TEAMS ASSIGNED	M3-28 PROFESSOR PROBLEMS
THUR	25-Jan	<b>In-Class Firm Day</b>				
TUES	30-Jan	Internal Controls; Fraud Triangle; Regulatory Considerations; Bank Reconciliations	CHAPTER 4 CRS 14, 24, 28	REPORTING AND ANALYZING CASH FLOWS; INTERNAL CONTROLS	REGULATORY AGENCIES SPECIALIZED INDUSTRIES	M4-20, M4-22, M4-23, M4-29, PROFESSOR PROBLEMS
THUR	1-Feb	Internal Controls; Fraud Triangle; Regulatory Considerations; Bank Reconciliations CASH; STATEMENT OF CASH FLOWS	CHAPTER 4 CRS 14, 23, 28	REPORTING AND ANALYZING CASH FLOWS; INTERNAL CONTROLS	GUEST SPEAKER PwC PwC CHIEF PEOPLE OFFICER YOLANDA SEALS-COFFIELD	M4-20, M4-22, M4-23, M4-29, PROFESSOR PROBLEMS
TUES	6-Feb	CASH; STATEMENT OF CASH FLOWS	CHAPTER 4 CRS 14	REPORTING AND ANALYZING CASH FLOWS	TEAM COMPANIES FINALIZED FRAUD IQ TEST DUE	M4-20, M4-22, M4-23, M4-29, PROFESSOR PROBLEMS
THUR	8-Feb	<b>GUEST SPEAKER SHAREHOLDER ACTIVISM</b>				
TUES	13-Feb	STATEMENT OF CASH FLOWS; CASH; RATIO ANALYSIS; HORIZONTAL VERTICAL ANALYSIS	CHAPTER 4 CHAPTER 5 CRS 6, 14,30	REPORTING AND ANALYZING CASH FLOWS; FINANCIAL STATEMENT ANALYSIS	CONTRACTS NON GAAP RATIOS	M5-15, M5-16, M5-24, M5-24, M6-26(a), M11-6, M11-29, PROFESSOR PROBLEMS
THUR	15-Feb	SALES, A/R; OTHER RECEIVABLES; REVENUE; REVENUE RECOGNITION; ALLOWANCE METHODOLGIES	CHAPTER 6 CRS 15, 16	REPORTING AND ANALYZING REVENUES, RECEIVABLES, AND OPERATING INCOME	TEAM SUPER QUIZ DUE UNEARNED REVENUE REVENUE RECOGNITION	M6-18, M6-19, M6-21, M6-23, M6-25, M6-38 PROFESSOR PROBLEMS
MON	19-Feb	<b>PRESIDENT'S DAY HOLIDAY</b>				
TUES	20-Feb	SALES, A/R; OTHER RECEIVABLES; REVENUE; REVENUE RECOGNITION; ALLOWANCE METHODOLGIES	CHAPTER 6 CRS 15, 16	REPORTING AND ANALYZING REVENUES, RECEIVABLES, AND OPERATING INCOME	UNEARNED REVENUE REVENUE RECOGNITION	M6-18, M6-19, M6-21, M6-23, M6-25, M6-39 PROFESSOR PROBLEM

THUR	22-Feb	TYPES OF INVESTMENTS; UPDATED GAAP;	CHAPTER 12 CRS 17, 23	REPORTING AND ANALYZING FINANCIAL INVESTMENTS REPORTING AND ANALYZING LONG TERM OPERATING ASSETS	BUSINESS LAW TUTORIAL	M12-15, M12-16, M12-17,	PROFESSOR PROBLEM
TUES	27-Feb	TYPES OF INVESTMENTS; UPDATED GAAP; PROPERTY PLANT & EQUIPMENT; INTANGIBLES	CHAPTER 12 CRS 17, 23	REPORTING AND ANALYZING FINANCIAL INVESTMENTS REPORTING AND ANALYZING LONG TERM OPERATING ASSETS	BUSINESS LAW TUTORIAL	M12-15, M12-16, M12-17	PROFESSOR PROBLEM
THUR	29-Feb	<b>MIDTERM 1</b>					
TUES	5-Mar	PROPERTY PLANT & EQUIPMENT; INTANGIBLES	CHAPTER 8 CRS 19, 20	REPORTING AND ANALYZING LONG TERM OPERATING ASSETS	BUSINESS LAW TUTORIAL ETHICS PAPER DUE	M8-11, M8-13, M8-14, M8-17, M8-21, M8-36;	PROFESSOR PROBLEMS
THUR	7-Mar	PROPERTY PLANT & EQUIPMENT; INTANGIBLES; CURRENT LIABILITIES AND PAYROLL	CHAPTER 9; APPENDIX A CRS 7, 21	REPORTING AND ANALYZING LIABILITIES; REPORTING AND ANALYZING LEASES, PENSIONS, INCOME TAXES, AND COMMITMENTS AND CONTINGENCIES		EA-4, EA-9, M9-19, M9-23, M9-24, M9-34, M9-36, E9-46	PROFESSOR PROBLEM
<b>SPRING BREAK MARCH 11-15</b>							
TUES	19-Mar	CURRENT LIABILITIES, ACCRUED EXPENSES AND PAYROLL; LONG TERM LIABILITIES	CHAPTER 9; APPENDIX A CRS 7, 21	REPORTING AND ANALYZING LIABILITIES; REPORTING AND ANALYZING LEASES, PENSIONS, INCOME TAXES, AND COMMITMENTS AND CONTINGENCIES		EA-4, EA-9, M9-19, M9-23, M9-24, M9-34, M9-36, E9-46	PROFESSOR PROBLEM
THUR	21-Mar	LONG TERM LIABILITIES; BONDS; INTEREST; CAPITAL LEASES	CHAPTER 9; APPENDIX A CRS 7, 21	REPORTING AND ANALYZING LIABILITIES; REPORTING AND ANALYZING LEASES, AND BONDS		M9-19, M9-23, M9-24, M9-34, M9-36, E9-46	PROFESSOR PROBLEM
TUES	26-Mar	<b>ETHICS PANEL</b>					
THUR	28-Mar	<b>MIDTERM 2</b>					
TUES	2-Apr	VARIOUS TYPES OF EQUITY STATEMENTS BY LEGAL ENTITY; PUBLIC COMPANY EQUITY	CHAPTER 11 CRS 22	REPORTING AND ANALYZING STOCKHOLDER'S EQUITY	SEC PAPER DUE	M11-21, M11-24, M11-37	PROFESSOR PROBLEM
THUR	4-Apr	VARIOUS TYPES OF EQUITY STATEMENTS BY LEGAL ENTITY; PUBLIC COMPANY EQUITY MANAGERIAL ACCOUNTING AND INVENTORY COST CONCEPTS	CHAPTER 11 CHAPTER 7 CRS 18, 22	REPORTING AND ANALYZING STOCKHOLDER'S EQUITY; REPORTING AND ANALYZING INVENTORY	HOMEWORK CHECK	M11-21, M11-24, M11-37	PROFESSOR PROBLEM
TUES	9-Apr	VARIOUS TYPES OF EQUITY STATEMENTS BY LEGAL ENTITY; PUBLIC COMPANY EQUITY MANAGERIAL ACCOUNTING AND INVENTORY COST CONCEPTS	CHAPTER 11 CHAPTER 7 CRS 18, 22	REPORTING AND ANALYZING STOCKHOLDER'S EQUITY; REPORTING AND ANALYZING INVENTORY	UIPATH CERTIFICATES DUE IN CLASS		PROFESSOR PROBLEMS
THUR	11-Apr	TEAM DAY NO CLASS PROJECT PRESENTATION PREPARATION					
TUES	16-Apr	PROJECT PRESENTATIONS					
THUR	18-Apr	PROJECT PRESENTATIONS					
TUES	23-Apr	INVENTORY	CHAPTER 7 CRS 18, 29-32		ACCT. ESSAY DUE		PROFESSOR PROBLEMS
THUR	25-Apr	INVENTORY AND MANAGERIAL ACCOUNTING	CHAPTER 7 CRS 18, 29-32		LAST DAY OF CLASS	FINAL EXAM REVIEW	
SAT	4-May	<b>FINAL EXAM 8-10am</b>					



**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 21<sup>st</sup> 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.