

California Lutheran University

Bachelor's Degree for Professionals

BUS 251-A1
Principles of Accounting
Winter 2016

COURSE TYPE:

The majority of professor-led contact hours take place in a traditional classroom. The overall nature of the course is “traditional”, although required Blackboard components have also been included.

INSTRUCTOR INFORMATION:



Name: Virginia Gean
Phone Numbers: 805-294-2983
Office Location: Pioneer House-Room #120
Office Hours: To Be Determined
Email: vgean@callutheran.edu

TIME / PLACE:

- Term Dates: November 23-February 15, 2016
- Weekly Class Meeting: Monday-6:00-9:30PM
- Woodland Hills Center-Room 124
- Drop Dates: Monday, December 7, 2015 Last day to add; last day to drop (without a “W”)

Last day to drop without financial penalty (100% tuition charge for classes dropped after this date)

Tuesday, January 19, 2016 Last day to withdraw without academic penalty

READINGS:

The required textbook for this course is:

Author(s):	Porter; Norton
Text Title:	Financial Accounting: The Impact on Decision Makers
Year of publication:	2013, 2011
Edition:	8 th Edition
Publisher:	South-Western Cengage Learning
ISBN Number:	978-1-111-53486-8

ELECTIVE REQUIREMENTS:

COURSE DESCRIPTION:

Basic principles of financial accounting will be presented as a foundation for advanced study and as a vocational skill. The course will include covering the accounting cycle introducing the debit/credit procedure system for recording the effects of business transactions. In addition the underlying conceptual framework that guides the accountant in the recording of transactions will also be provided. The accounting process from recording transactions to the preparation of financial reports will be addressed in the first four chapters of the textbook. These four chapters are critical to understanding all the specific topics to follow in the remaining chapters.

The primary focus of this course is to introduce some of the methods, techniques, and language of accounting which are all needed to provide students with a foundation of business. Once this foundation is laid, we will dive deeper into specific areas. The sequence of these areas will be assets, liabilities, and owners' equity.

The four general purpose financial statements will be studied which include the Statement of Income, Statement of Retained Earnings, Statement of Financial Position and Statement of Cash Flows. The perspective of external users, owners and creditors, will be emphasized with some attention to internal user, management. Several companies from different industries will be studied to better comprehend the reading of financial statements. A balance will be struck among manufacturing, merchandising, and service businesses. A preparer's perspective of financial statements will receive more emphasis than the user perspective in this course.

TECHNOLOGY REQUIREMENTS:

CLU utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard system can be found at the following website:
<http://www.callutheran.edu/ctl/Blackboard.php>

OUTLINE OF COURSE OBJECTIVES:

The primary objective of this course is to meet the education requirements of, and prepare students for, the following outcomes:

1. Ethical and Professional Judgment
2. Interpersonal Skills, Principled Leadership
3. Field-specific Knowledge and Experience
4. Written Communication
5. Oral Communication and Listening Skills

OUTLINE OF COURSE OBJECTIVES:

1) General Learning Objectives:

- To demonstrate critical thinking with relevant, probing questions and analyzing, conceptualizing, and synthesizing information.

2) Specific Content Objectives-The Accounting Section:

- To understand accounting as a form of communication.

- To understand the procedural aspect of financial accounting using debits, and credits, and journalizing these transactions.
- To understand the procedure of adjusting entries.
- To understand how to create financial statements such as Statement of Income, Statement of Retained Earnings, Statement of Cash Flows and Statement of Financial Position.
- To understand GAAP-Generally Accepted Accounting Principles

3) Ethical and Professional Judgments:

- Apply Generally Accepted Accounting Principles to accounting information
- Apply professional judgment to business entities

4) Creative and Critical Thinking:

- Analyze financial statements
- Determine if entries apply to GAAP

5) Field Specific Knowledge and Experience:

- Gather client information and journalize
- Post journal entries to general ledger
- Prepare financial statements in conformance with GAAP
- Analyze financial statement ratios

LEARNING OUTCOMES

The mission of the CLU program is to produce graduates well prepared to succeed in their personal and professional lives — who think, communicate, lead and follow with sustained excellence and who are guided by an active moral and ethical awareness. By the end of the program, all students will be involved with the common body of knowledge characteristic of all elements of leadership and be able to:

1. Solve problems, based on a knowledge of tools, concepts, and theories of each of the functional business disciplines;
2. Transcend functional boundaries, synthesizing and integrating information to make complex, short-term decisions with limited information, as well as conduct the research, competitive analysis, and environmental scanning necessary for long-term strategic decisions;
3. Apply specialized skills to managerial problems inherent in a rapidly changing global environment;
4. Effectively harness and use information technology
5. Effectively write and orally present
6. Build an organizational environment that is effective and conducive to collaboration using interpersonal and team leadership skills;
Conduct of managerial affairs with a sense of professional and social responsibility.

DIDACTIC APPROACH:

This course rests on several components – self-study, narrated lectures, interaction, as well as practice and application:

- Self-Study
 - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture
 - Presentation of topics in class by instructor using narrated Powerpoint slides.
- Student-Instructor Interaction
 - Discussion of selected questions, finding of examples, answering of questions etc.
 - Direct interaction between student and instructor.
- Practice and Application
 - Deepening of concepts in discussion.

- Final project / presentation on a selected topic.

ASSESSMENT:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance and Participation: The mandatory attendance policy for all courses offered through the Professionals Program at California Lutheran University serves to improve student learning and comply with federal regulations and financial aid policies. CLU Professionals courses consist of the following activities and all activities are mandatory and in some way count towards the final grade. The degree of participation in activities (e.g. weekly assignments, discussions, exams, etc. as outlined in the syllabus of an online course) is documented by the degree of completion and the quality of the outcomes. Based on this general policy, the following rules apply:

Assignments: See Syllabus for Assignments

Homework: The material in each class is divided into lessons which will end with an assignment. The quiz will cover the content material of the lesson including material from the textbook, lecture and other readings as assigned. Practice problems will be assigned from the course textbook. Students will complete all of the homework, but need only post answers to the specific questions or exercises as assigned to individuals each week.

Class Participation: Students are expected to participate in the classroom. Also, no more than two classroom absences are allowed. (See Note Listed in Attendance and Participation.)

Course participation will continue throughout the course and student engagement in this process will be monitored. Please notify the instructor in advance if you will be absent for any class session.

- *Students who do not communicate or submit work at a minimal level as determined by the instructor for one full week will be counted as an unexcused absence for that week.*

Midterm and Final Exam: The midterm and final exams will be comprehensive in nature which would include multiple choice questions and problems.

Assignment and Due Date	Session Date	Chapter	Subject
<u>Read Chapters 1 and 2 Prior to Class</u> Complete Reading Assignment prior to Class-	Week 1-Monday November 23 6:00 PM Pacific Time	Chapter 1 and Chapter 2	Introduction of Course Concepts, Terminology and Financial Statements
<u>Read Chapter 3 and Complete Following Exercises Prior to Class</u> Complete Exercises from Chapters 1 & 2 Odd Exercises-Ch 1- Ex 1-1 through 1-11 And Odd Exercises-Ch – Ex 2-1 through 2-11	Week 2-Monday November 30 6:00 PM Pacific Time	Chapter 3	Processing Accounting Information
<u>Read Chapter 4 and Complete Following Exercises Prior to Class</u> Odd Exercises-Ch 3, Ex 3-11-1 through 3-11	Week 3-Monday December 7 6:00 PM Pacific Time	Chapter 4	Income Measurement
<u>Complete Following Exercises Prior to Class</u> Odd Exercises-Ch 4- Ex 4-1 through 4-11, 4-26, 4-28, 4-29	Week 4-Monday December 14 6:00 PM Pacific Time	Chapter 4	Review Chapter 4
MIDTERM EXAM	Week 5-Monday January 4 6:00 PM Pacific Time		MIDTERM EXAM
<u>Read Chapter 5 and 6 Prior to the Class</u> Complete Reading Assignment Prior to Class DISCUSS PROJECTS	Week 6-Monday January 11 6:00 PM Pacific Time	Chapter 5 Chapter 6	Inventories & Cost of Goods Sold Cash and Internal Control
<u>Read Chapter 7 and 8 Prior to Class</u> <u>Complete Following Exercises Prior to Class</u> <u>Exercises Ch 5-8, 5-25</u> <u>Exercises Ch 6-8, 6-25</u>	Week 7-Monday January 18 6:00 PM Pacific Time	Chapter 7 Chapter 8	Receivables and Investments Operating Assets
<u>Read Chapters 9 and 10 Prior to the Class</u> <u>Complete Following Exercises Prior to Class</u> <u>Exercises Ch 7-8, 7-25</u> <u>Exercises Ch 8-8, 8-25</u>	Week 8-Monday January 25 6:00 PM Pacific Time	Chapter 9 Chapter 10	Current Liabilities, and Time Value of Money
<u>Complete Following Exercises Prior to Class</u> <u>Exercises Ch 9-8, 9-25</u> <u>Exercises Ch 10-8, 10-25</u>	Week 9-Monday February 1 6:00 PM Pacific Time	Chapter 9 Chapter 10 Review	Chapters 9 and 10 Review
<u>PRESENTATIONS</u>	Week 10-Monday February 8 6:00 PM Pacific Time		ORAL AND WRITTEN PRESENTATION DUE
FINAL EXAM	Week 11-Monday February 15 6:00 PM Pacific Time		FINAL EXAM

Late assignments will NOT be accepted.

GRADING:

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade	Assessment-Assignment Type	Percentage / Points
>94%	A	Class Participation-	5% or 5 Points
90% to 93%	A-	Homework Assignment	5% or 5 Points
87% to 89%	B+	Class Participation-Black Board	5% or 5 Points
84% to 86%	B	Project	15% or 15 Points
80% to 83%	B-	Midterm Exam-(Week 4)	35% or 35 Points
77% to 79%	C+	Final Exam-Cumulative-(Week 8)	35% or 35 Points
74% to 76%	C	TOTAL POSSIBLE PERCENTAGE/POINTS	100% or 100 Points
70% to 73%	C-		
67% to 69%	D+		
64% to 66%	D		
60% to 63%	D-		
<60%	F		

GRADING STANDARDS:

Details on grading standards for each form of assessment can be obtained from the following grading rubric.

	Student Achievement			
	Below Average	Average	Above Average	Outstanding
Class Participation Total Possible Points-5	Students don't participate actively in the classroom and even when directed do not contribute to class substantively. The numerical value of this level of participation is 0-0.5 points for the term.	Students are largely passive during the classroom session but do provide informed responses to questions when asked. Or, students are pro-active, but do not provide contributions of essential value. The numerical value of this level of participation is .75 point for the term	Students speak frequently during the classroom session without the need for the facilitator to stimulate their participation. Their contributions are of acceptable value, but largely generic. The numerical value of this level is 1-4 points per for the term.	Students are very active during the class room session. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to chat topics, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions. The numerical value of this level is 5 points for the term.

Assignments Total Possible Points-5	Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner. The numerical value of this level is 0-.5 points for the term.	Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. The numerical value of this level is 1 point for the term.	Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness. The numerical value of this level is 2-4 points for the term.	Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. The numerical value of this level is 5 points for the term
Mid-term Exam 35 pts				
Black Boards Total Possible Points-5	Students largely restate the obvious, concur with other students' opinions or simply repeat text from other sources used in the course. They do not foster further dialogue. Contributions lack substance and coherence. The numerical value of this level is 0-0.5 points for the term.	Students' contributions lack substance, but they are coherent and well structured. They are not challenging, and do not foster further dialogue. The numerical value of this level is .75 point for the term.	Students' contributions are substantive and coherent, but they are isolated, not challenging and do not foster further dialogue. The numerical value of this level is 1-4 points for the term.	Students show initiative by initiating or stimulating a discussion with statements or further questions that are challenging and/or foster further dialogue. Contributions / reactions to other students' contributions are substantive and coherent. The numerical value of this level is 5 points for the term.
Project Total Possible Points-15				
Final Exam Total Possible 35 pts				

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to the student learning outcomes as outlined earlier in this syllabus.

Form of Assessment	Student Learning Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
Attendance and Participation	X	X	X	X	X	X	X	X	X	X	X
Class Participation	X	X	X	X		X	X	X	X		
Blackboard	X	X	X	X		X	X	X	X		
Homework Assignments	X	X	X	X		X	X	X	X	X	
Group Project										X	
Midterm Exam					X						
Final Exam											X

STUDENT WORKLOAD FOR THIS COURSE:

This is an 11-week, course that consists of a minimum of 45 hours of instructor-led components and a minimum of 90 hours of non-instructor led, independent activities. A detailed breakdown of times (1 hour = 50 minutes) and activities can be found from the following table:

Activity	Instructor-Led		Independent		Remarks
	Weekly	Course	Weekly	Course	
Required Readings			4	32	Over eleven weeks, uneven distribution
8 Discussion Boards	1.25	10			
8 Assignments	5.25	42			Average, varies by student and stage of discussion
Group Project			2	16	Average, varies by student
Mid-term Exam			3	24	Average, varies by student
Final Exam				8	Includes preparation and exam itself. Average, varies by student
Consultations with instructor				10	Includes preparation and exam itself. Average, varies by student
TOTAL		3			Average, varies by student
		45		90	

COURSE POLICIES:

STUDENTS ARE EXPECTED TO ARRIVE ON TIME DURING EACH CLASS SESSION, AND ARE PROHIBITED FROM THE USE OF CELL PHONES. EATING AND DRINKING IS ALSO NOT ALLOWED. ALSO STUDENTS ARE PROHIBITED FROM RECORDING THE CLASS SESSION AND SELLING OR PROVIDING COURSE CONTENT TO THOSE OUTSIDE OF THE CLASSROOM. Course policies must be in alignment with policies that the university, school, department or program has set.

COURSE EVALUATIONS:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

ACADEMIC INTEGRITY:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks. Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior that will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- Word for word copying without using quotation marks or presenting the work as yours
- Using the ideas or work of others without acknowledgement
- Not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.
- Also under no circumstances can the student record via video or audio of the class sessions.

CLU WRITING CENTER:

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the

diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

DISABILITY STATEMENT:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office located at 3259 Pioneer Street, and can be contacted by calling 805.493.3260 or emailing wjimene@callutheran.edu

PEARSON LIBRARY:

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>. There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

VETERANS RESOURCES:

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

SEXUAL MISCONDUCT:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

UNIVERSITY HARASSMENT POLICY

Be civil to each other, both on- and offline. For information on the University's student harassment policy and rights, please go to the following link:
Student Life Handbook

HELP DESK:

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

CLU PROFESSIONAL PROGRAM LEARNING OUTCOMES

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- I. Solve problems, based on a knowledge of tools, concepts, and theories of each of the functional business

- disciplines;
2. Transcend functional boundaries, synthesizing and integrating information to make complex, short-term decisions with limited information, as well as conduct the research, competitive analysis, and environmental scanning necessary for long-term strategic decisions;
 3. Apply specialized skills to managerial problems inherent in a rapidly changing global environment;
 4. Effectively harness and use information technology
 5. Effectively write and orally present
 6. Build an organizational environment that is effective and conducive to collaboration using interpersonal and team leadership skills;

INSTRUCTOR BIO:

Career Objective: To share my theoretical knowledge in the classroom with students using my years of practical experience to enrich their classroom experience.

Summary: 25+ years professional management, sales, accounting and marketing experience

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.