

**ST. AMBROSE UNIVERSITY**

**UNDERGRADUATE ACCOUNTING**

**PROGRAM REVIEW**

**December 2005**

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## PROPOSED CHANGES

### UNDERGRADUATE ACCOUNTING PROGRAM

CHANGE: The Department requests approval to add a new course, ACCT 360-Accounting Internship 1 to 3 credit hours. This course will not be one of the required accounting electives and will not count toward the 33 hours of required accounting courses.

Justification: Presently accounting students who want an accounting internship register for COOP 404. Most departments have their own course for internship, whereas COOP is a catchall for those departments that do not have their own internship course. The Department believes that with an accounting prefix, ACCT 360 will more clearly represent what the accounting intern is doing and will make it easier for the students to register for an internship.

CHANGE: The Department requests approval to change ACCT 402 to a topics class, and to rename it Accounting Seminar. The accounting topics covered will vary, and could include accounting ethics, accounting law, standard setters and current accounting problems, spotting accounting fraud, or advanced sampling. This will be a 1-3 hour course, and will be repeatable, for various topics. It will remain an accounting elective.

Justification: With the above change, the Department can make special and current topics available to accounting majors.

CHANGE: The Department requests approval to make the following changes to the accounting requirements:

Drop the following as requirements:

- BUS 301 – Business Law 1
- BUS 302 – Business Law 2
- ECON 307 – Money, Banking, and Financial Institutions

Add the following course as a requirement:

- BUS 201 Legal Environment of Business

Increase the business elective requirement from 6 hours to 12 hours, *with no more 6 hours from any one department*. The allowed electives are as follows:

- CSCI 150 Internet Programming and Application
- ECON 307 – Money, Banking, and Financial Institutions
- ECON 312 Intermediate Macro Theory
- ECON 313 Intermediate Micro Theory
- FNCE 300 Principles of Finance
- FNCE 301 Financial Valuation in the Corporation
- WI-MGMT 310 Principles of Management
- MGMT 332 Organizational Theory and Behavior
- MKTG 309 Principles of Marketing
- MKTG 322 International Marketing
- INTL 372 Managing Across Cultures

Justification: With the above changes, accounting majors will gain more business knowledge. The Accounting Department, the AICPA, and most state regulatory boards feel that most accounting programs need more breadth of business knowledge.

### OVERALL DESCRIPTION

The description of the Undergraduate Accounting program in the catalog will now read as follows:

#### **Accounting**

The Department of Accounting offers an undergraduate major in Accounting, International Accounting and Modern Languages, and a Master of Accounting program. The objective of the undergraduate accounting program is to provide the skills and knowledge necessary for a professional career in public and private accounting, as well as for the not-for-profit and government accounting arena. In addition to providing academic support services to other college of business programs, the department offers a minor in accounting.

#### Changes Since the Last Program Review

- The addition of ACCT 314, Internal Auditing, 3 credit hours, an elective course.
- The change in how certain courses are now delivered. In cooperation with ACCEL, ACCT 301, ACCT 302, ACCT 305, ACCT 307, ACCT 309, ACCT 312 are now offered in 8-week sessions, 2 nights a weeks, for 2 hours and 35 minutes each night.
- The department implemented a VITA (voluntary income tax assistance) program.
- Changed our name back to Department of Accounting.

#### Long-Range Plans

1. Develop both undergraduate and graduate accounting ethics courses, making sure that there is minimal overlap between the 2 courses. Make the undergraduate course a required accounting course.
2. Develop an intra-disciplinary, independent-study type course where groups of two to four students will prepare research projects based on the content of the two specific courses. For example, a group in Tax and Cost might research international transfer pricing and its tax consequences. Or Special Topics and Auditing students could research how an unethical executives could overstate earnings to fraudulently overstate earning per share and therefore reap stock option benefits, and what audit techniques would uncover such a fraud.
3. Develop an inter-disciplinary course where students in courses from different departments complete a research project, such as groups from Cost and Marketing, or Tax and Finance.
4. Develop a writing lab for accounting students.
5. Develop, possibly in conjunction with the College of Business, a separate writing course that would be required of all accounting majors.

## **ASSESSMENT OF THE DEPARTMENT AND ITS PROGRAM**

### **Departmental Major Assessment Plan**

#### **1. Department Vision and Mission Statement**

##### **Vision Statement**

We will be the regional leader in providing a quality, values-based accounting education grounded in liberal arts.

##### **Mission Statement**

As an integral part of a teaching university, the Department of Accounting prepares students for life-long professional and personal responsibility and growth.

We are responsible and flexible in meeting the needs of our students and satisfying the expectations of employers in the public and private sectors.

#### **II. Learning Objectives for the Undergraduate Accounting Students**

The learning objectives for the undergraduate accounting program have been revised to match the Core Values and Core Competencies that have been developed by the AICPA as part of their “CPA Vision Project.” These values and competencies include:

Core Values: Continuing education and life-long learning, Competence, Integrity, Attuned to broad business issues, and Objectivity.

Core Competencies: Communication and leadership skills, Strategic and critical Thinking, Focus on the customer, client and market, Interpretation of converging information, and Technologically adept.

1. The student should understand the fundamentals of accounting, auditing, and tax.
2. The student should possess the ability to write, speak, and listen effectively.
3. The student should be able to read and critique written work.
4. The student should be able to solve diverse and unstructured problems in a technological environment.
5. The student should be able to work effectively in groups.
6. The student should be able to identify ethical issues in professional settings.
7. The student should be able to use technology tools effectively and efficiently.

#### **III. Methods for Assessment in the Undergraduate Accounting Program**

Multiple methods for assessing student learning objectives have been chosen and are documented below. The Undergraduate Accounting Student meets the objectives by

completing the curriculum and the requirements of each course. Each student is required to successfully complete the following courses in the undergraduate accounting major:

ACCT 201 – Accounting Principles I  
 ACCT 202 – Accounting Principles II  
 ACCT 301 – Intermediate Accounting I  
 ACCT 302 – Intermediate Accounting II  
 ACCT 304 – Auditing  
 ACCT 305 – Income Tax Procedures I  
 ACCT 307 – Cost Accounting  
 ACCT 309 – Special Accounting Topics – WI  
 ACCT 312 – Accounting Information Systems

Two electives from:

ACCT 306 – Income Tax Procedures II  
 ACCT 310 – Governmental Accounting  
 ACCT 314 – Internal Auditing  
 ACCT 401 – Advanced Accounting  
 ACCT 402 – Accounting Seminar

**OBJECTIVE 1** – The Student should understand the fundamentals of accounting, auditing, and tax.

1. Examinations: All courses include midterm and final examinations, which are created and evaluated by instructors. These exams test the knowledge of accounting, auditing, or tax that have been covered in the course.

All courses

2. Homework Assignments and Case Studies: Assignments cover the topical matter being currently covered and ask students to apply the accounting, auditing, or tax knowledge they have acquired. Such assignments are evaluate

All courses

3. Discussion of Accounting, Auditing, and Tax Issues: Informal or formal discussion covering the current accounting, auditing, or tax topic being covered during class time.

All courses

**OBJECTIVE 2:** The student should be able to write, speak, and listen effectively.

1. Case Studies: Students are given cases and are required to reach a conclusion and make recommendations. Each student must be able to support his/her conclusion and recommendations. Students may be required to provide written reports, oral presentations, or

both oral and written presentations. Students are encouraged to use appropriate multimedia when presenting solutions. The instructor and/or class may evaluate written reports and presentations.

ACCT 304, 305, 306, 307, 309, 314, 401, 402

2. Group Discussion and Problem Solving: Students are required to work in groups to solve problems. Presentations, using appropriate multimedia, may be required and, depending on the situation, be formal or informal, written or oral. In-class discussions are usually on a current accounting program or an assigned exercise. Out-of-class discussions are usually on one of the above or on a case.

ACCT 201, 202, 304, 405, 306, 307, 309, 310, 312, 314, 401, 402

3. Formal Written Assignments: Students are required to prepare formal written papers, which are evaluated by the instructor. These papers may involve researching a selected topic.

ACCT 201, 202, 301, 302, 304, 305, 306, 307, 309, 310, 314, 401, 402

4. Short Oral Presentations: Students are required to give oral presentations to the class, using appropriate multimedia. The presentations required will vary and, as designated by the instructor, could be given by a single student or by a group, be either formal or informal.

ACCT 305, 306, 307, 309, 310, 314, 401, 402

OBJECTIVE 3: The student should be able to read and critique written work.

1. Critique Students' papers: Students are provided case students of topics covered in class and are expected to arrive at conclusions and recommendations. Students may be asked to critique the written cases of other students and provide feedback for improvement. Students may also be asked to critique formal written assignments of other students.

ACCT 307, 309, 314, 402

2. Critique Oral Presentations of Students: Some of the selected cases are to be presented orally before the class. Students may be asked to critically evaluate the results and performance of the presenter.

ACCT 309, 402

3. Critique Accounting Articles and Make Suggestions for Improvement: Students are expected to select from various topical accounting articles related to the course curriculum and provide critiques of the articles, as well as recommendations for suggested improvements

ACCT 305, 306, 309, 401, 402

4. Read and Critique Tax Law: Students are expected to monitor current tax law. Students may be asked to review articles regarding current and proposed changes in tax policy. Class

discussion will cover the social, economic, and accounting impact of tax law, as well as the impact of judicial and legislative changes in the law. Students may be asked to prepare a journal or short review of tax articles, which will be evaluated by instructor.

ACCT 305, 306

OBJECTIVE 4: The student should be able to solve diverse and unstructured problems in a technological environment.

1. Case Studies: Students are expected to analyze case studies related to course curriculum, and provide written solutions, with recommendations and justifications. The case studies could have multiple alternative solutions. The cases may require both written and oral presentation.

ACCT 304, 305, 306, 307, 309, 401, 402

2. Homework Problems: Students are asked to solve homework problems, which involve alternative solutions. The use of computer software packages may be needed, which provides computer integration in the problem-solving process.

ACCT 305, 306, 307, 309, 312, 314, 401

OBJECTIVE 5: The student should be able to understand and work effectively in groups.

1. Group Discussion and Problem Solving: Students are required to work in small groups to deliberate upon and solve assigned accounting cases, projects, and problems. This group work may be done within or outside the class. The instructor observes and monitors and may direct group discussion. Any group reports/presentations resulting from such efforts are evaluated by the instructor and/or the group.

ACCT 201, 202, 304, 305, 306, 307, 309, 312, 314, 401, 402

OBJECTIVE 6: The student should be able to identify and evaluate ethical issues in professional settings.

1. Case Studies: Many of the case studies assigned include ethical components as well as technical issues. Some of the case studies may deal solely with ethical issues. The instructor may require a written report, which is evaluated by the instructor. The report may also be read and discussed by the class. The instructor will specifically identify any ethical implications.

ACCT 301, 302, 304, 305, 306, 307, 309, 312, 314, 401, 402

2. Discussion of Ethical Issues: Students may be required to work in groups to develop a solution to a problem that may involve ethical issues. After the discussion, the group may be asked to come to a consensus, or asked to submit a formal report, oral or written, stating majority and minority opinions.

### All courses

**OBJECTIVE 7:** The student should be able to use technology tools effectively and efficiently.

1. Oral Presentations: Students may be required to make oral presentations, either individually or in groups, that utilize appropriate multimedia delivery modes.

ACCT 304, 305, 306, 307, 309, 310, 312, 314

2. Case Studies and Homework Problems: Students may be asked to complete case studies and/or homework problems using computer applications.

### All Courses

3. Research: Students may be assigned a research project and will be encouraged to use alternative technological means to obtain data.

ACCT 305, 306, 309, 312, 401, 402

### Provision for Feedback

Students are provided formal and informal evaluation feedback on their individual academic development. Formal feedback is provided through the usual grading process. Informal feedback is provided by written/oral means of communication between students/faculty in the classroom environment as well as through the advising process and formal student/faculty contact.

### IV. Documentation of Student Learning

#### Documentation of Student Learning Will Take Place in Four Ways

1. Personal Assessment/Program Survey: All graduating students will be given a written questionnaire addressing curricula issues and individual learning aspects. Students are asked to anonymously return the survey in a self-addressed return envelope. The faculty will review the returned forms and use them as input for improving the accounting curriculum and methods of delivery. The returned surveys will be kept in a file for five years.

2. Student Self-Assessment survey: Each faculty member will develop a list of what students should learn from his/her class. At the end of the semester, the instructor will give the survey to the students so the students can rate themselves on their knowledge, preparedness, etc., on a scale of 1 to 5.

3. Student Progress Survey: Once a year for each course, at the end of the semester, the Department will give a student progress survey. For abilities that the Department believes are critical, the students will be asked to rate their abilities before the course and after the course.

4. Alumni Survey: Every five years, the department will conduct a survey of its alumni, soliciting information on perceptions of the program's success in achieving its learning objectives.

5. Employee Survey: Also every five years, if not more often, we will send surveys to the major employers of our accounting graduates to gauge how well our graduates are fairing in the business world.

The personal assessment/program survey, student progress survey, alumni survey, and employee survey will be prepared and approved by the department. The student self-assessment survey will be prepared by the individual faculty members, and approved by the department.

#### Rational for Selecting These Indicators

The personal assessment/program evaluation survey will provide feedback from the student to the Department. The Department will be able to tell how the student feels about the curriculum and other important aspects of learning in the Accounting Department.

The student self-assessment survey will allow faculty members and the department to learn whether the students believe they are gaining the knowledge/preparedness from individual courses that we the instructors feel is the most important.

The student progress survey will help the Department judge whether or not students are increasing their critical skills and abilities as they progress through the accounting program. Since the same student progress survey will be given in each course, no matter what the level, the results of the survey will let us know the students' assessment of their critical skills and abilities when they enter the program and when they exit the program, and will also show us the increase in skills and abilities from courses to course, and from the beginning of the program to graduation, at least according to the students.

The alumni survey will let us know if the graduates, now that they are working in the business world, believe that the Accounting Department prepared them for the business world and for advancement in their profession.

The employer survey will let us know if our students are prepared for the business world, how their skills compare to graduates of other universities, and what additional skills employers would like accounting graduates to have, regardless from which university they graduate.

#### V. Use of Assessment Information to Improve Education

The personal assessment/program evaluation survey will be reviewed each semester by the Department and improvements will be implemented immediately.

The student self-assessment surveys will be used for each class at least once a year. Individual faculty members will decide what changes should be implemented to increase students' learning/preparedness in critical areas.

The student progress report will let us know if students' critical skills and abilities are progressing at an acceptable level, and if we need to make changes to the program and/or individual courses.

Alumni and employer surveys will be sent out prior to the Department's next 5-year review. The Department will review the results to help us decide what change should be made to our curriculum.

## VI. Evaluation of the Departmental Assessment Plan

### Changes Made to This Year's Assessment plan

1. The portfolio of student information was dropped. It was never implemented, and it is felt by the department that the portfolio approach would not provide useful information.
2. Added the student self-assessment survey. This survey should provide help us make changes on a timely basis to help improve the learning of our students.
3. Added the employer survey. This survey will let us know how employers feel about the skills of our graduates, and will let us know what skills employers feel are most important for the accounting graduates that they hire.
4. Added the student progress survey

### Assessment of Teaching and Learning in the Program

Data that Assesses Student Learning:

*1. Students' transcripts:* Transcripts of students who have graduated in past five years reveal success of the student learning program objectives in light of the various methods of assessment that are incorporated into the various classes as documented in this assessment plan.

*2. Instructor knowledge of individual classroom performance(informal data):* Instructor's knowledge of students' performance in the various objective areas as a means of assessment. Some specific observations are:

Use of cases and papers: Though most accounting students write well, the accounting faculty is concerned that a small number of accounting students have poor writing skills. The accounting faculty believe it is important to critique students' writing in all accounting courses, not just in the writing-intensive classes. The faculty encourages students with poor writing skills to seek help from writing tutors, the drop-in writing lab, accounting faculty, fellow students.

Use of cases and class discussions: The faculty believes in the use of cases and class discussions as a way to help improve the problem-solving skills of the accounting students.

Use of cases and oral presentations: The faculty believes in the use of oral presentations, individual and group. The faculty believes verbal presentations are the best way of judging the oral skills of accounting students.

3. *Alumni survey results:* A survey with a return envelope was sent to accounting alumni who had graduated in the last five years. The results are shown in Appendix A.

4. *Personal Assessment/Program Survey:* A survey with a return envelope was sent to graduating accounting students. The results are shown in Appendix A. The data may not be meaningful because of the small number of surveys returned.

#### Program Changes as a Result of Assessment

Based on the results of the alumni survey, the main concerns appear to be use of technology and use of real-world application. Both of these were a concern in our last program review and we have integrated both into our classes, especially technology. We will continue using more computer applications in our courses. Concerning real-world applications, we have increased the use of real-world cases and discussing real situation, but we have not used speakers as much as we could. The Department increase the use of speakers in every class.

#### Evaluation of the Major Program in Terms of Requirements, Sequencing of Courses, and Prerequisites

With its undergraduate and graduate programs the Department believes it has positioned itself well for the 150-hour requirement. The Department believes the sequencing of courses is correct and the prerequisites are adequate. It also believe the requirements are correct, and the Department is especially happy that we increased the required business electives from 6 hours to 12 hours.

Since the Department offers an undergraduate and a graduate degree, the Department is always aware that there should be minimal overlaps in the courses in the two programs. A major component of the new undergraduate topics course (ACCT 402 Accounting Seminar) will be accounting ethics. The Department has applied for a grant from John Deere to develop such a course, and to revamp the graduate accounting ethics topics course so that there is no overlap between the two courses.



# **APPENDIX A**

## **Surveys and Survey Results**

**Accounting Department  
Alumni Survey**

**Question 1: How would you rate the quality of your accounting education at St. Ambrose?**

High				Low
5	4	3	2	1

**Comments on question 1:**

**Question 2: How prepared would you say you were to enter the accounting field?**

High				Low
5	4	3	2	1

**Comments on questions 2:**

**Question 3. How would you rate the quality of your accounting education at St. Ambrose in terms of:**

## Technical Accounting Knowledge

High

5

4

3

2

Low

1

## Technological Skills

High

5

4

3

2

Low

1

## Written Communication Skills

High

5

4

3

2

Low

1

## Oral Communication Skills

High

5

4

3

2

Low

1

## Critical Thinking Skills

High

5

4

3

2

Low

1

## Real World Applications

High

5

4

3

2

Low

1

**Comments on Question 3:**

**Question 4: What accounting courses that you took at St. Ambrose have helped you the most in your professional career? (Mark with an X)**

Principles	___
Intermediate	___
Auditing	___
Tax	___
Cost	___
Special Topics	___
Governmental	___
Accounting Information systems	___
Advanced	___

**Question 5: What accounting courses that you took at St. Ambrose have helped you the least in your professional career? (Mark with an X)**

Principles	___
Intermediate	___
Auditing	___
Tax	___
Cost	___
Special Topics	___
Governmental	___
Accounting Information systems	___
Advanced	___

**Question 6: What changes would you suggest to the accounting curriculum at St. Ambrose University?**

Alumni Survey	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Average	
Question 1	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	4	5	5	5	5	5	3	4	5	4.25
Question 2	4	4	3	4	4		3	3	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	3.91
Question 3																										
Tech Acct Skills	4	5	1	4	4	3	3	3	5		4	5	4	4	4	4	4	4	5	5	4	4	4	4	5	4
Technological skills	3	4	1	3	4	3	2	4	4		3	5	4	5	4	4	4	5	4	5	4	2	4	4	5	3.74
Written Comm Skills	4	4	4	4	4	4	3	5	4	5	5	3	4	3	3	4	4	4	4	5	4	3	4	3	3	3.92
Oral Comm Skills	4	5	4	4	5	4	3	3	5	4	5	3	3	5	3	3	4	5	3	4	4	3	4	3	3	3.88
Critical Think Skills	4	5	4	5	5	4	3	5	5	5	4	4	3	4	3	4	4	5	4	4	4	2	4	5	4	4.13
Real World Applications	3	5	3	3	4	3	2	5	5	5	4	5	3	4	3	4	3	4	4	4	4	3	3	4	2	3.67

Question 4																									Count	
Principles	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1	1	1	19
Intermediate	1				1	1	1			1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	17
Auditing		1			1	1	1	1					1	1	1		1	1		1		1		1	1	13
Tax		1	1			1		1	1						1		1					1			1	9
Cost			1	1	1		1	1	1					1	1		1	1		1						11
Special Topics						1	1								1	1	1									5
Governmental	1							1							1		1	1		1		1				7
AIS	1	1	1	1		1	1		1	1		1		1	1				1		1		1			13
Advanced																1						1		1		3

Question 5																									Count	
Principles																										
Intermediate																										
Auditing	1		1		1										1						1		1		1	6
Tax	1		1	1		1		1	1	1								1	1		1	1	1	1	1	11
Cost	1	1						1	1					1	1		1				1		1		1	9
Special Topics	1	1			1	1	1	1		1										1	1	1		1	1	10
Governmental	1	1	1	1	1	1	1			1					1						1		1		1	11
AIS					1		1		1												1					3
Advanced	1		1	1		1	1					1	1										1			8

## ALUMNI SURVEY RESULTS

Question 1: How would you rate the quality of your accounting education at St. Ambrose?

- Learned a lot from most classes. Expected to learn more out of tax..
  - Good. Enjoyed it.
  - Technical info was high quality, but there was very little effort to connect with the student as an individual.
  - I thought that all of teachers had enough experience to make all situations very real so understand concepts better.
  - Condensed classes didn't go through issues as in depth as regular classes.
  - I definitely believe that SAU has a highly competitive and challenging accounting curriculum that prepares the students for the real world. The professors are extremely knowledgeable and they challenge the students to think on their own.
  - Lew's auditing and cost classes were useful towards practical application.
  - Most of the instructors had knowledge and experience. Advanced Accounting was not a good course for me. The instructor just read over PowerPoint slides. I wish St. Ambrose would concentrate more on getting a student prepared to take the CPA exam. I am taking CPA review courses at Northern University and I like the program there. The college concentrates on the student getting their CPA. The accounting information system class was a plus. I think it should be a required course.
  - I feel my education at SAU was worth the amount of money spent.
  - For the most part, I felt the classes taught by some professors were awesome – very hard and a lot of work – but I learned a lot from professors like Faulkner and Marx and Logan. Then there were professors where the only things you learned were self-taught – not good when you need direction and mandates to learn, when priorities during college are not to self teach yourselves – rather to enjoy yourself.
- Although I realize much in the real world is self-taught, this teaching method is not appreciated after the fact.

Question 2: How prepared would you say you were to enter the accounting field?

- I felt I knew a good deal after graduation. Had trouble finding a job right out of college. I still don't feel that my current job is challenging enough.
- Really need to do training on accounting software. Big setback without.
- Never sat for CPA exam.
- Never planned to enter accounting field.
- I found the CPA exam to be very difficult and thought I should have been better prepared with the education I received.
- I have yet to get in [the job market] because I am doing an additional degree, but I feel that I was very prepared. I will be entering the [job market] in the spring.
- I was already in the work force when I went back to get my degree.
- I felt very prepared to enter the accounting field upon graduation, although I wish I had completed more than one year at SAU. I was a transfer student and only spent 2 semesters there. I feel my accounting education could have been EVEN BETTER had I been able to take more of the elective classes and even the beginning accounting classes at SAU. But I am proud to say I have my degree from SAU.

- A class or topic on briefings would help people leaving college.
- To maybe have a program to help students prepare for the CPA test.
- I had 12 years of bookkeeping. No matter how good grades are, if you can't apply what you learned in "books" to reality, you will not succeed. Experience is a good tool mixed with education. There are a lot of smart students but lack work and personnel experience. They want big \$ now. They need work experience with their grades.
- I felt that Ambrose was a very good education, overall. However, I also felt very unprepared when entering the public accounting sector. I'm not sure what could be done to improve the transition, but more emphasis should be placed toward the transition fo school to "real world."

Question #3: How would you rate the quality of your accounting education at St. Ambrose in terms of:

- Assign computer software. A must.
- More computer work. Computers, computers, computers.
- Didn't explain how accounting software works in real world versus text book.
- My computer classes at SAU were very good. I use alot of my knowledge from those classes in my job today. Being that I only spent 2 semesters at SAU, I didn't use my written and oral communication skills as much.
- It would be good to teach students (ACL) Audit Command Language. More real world examples and applications in the classroom would be useful. Integrate more auditing by objective learning (and not just financial auditing) in the classroom.
- In auditing classes, I think it would have been helpful to practice taking an audit. Also have a class that would help with writing skill on audit workpapers. Maybe use problems to do more critical thinking and analytical skills.
- I would encourage more exposure to oral communication skills and the use of Excel in more projects when applicable. I think most of the instructors that I had kept current on the accounting issues within the industry and brought this to the classroom and also provided meaningful lectures, work, and exams to learn the technical accounting skills and concepts.

Question #6: What changes would you suggest to the accounting curriculum at St. Ambrose?

- Pretty good overall. More real-world applications. Don't use much of education in my job. Mostly on-the-job training.
- Cannot stress enough – computer software.
- Keep up the great work. I am in the golf business now.
- More practical applications on Info Systems.
- More interest in the individual student.
- Advanced levels of Excel and Access would have helped a lot. More real life accounting issues, less theory.
- More emphasis on CPA exam. More stringent curriculum geared toward passing [CPA] exam. More team projects as the work environment is being able to work as a team. Professors should pick teams. Since you don't always get to pick who you are working with, you need to adapt and be able to work with people of all skills. More oral presentations in curriculum.
- Just add as many real-world situations as possible.
- I had several opportunities with the company I work for and never pursued a career in accounting. That said, accounting and business were a great asset in allowing me to contribute to Northwest Mechanical, and also helped me pursue an MBA at Iowa. Thanks for all your help and the entire staffs' personal attention!

- Offer a review course for CPA exam as part of the regular curriculum.
- Maybe incorporate some new elective courses. But all-in-all I think the curriculum is challenging, thorough, is aimed toward the real world, and requires that the students think on their own and be creative.
- Add Audit Command Language (ACL) to a class. It is very useful once you know how to use it.
- The instructor to use more hands on and analytical approach in teaching. I think St. Ambrose concentrates too much on writing skills, but not how to write up notes on audit workpapers and engagement letters. Writing essay did not really help me in the accounting field.
- A harder tax class would be wise. I loved my tax teacher, but I believe that I did not learn as much as people who took tax class at other colleges and universities.
- More exposure to career fairs. More networking events outside of the Quad-Cities. Establishment of a meaningful accounting club. Partnerships with other schools to get new recruiters. Overall, I feel the curriculum at St. Ambrose was challenging and structured. I learned a lot about myself, my work ethic, and further established discipline. I value my accounting degree and I thank each instructor that has contributed to my success today. Thank you!
- I would suggest a program that helps you prepare specifically for the CPA exam. Not a class, but an option to pay for a program after you have got your 4-year degree that teaches you about the exam and helps you practice for it. It should be offered to anyone with a 4-year degree, minimum 120 hours, that wants to sit for the exam.
- None.
- I really appreciated the real-world approach rather than just teaching to pass the exam – even though this makes it very difficult to pass the exam. I wouldn't have wanted any other approach. In regards to some teachers/professors, I think there should be some kind of checks/balances of how professors are approaching teaching the course, especially for those with tenure! It's pretty pathetic when you sign up for courses purely for an easy "A" from a professor – it's not that way in life! Just a thought to ponder....
- I believe there should [be] an emphasis on teamwork & utilizing teambuilding skills to improve job performance.

**Undergraduate Accounting Program  
Exit Survey**

**Question 1. How would you rate the quality of your accounting education at St. Ambrose in terms of:**

Technical Accounting Knowledge

High					Low
5	4	3	2		1

Technological Skills

High					Low
5	4	3	2		1

Written Communication Skills

High					Low
5	4	3	2		1

Oral Communication Skills

High					Low
5	4	3	2		1

Critical Thinking Skills

High					Low
5	4	3	2		1

Real World Applications

High					Low
5	4	3	2		1

**Question 2. What did you like most about the SAU Accounting Program?**

**Question 3. What did you like least about the SAU Accounting Program?**

**Questions 4. Open comments.**

**Undergraduate Exit Survey 5 is high and 1 is low**

	1	2	3	Average
Question 1 How would you rate the quality of your accounting education at SAU in terms of:				
Technical Accounting Knowledge	5	4	5	4.67
Technological Skills	5	4	5	4.67
Written Communication Skills	5	5	5	5.00
Oral Communication Skills	5	5	5	5.00
Critical Thinking	5	4	5	4.67
Real World Applications	5	4	5	4.67

## Question 2 What did you like most about the SAU Accounting Program?

1. I have learned a lot attending SAU. The teachers were wonderful and made an effort to help each student.
2. The faculty
3. All professors were very helpful, to answer any questions I had.

## Question 3 What did you like least about the SAU Accounting Program?

1. The only thing I didn't like was the times and days of some of the classes offered.

## Question 4 Open comments

No responses

# **APPENDIX B**

**Fact sheets and syllabi**

**FACT SHEET FOR ACCT 201—Accounting Principles I****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Accounting Principles I
<b>NUMBER:</b>	ACCT 201
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	none
<b>FREQUENCY OF OFFERING:</b>	Every Semester, multiple offerings
<b>CATALOG DESCRIPTION:</b>	Provides an understanding of the basics of financial accounting and reporting. It includes transaction analysis, recording of transactions in journals and ledgers, accounting for assets, liabilities and owner's equity, and preparation of financial statements in conformity with Generally Accepted Accounting Principles (GAAP).

**2. RATIONALE:**

Accounting Principles I is important to the study of accounting as the students get a basic understanding, which is crucial before moving on in the accounting curriculum. These concepts also are the backbone to any accounting system that exists in the real world.

**3. RELATIONSHIP TO OTHER COURSES:**

This course is the only course that teaches financial accounting basics from the beginning. These beginning basics are key to success in the rest of the accounting curriculum and could not be incorporated into another course without key understanding being lost.

**4. COURSE RESOURCES:**

Print resources are adequate and the Student Success Center offers tutorial services for students in need of extra help.

**FACT SHEET FOR ACCT 202 – Accounting Principles II****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Accounting Principles II
<b>NUMBER:</b>	ACCT 202
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	ACCT 201
<b>FREQUENCY OF OFFERING:</b>	Every Semester, multiple offerings
<b>CATALOG DESCRIPTION:</b>	Provides a further understanding of the basics of financial accounting and reporting and provides an understanding of the basics of managerial accounting. It includes accounting of capital stock transactions, preparing and analyzing financial statements of corporations, product costing, budgeting, planning, and managerial control. Prerequisite: Acct 201

**2. RATIONALE:**

Accounting Principles II is important to the study of accounting as the students get a basic understanding of accounting, which is crucial before moving on in the accounting curriculum. These concepts also are the backbone to any accounting system that exists in the real world.

**3. RELATIONSHIP TO OTHER COURSES:**

This course is the only course that teaches the basics of financial accounting for corporations and the basics of managerial accounting. These beginning basics are key to success in the rest of the accounting curriculum and could not be incorporated into another course without key understanding being lost.

**4. COURSE RESOURCES:**

Print resources are adequate and the Student Success Center offers tutorial services for students in need of extra help.

**FACT SHEET FOR ACCT 301 - Intermediate Accounting I****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Intermediate Accounting I
<b>NUMBER:</b>	ACCT 301
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 201, 202 w/ grade of C or better
<b>FREQUENCY OF OFFERING:</b>	every fall semester, day and evening
<b>CATALOG DESCRIPTION:</b>	First of two courses offering in-depth analysis of accounting concepts and their impact on the business environment and the profession. Topics include the accounting cycle, financial statement analysis, cash, receivables, inventories, and current and contingent liabilities. Offered in the fall semester.

**2. RATIONALE:**

This course is a continuation of material presented in Accounting Principles I and II but much more in-depth. It provides the theoretical basis for generally accepted accounting principles.

**3. RELATIONSHIP TO OTHER COURSES:**

This course is unlike other courses in the curriculum in that it emphasizes the theoretical side rather than simply the practical aspects of financial accounting.

**4. COURSE RESOURCES:**

Library resources appear to be adequate.

**FACT SHEET FOR ACCT 302 - Intermediate Accounting II****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Intermediate Accounting II
<b>NUMBER:</b>	ACCT 302
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	ACCT 301
<b>FREQUENCY OF OFFERING:</b>	every spring semester, day and evening
<b>CATALOG DESCRIPTION:</b>	Second of two courses offering in-depth analysis of accounting concepts and their impact on the business environment and the profession. Topics include the plant assets, intangible assets, corporate structure and operations, long-term investments, accounting changes and correction of errors, and statement of cash flows. Offered in the spring semester.

**2. RATIONALE:**

As with Intermediate Accounting I, this course is a continuation of material presented in Accounting Principles I and II but much more in-depth. It provides the theoretical basis for generally accepted accounting principles and analyzes new relationships and materials not encountered in Accounting Principles courses.

**3. RELATIONSHIP TO OTHER COURSES:**

This course is unlike other courses in the curriculum in that it emphasizes the theoretical side rather than simply the practical aspects of financial accounting.

**4. COURSE RESOURCES:**

Library resources appear to be adequate.

**FACT SHEET FOR ACCT 304 – Auditing****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Auditing
<b>NUMBER:</b>	ACCT 304
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 301, 302
<b>FREQUENCY OF OFFERING:</b>	Every Semester and summer
<b>CATALOG DESCRIPTION:</b>	Detailed analysis of auditing principles and techniques. Topics include professional ethics, internal control, auditor's report and various audit procedures. Prerequisites: ACCT 301, 302.

**2. RATIONALE:**

Auditing is crucial to the student of accounting because it is a major aspect of the accounting profession. Also, in some states a person must pass an auditing course before sitting for the CPA examination. Many students hired after graduation will be required to perform attest functions, such as audits and reviews, which are covered in this course.

**3. RELATIONSHIP TO OTHER COURSES:**

This is the only undergraduate course that covers auditing and other attest functions. Because of the amount and unique aspects of material covered in this course, auditing could not be incorporated into another course.

**4. COURSE RESOURCES:**

Library resources are adequate and as the department continues to increase its holdings, resources will be added to support this course.

**FACT SHEET FOR ACCT 305 – Income Tax Procedures I****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Income Tax Procedures I
<b>NUMBER:</b>	305
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 201, 202.
<b>FREQUENCY OF OFFERING:</b>	fall semester, day and evening
<b>CATALOG DESCRIPTION:</b>	Study of the federal tax structure and the applications of income tax principles as they apply to the individual tax payer. Tax planning strategies and research methods will be introduced. Prerequisites: ACCT 201, 202.

**2. RATIONALE:**

Taxation is important to the study of accounting as taxation is an integral part of every business decision and life in general. This course provides a basis for the decision making process needed for tax compliance and tax planning.

**3. RELATIONSHIP TO OTHER COURSES:**

This is a tax accounting and tax law course. Topics are not covered by other courses. This is the only course in the catalog that teaches taxation as it relates to the individual taxpayer.

**4. COURSE RESOURCES:**

Library holdings are barely adequate. The tax research service on CD-ROM is donated to the department by the publisher. We need to expand CD-ROM availability to the library. Tax course resources and materials tend to be expensive and are outdated quickly. As the Department continues to increase its holdings, it is hoped that library resources will eventually be adequate for this course.

**FACT SHEET FOR ACCT 306 – Income Tax Procedures II****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Income Tax Procedures II
<b>NUMBER:</b>	ACCT 306
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 301 and Acct 305
<b>FREQUENCY OF OFFERING:</b>	Spring semester, day and evening
<b>CATALOG DESCRIPTION:</b>	A review of the federal tax code as it relates to corporations, partnerships, estates, and trusts. Includes tax planning to maximize tax planning strategies. Prerequisites: ACCT 301, 305.

**2. RATIONALE:**

Taxation is important to the study of accounting as taxation is an integral part of every business decision, and the accountant is usually delegated the responsibility for gathering the tax data and making recommendations on tax policy and compliance.

**3. RELATIONSHIP TO OTHER COURSES:**

This course covers business-related taxation, which is an extensive area. These topics are not covered in any other course and are too vast to incorporate into another course.

**4. COURSE RESOURCES:**

Library holdings are barely adequate. The tax research service on CD-ROM is donated to the department by the publisher. We need to expand CD-ROM availability to the library. Tax materials tend to be expensive and are outdated quickly. As the Department continues to increase its holdings, it is hoped that library resources will eventually be adequate for this course.

**FACT SHEET FOR ACCT 307 – Cost Accounting****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Cost Accounting
<b>NUMBER:</b>	ACCT 307
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	ACCT 201, 202 with a grade of C or above
<b>FREQUENCY OF OFFERING:</b>	Fall semester as a day class and evening class
<b>CATALOG DESCRIPTION:</b>	Includes job order costing, process costing, activity-based costing, just-in-time inventory, cost-volume-profit analysis, differential cost analysis, capital investment decision models, standard costing, and cost variances.

**2. RATIONALE:**

This course provides exposure to various types of product costing, budgeting, and cost analysis that are vital to decision-making in business. This knowledge is important for all accounting majors and is critical for those students who will work in private industry or consulting.

**3. RELATIONSHIP TO OTHER COURSES**

The course expands on the introduction to managerial accounting covered in ACCT 202 and provides detailed analysis of topics not covered in other undergraduate courses.

**4. COURSE RESOURCES:**

The resources in the library appear to be sufficient, and, as needs develop, our library budget will be used to acquire additional resources.

**FACT SHEET FOR ACCT 309 – WI Special Accounting Topics****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	WI Special Accounting Topics
<b>NUMBER:</b>	ACCT 309
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 301, 302
<b>FREQUENCY OF OFFERING:</b>	Every semester
<b>CATALOG DESCRIPTION:</b>	Specialized analysis of selected accounting topics including leases, earnings per share, bond transactions, accounting for income taxes and pensions. Make intensive use of cases, writing and group work. Prerequisites: ACCT 301, 302

**2. RATIONALE:**

This course covers the accounting treatment of five specialized topics that apply to a majority of businesses in today's business world. As the course is also writing intensive, students will be improving their communication, presentation, and problem-solving skills, which are crucial in today's business world.

**3. RELATIONSHIP TO OTHER COURSES:**

This course is not similar to any other course in the catalog as no other course covers these five specialized topics. The topics are so extensive and detailed that they could not be effectively incorporated into any other course.

**4. COURSE RESOURCES:**

The current library holdings are adequate. As the topics covered in this course are very controversial and change often, new holdings are ordered by the department with the departmental library budget.

**FACT SHEET FOR ACCT 310 – Governmental Accounting****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Governmental Accounting
<b>NUMBER:</b>	ACCT 310
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 201, 202
<b>FREQUENCY OF OFFERING:</b>	Spring and summer
<b>CATALOG DESCRIPTION:</b>	An overview of the accounting for and financial reporting of state & local governments and governmental & nongovernmental not-for-profits. Prerequisites: ACCT 201, 202.

**2. RATIONALE:**

This elective course is important for those students planning to work in the public accounting or for a government or nonprofit entity. It is also important for those students planning to sit for the CPA examination.

**3. RELATIONSHIP TO OTHER COURSES:**

The course provides a detailed analysis of topics not covered in other courses, except for MAcc 616, and students who have taken ACCT 310 are not allowed to take MAcc 616.

**4. COURSE RESOURCES:**

The resources in the library appear to be sufficient and, as needs develop, our library budget will be used to acquire additional resources.

**FACT SHEET FOR ACCT 312 – Accounting Information Systems****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Accounting Information Systems
<b>NUMBER:</b>	ACCT 312
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 301
<b>FREQUENCY OF OFFERING:</b>	spring semester, day and evening
<b>CATALOG DESCRIPTION:</b>	A study of computerized accounting information systems to explain how such systems are designed, used, controlled and protected. Spreadsheet and database assignments are required to show how computers can be used by a business. Prerequisites: ACCT 301.

**2. RATIONALE:**

The course fulfills the need of exposing students to the detailed database and computerized environment they will encounter upon graduation.

**3. RELATIONSHIP TO OTHER COURSES:**

Although most other accounting courses use computers, especially spreadsheet programs, none of those courses go into the detail this course does, nor do the other courses cover databases.

**4. COURSE RESOURCES:**

The resources in the library appear to be sufficient and, as needs develop, our library budget will be used to acquire additional resources.

**FACT SHEET FOR ACCT 314 – Internal Audit****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Internal Audit
<b>NUMBER:</b>	ACCT 314
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	ACCT 201, 202, 301, 302, 304
<b>FREQUENCY OF OFFERING:</b>	In the summer
<b>CATALOG DESCRIPTION:</b>	An overview of the internal audit function. Topics include establishing the function within an organization, risk assessment, sampling and other quantitative methods, report writing, fraud investigation, and professional ethics.

**2. RATIONALE:**

This course provides exposure to the field of internal auditing and examines how the responsibilities differ from those of a CPA engaged in an external financial statement audit. Compliance and performance audits are explored as well. This course introduces other aspects of auditing for corporations and governments.

**3. RELATIONSHIP TO OTHER COURSES**

This course builds on ACCT 304 – Auditing. It expands to cover the work of other types of auditors and how internal and external auditors work together.

**4. COURSE RESOURCES:**

Access to databases available through O’Keefe Library.

## FACT SHEET FOR ACCT 360 - Accounting Internship

### 1. TITLE AND DESCRIPTION

<b>NAME:</b>	Accounting Internship
<b>NUMBER:</b>	ACCT 360
<b>CREDITS:</b>	1-3 hours
<b>PREREQUISITES:</b>	Chair approval
<b>FREQUENCY OF OFFERING:</b>	As needed
<b>CATALOG DESCRIPTION:</b>	This course provides students with a practical, real world experience in the field of accounting by working under the supervision of an accounting professional. Pass/No Pass course. Chair approval required.

### 2. RATIONALE:

The offering of a level internship allows students to gain some practical experience during their academic training. Real world experience provides enhanced understanding to what is being discussed in the classroom for that student as well as the spillover affect for the others in the class. This course will replace the COOP 404 that was used by accounting majors who wanted internship credit

### 3. RELATIONSHIP TO OTHER COURSES:

This course will be the only internship opportunity available to undergraduate accounting students. By requiring Chair approval before enrolling, overlap with any graduate accounting internship experience the student may have in the future will be avoided. (Note: the Chair and the Director of the MACC Program is the same person.)

### 4. COURSE RESOURCES:

This is a great opportunity to build relationships with the accounting and business community. The resources in the library appear to be sufficient for the research requirement of this course. Our library budget will be used to fill any additional resource needs that arise

**FACT SHEET FOR ACCT 401 – Advanced Accounting****1. TITLE AND DESCRIPTION**

<b>NAME:</b>	Advanced Accounting
<b>NUMBER:</b>	ACCT 401
<b>CREDITS:</b>	3 hours
<b>PREREQUISITES:</b>	Acct 301, 302
<b>FREQUENCY OF OFFERING:</b>	every semester
<b>CATALOG DESCRIPTION:</b>	An in-depth analysis of advanced topics in financial accounting. Topics include consolidations, partnerships, foreign currency transactions, bankruptcy, segment reporting, and Security and Exchange Commission reporting requirements. Prerequisites: ACCT 301, 302

**2. RATIONALE:**

Advanced accounting is important to the study of accounting as the students gain knowledge on specialized situations that are constantly occurring in the real world. The exposure to these situations and the pronouncements that apply are beneficial to an entry-level accountant in business, public accounting, as well as to the not-for-profit and governmental professional accountant.

**3. RELATIONSHIP TO OTHER COURSES:**

This is a self-contained course in that the topics covered are not taught in any other accounting course. The volume of content area of this course is too great and specialized to be combined into any other course.

**4. COURSE RESOURCES:**

As the department continues to increase its holdings it is hoped that library resources will eventually be adequate for this course. Increased professional accounting periodicals would be welcomed.

## FACT SHEET FOR ACCT 402 – Accounting Seminar

### 1. TITLE AND DESCRIPTION

<b>NAME:</b>	Accounting Seminar
<b>NUMBER:</b>	ACCT 402
<b>CREDITS:</b>	1- 3 hours, repeatable
<b>PREREQUISITES:</b>	Minimum of Acct 201 and 202. Other prerequisites will vary with topic being offered, subject to instructor's discretion
<b>FREQUENCY OF OFFERING:</b>	As needed. Once per year to start.
<b>CATALOG DESCRIPTION:</b>	A study of specific accounting topics, issues or themes. Topics will be specified each semester the course is offered. Students may repeat course if it is on a separate topic not previously studied for credit.

### 2. RATIONALE:

This course will allow the Department to cover topics of a very current nature, topics that do not warrant a 3-hour course, and topics that will build on what students learned in other courses.

### 3. RELATIONSHIP TO OTHER COURSES:

This course will provide specific, detailed analysis of topics either not covered in other courses or only introduced in other courses.

### 4. COURSE RESOURCES:

The resources in the library appear to be sufficient and, as needs develop, our library budget will be used to acquire additional resources.

**ACCOUNTING 201**  
**ACCOUNTING PRINCIPLES 1**  
**FALL 2004**

**INSTRUCTOR:** Lew Marx, MA, CPA

**OFFICE:** Ambrose Hall, Room 402

**TELEPHONE:** office -- 333-6186

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Macomb -- 309-836-3821

E-mail [MarxLewisD@sau.edu](mailto:MarxLewisD@sau.edu)

**OFFICE HOURS:** Monday 8:30 – 10:00  
Tuesday 9:30 – 10:30  
Wednesday 8:30 – 10:00  
Thursday 9:30 – 10:30

But I am in my office much more than just the hours shown above. Feel free to stop by any time.

### **TEXT**

ACCOUNTING; Charles T Horngren, Walter T. Harrison Jr., Linda Smith Bamber;  
6<sup>th</sup> edition; Pearson Prentice-Hall; 2005.

### **COURSE OBJECTIVE**

Knowledge of financial accounting is necessary for anyone operating in a business environment. Therefore, the objective of this course is to help students gain a basic and broad understanding of financial accounting. Students will learn how to account for a variety of transactions and why transactions are accounted for the way they are. Students will also learn how financial accounting information is used in decision making.

### **ASSIGNMENTS**

Certain assignments will be collected and graded. These assignments are the ones in **bold** in the assignment schedule. Deductions will be made for assignments that are messy, hard to read, or hard to follow. Assignments are due on the dates set in class by the instructor. If an assignment is going to be late, **for an acceptable reason**, the student should obtain **prior approval**. Otherwise late assignments, if accepted at all, will be assessed a penalty.

There are 10 assignments. I will count only the highest 9 assignments.

There will also be an annual report assignment.

### **ATTENDANCE**

Attendance is required. Excessive unexcused absences will result in the loss of percentage points.

### **TESTS**

There will be 3 tests. The final will be comprehensive, but the students can use ½ page of notes on the final.

**EVALUATION OF PERFORMANCE**

Grading will be on a curved basis, but is expected to be near a 90-80-70-60 percent basis. By near I mean within approximately 1.5% either way.

Test 1	200 points
Test 2	200 points
Test 3	250 points
Assignments 9 @ 25 points each	225
Annual report	35
	-----
	910
	===

**ASSIGNMENT SCHEDULE**

WEEK	CHAPTER	ASSIGNMENT
Aug 30/Sep 1	Ch 1 Accounting/Business En. Ch 2 Recording Bus. Trans.	E1-1, E1-5, E1-8, P1-2a
Sep 6	NO CLASS	
Sep 8	Ch 1 Accounting/Business En. Ch 2 Recording Bus. Trans.	<b>Fin St. Case-page 40</b> S2-4, S2-6, S2-7, E2-15
Sep 13 & 15	Ch 2 Recording Bus. Trans. Ch 3 The Adjusting Process	<b>Decision Case #1-page 87</b> S3-7, E3-1
Sep 20 & 22	Ch 3 The Adjusting Process	E3-4, E3-5, E3-14, <b>P3-3A</b>
Sep 27 & 29	Ch 4 Completing the Acct. Cycle	S4-6, S4-7, E4-10, <b>Ethical Issue</b>
Oct 4 & 6	<b>Test 1 Chapters 1, 2, 3, 4</b> Ch 5 Merchandising Op	S5-1, S5-4, S5-5
Oct 11 & 13	Ch 5 Merchandising Op Ch 6 Merchandise Inventory	S5-7, E5-7, <b>Decision Case #1-p. 228</b> S6-5
Oct 18 & 20	Ch 6 Merchandise Inventory	E6-6, E6-9, E6-15, P6-7A, <b>P6-4A</b>
Oct 25 & 27	Ch 7 Acct. Info. Systems Ch 8 Internal Control & Cash	S7-6 E8-1
Nov 1 & 3	Ch 8 Internal Control & Cash	E8-2, E8-5, P8-3A, <b>Decision Case #2</b>
WEEK	CHAPTER	ASSIGNMENT
Nov 8 & 10	<b>Test 2 Chapters 5, 6, 7, 8</b> Ch 9 Receivables	S9-9, S9-13
Nov 15 & 17	Ch 9 Receivables	S9-14, E9-2, E9-3, E9-4, P9-5A, <b>E9-12</b>

## Ch 10 Plant &amp; Intangible Assets

Nov 22	Ch 10 Plant & Intangible Assets	S10-4, S10-5, S10-6, E10-1, E10-4 P10-2A
Nov 24	NO CLASS	
Nov 29/Dec 1	Ch 10 Plant & Intangible Assets Ch 11 Current Liabilities	<b>E10-14</b> S11-1, S11-2, S11-3, S11-4, E11-2 Ethical Issue
Dec 6 & 8	Ch 11 Current Liabilities Ch 12 Partnerships	<b>E11-10</b> S12-3, S12-4, E12-1
Dec 13-17	Finals Weeks – <b>Test 3 - Comprehensive</b>	

**ACCOUNTING 202B**  
**ACCOUNTING PRINCIPLES II**  
**FALL 2005**

**INSTRUCTOR:** Lewis Marx, MA, CPA  
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**OFFICE HOURS:** Monday 8:30 – 10:00  
Tuesday 9:00 – 10:00  
Wednesday 8:30 – 10:00  
Thursday 9:00 – 10:00

But I am in my office much more than just the hours shown above. Feel free to stop by any time.

### **TEXT**

ACCOUNTING, Sixth Edition, Charles T. Horngren, Walter T. Harrison,  
Linda Smith Bamber, Prentice-Hall, 2005.

### **COURSE OBJECTIVE**

The objective of the course is to train students in developing, understanding, and using accounting information. The information in this course is vital to anyone operating in a business environment.

### **ASSIGNMENTS**

Certain assignments will be collected and graded. These assignments are the ones in **bold** in the assignment schedule. Deductions will be made for assignments that are messy, hard to read, or hard to follow. Assignments are due on the dates set in class by the instructor. If an assignment is going to be late, **for an acceptable reason**, the student should obtain **prior approval**. Otherwise late assignments, if accepted at all, will be assessed a penalty.

There are 8 assignments. I will count only the highest 7 assignments.

There will also be an annual report assignment.

### **ATTENDANCE**

Attendance is required. Excessive unexcused absences will result in the loss of percentage points.

### **EVALUATION OF PERFORMANCE**

Grading will be on a curved basis, but is expected to be near a 90-80-70-60 percent basis. By near I mean within approximately 1.5% either way.

Test 1	200 points
Test 2	200 points
Test 2	250 points
Assignments 7 @ 25 points each	175
Annual Report	50
	----
	875
	====

### ASSIGNMENT SCHEDULE

WEEK	CHAPTER	ASSIGNMENT
Aug 29 & 31	Ch 13 - Corporate Organ.	QC-1, 2, 3, 5, 6, 9.
Sep 5	<b>No Class</b>	
Sep 7	Ch 13 - Corporate Organ.	S-10. E-2, 3. F/S Case #1. <b>P-13-3A</b>
Sep 12 & 14	Ch 13 - Corporate Organ Ch 14 - Retained Earnings <b>pages 543-548, 550-562</b>	QC-1, 2, 4, 8. E-3, 4, 9.
Sep 19 & 21	Ch 14 - Retained Earnings <b>pages 543-548, 550-562</b> Ch 15 - L-T Liabilities <b>pages 579-588,593-599</b>	<b>P14-8A</b> QC-1, 3, 5, 6, 9. S-1, 16.
Sep 26 & 28	Ch 15 - L-T Liabilities <b>pages 579-588,593-599</b> <b>TEST 1 – chapters 13, 14, 15</b>	E-1, 2. <b>P-15-8A(part 1)</b>
Oct 3 & 5	Ch 17 - St. of Cash Flows	QC-6, 7, 9, 10. E-2, 8.
Oct 10 & 12	Ch 17 - St. of Cash Flows Ch 18 - Fin. St. Analysis	<b>P-17-4A</b>
Oct 17 & 19	Ch 18 - Fin. St. Analysis Ch 19 - Intro/Man. Acct.	S-3, 4. S-2, 3, 4.
WEEK	CHAPTER	ASSIGNMENT
Oct 24 & 26	Ch 19 - Intro/Man. Acct Ch 20 – Job Costing	<b>P-19-2A-part 2(1 &amp;2)</b> QC-1. E-4, 6(1, 2, 3)
Oct 31/Nov 2	<b>TEST 2 – chapters 17, 18, 19, 20</b>	

Ch 22 - CVP Analysis  
**pages 897-913**

Nov 7 & 9	Ch 22 - CVP Analysis <b>pages 897-913</b>	QC-1. E-4, 5. <b>Dec Case #1</b>
Nov 14 & 16	Ch 23 - Resp. Acct. <b>pages 939-947, 957-962</b> Ch 24 - Standard Costs <b>pages 986-1010</b>	QC-2. S-11.
Nov 21	Ch 24 - Standard Costs <b>pages 986-1010</b>	QC-1, 8. S-7.
Nov 23	<b>No Class</b>	
Nov 28 & 30	Ch 24 - Standard Costs <b>pages 986-1010</b> Ch 26 - Special Decisions <b>pages 1079-1091</b>	<b>Handout</b> QC-2, 5.
Dec 5 & 7	Ch 26 - Special Decisions <b>pages 1079-1091</b>	S-3. E-1, 6, 7. <b>P-26-4A</b>
Dec 12-14	<b>Finals Week – TEST 3 – chapters 22, 23, 24, 26</b>	

## Intermediate Accounting I

### Overview of Course

Intermediate Accounting I is an in-depth review of several accounting concepts including cash, receivables, inventories, and current liabilities as well as a brief review of the accounting cycle and financial statement preparation.

### Conduct of the Course

The format of the course is lecture and group discussion. Emphasis is placed on the application of materials discussed in class. Therefore, extensive homework assignments are scheduled during the semester which are reviewed in class.

### Requirements

Each student is expected to read each chapter and complete assigned homework for submission to the instructor.

During the semester there will be three exams and five quizzes completed by each student

### Course Schedule

Appended on page 2

## Intermediate Accounting II

### Overview of Course

Intermediate Accounting II is a continuation of several accounting concepts including plant assets, intangible assets, corporations, investments, accounting changes, and statement of cash flows.

### Conduct of the Course

The format of the course is lecture and group discussion. Emphasis is placed on the application of materials discussed in class. Therefore, extensive homework assignments are scheduled during the semester which are reviewed in class.

### Requirements

Each student is expected to read each chapter and complete assigned homework for submission to the instructor.

During the semester there will be three exams and five quizzes completed by each student

### Course Schedule

Appended on page 2

**ACCOUNTING 304A  
AUDITING  
Fall 2005**

**INSTRUCTOR:** Lewis Marx, MA, CPA  
**OFFICE:** Ambrose Hall, Room 402  
**TELEPHONE:** office -- 333-6186  
 cell phone – 563-343-0252  
 Macomb -- 309-836-3821  
 E- mail – [MarxLewisD@sau.edu](mailto:MarxLewisD@sau.edu)

**OFFICE HOURS:** Monday 8:30 – 10:00  
 Tuesday 9:00 – 10:00  
 Wednesday 8:30 – 10:00  
 Thursday 9:00 – 10:00

But I am in my office much more than just the hours shown above. Feel free to stop by any time.

**TEXT**

PRINCIPLES OF AUDITING and Other Assurance Services, 14th Edition, O. Ray Whittington and Curt Pany, Irwin, 2004.

**COURSE OBJECTIVE**

The objective of the course is to provide students with a basic knowledge of auditing concepts.

**ASSIGNMENTS**

**Presentations**

Two oral presentations are required. Each presentation should be 5 minutes length. The student will be graded on content and verbal skills. Material for the presentation should come from sources other than the textbook. The first presentation concerns chapter five and should be on proper documentation and/or working papers. The second presentation concerns chapter 6 & 7 and should be on fraud.

**Written Assignments**

Two assignments will be collected and graded. The assignments are due on the date set in class. Without prior approval, late assignments, if accepted at all, will be assessed a penalty.

The instructor reserves the right to change the number of assignments and the points for the assignments.

**ATTENDANCE**

Class attendance is required. Excessive unexcused absences will result in the loss of points.

**EVALUATION OF PERFORMANCE**

Grading will be on a curved basis, but is expected to be near a 91-82-70-60 basis. By near, I mean approximately within 1.5% either way.

Test 1	200
Test 2	200

Test 3	200
Assignments:	
Handout Ch 3	30
Chapter 5 presentation	35
Chapter 6 presentation	35
Handout Ch 14	<u>45</u>
	745
	===

### Assignment Schedule

Week		Chapter Assignment	
Aug 30/Sep 1	Ch 1 - Role of the Public Accountant Ch 2 - Professional Standards	3, 4, 5, 10, 23, 25, 28 1, 5, 6, 7	
Sep 6 & 8	Ch 2 - Professional Standards Ch 3 - Professional Ethics	11, 12, 15, 29, 31 7, 8, 9, 17, 21	
Sep 13 & 15	Ch 3 - Professional Ethics Ch 5 - Audit Evid. & Documentation	23, 24, 28, 30, 8, 10, 31,	<b>Handout Ch 3</b>
Sep 20 & 22	Ch 5 - Audit Evid. & Documentation Ch 6 - Planning the Audit	36, 38, 45, 52 2, 3, 6, 15, 16, 18	
Sep 27 & 29	Ch 6 - Planning the Audit Ch 7 - Internal Control	28, 31, 36 11, 13	
Oct 4 & 6	<b>TEST 1 (Ch 1, 2, 3, 5, 6)</b> Ch 7 - Internal Control Ch 9 - Audit Sampling <b>pages 309-316, 326-327, 333-335, app. 348-349</b>	16, 33, 35	
Oct 11 & 13	Ch 7 - Internal Control Ch 9 - Audit Sampling <b>pages 309-316, 326-327, 333-335, app. 348-349</b> Ch 10 - Cash & Fin. Investments	2, 36, 41(a,b,e,f) 9, 10, 18, 19	
Oct 18 & 20	Ch 10 - Cash & Fin. Investments Receivables & Sales	27, 35, 37, 43 1, 13, 21	Ch 11 -
Oct 25 & 27	Ch 11 - Receivables & Sales Ch 12 - Inventories & COGS	25, 38, 39	
Nov 1 & 3	Ch 12 - Inventories & COGS Ch 13 - Property, Plant, & Equip	3, 8, 10, 21, 23, 32,	
Nov 8 & 10	<b>TEST (Ch 7, 9, 10, 11, 12)</b> Ch 13 - Property, Plant, & Equip.	4, 7, 13, 15, 25	

Nov 15 & 17	Ch 13 - Property, Plant, & Equip Ch 14 - Accounts Payable Ch 16 - Completing the Audit	31 22, 27, 34, 36
Nov 22	Ch 16 - Completing the Audit Ch 17 - Auditors' Reports	15, 21, 34, 39, 44
Nov 24	<b>NO CLASS</b>	
Nov 29/Dec 1	Ch 17 - Auditors' Reports	2, 17, 18, 20, 22, 25, 28
Dec 6 & 8	Ch 17 - Auditors' Reports Ch 18 - Accounting & Review Services <b>pages 679-685</b> Ch 19 - Other Assurance Services	34 13, 18 1, 10
Dec 12 - 16	Finals Week -- <b>TEST 3 (Ch 13, 14, 16, 17, 18, 19)</b>	

ST. AMBROSE UNIVERSITY  
ACCOUNTING 305 - INCOME TAX PROCEDURES I  
FALL 2005

Instructor: Delores M. Wellman, M.S., C.P.A.      Student Assistant:

Office: 401 Ambrose Hall      Office: 406 Ambrose Hall  
Office Hours: Tuesday: 11:00 a.m.-noon      Office Phone: 333-6193  
Thursday: 11:00 a.m.-noon; and 2:00-5:00 p.m.  
Office Phone: 333-6177 FAX: 333-6268

Home Phone: 359-6791/355-1925, 349-2528

E-Mail: [WelhnanDeloresMasau.edu](mailto:WelhnanDeloresMasau.edu)

TEXT: West Federal Taxation, 2006 Edition, Thompson, Southwestern.

COURSE OBJECTIVE: To introduce the business-related sections of the Internal Revenue Code to the accounting students. The first semester of the sequence covers the sections of the code that pertain to the individual taxpayer.

TEACHING METHODS: Lectures and class discussion will be the primary teaching methods used to reinforce materials covered in the text. Assigned exercises and problems will be discussed in class and should be completed prior to class.

COURSE NOTE: The course has been designed to follow the suggested AICPA Model Tax Curriculum. The study of tax is complex and judicious choices were made concerning the content and emphasis of various tax rules and regulations. The laws of taxation change almost daily. Hence, the purpose of the course is to explore basic theories and trends that tend to reappear in new legislation.

EVALUATION: The grading scale of 90-80-70-60% will be used for the course.

Quiz/tax returns	100 points
Journal	50 points
Examinations(2)	200 points
Final Examination	<u>50 points</u>
TOTAL	400 points

ACADEMIC INTEGRITY: Dishonesty is inconsistent with academic pursuits and professional work. You are responsible for your own work. Any class member who claims the work of another as his/her own will suffer the maximum penalties available to me. Late assignments will not be accepted.

DISABILITIES: If you require some modification of seating, testing, or other class requirements, please see your instructor during the first week of class so that appropriate arrangements can be made.

ACCT 305 - p. 2

FA `05

ATTENDANCE POLICY: Attendance is required. Examinations will be given on a make-up basis only if of your absence has been instructor. ST. AMBROSE UNIVERSITY ACCOUNTING 306 – INCOME TAX PROCEDURES II SPRING 2005 advance notice received by the instructor. There will be

no make-ups given for a missed quiz. Failure to attend class on a regular

Instructor: Delores M. Wellman, M.S., C.P.A. 401

Office: Office Ambrose Hall

Hours: Tuesday: 8:00-9:00a.m. ll :00-4:00 p.m.

Student Assistant: Kevin Gaede

Office: 406 Ambrose Hall

Office Phone: 333-6193

basis will make it Thursday: 8:00-9:00

difficult for students to achieve the objectives of the course and will result in a lower performance level in the course.

**STUDENT SUCCESS CENTER SERVICES:** Students are encouraged to seek help with any course which is giving them trouble. Services of a student tutor may be arranged by contacting the Student Success Center, AM 243. You may call Brandi Ahlers to arrange an appointment, at 333-6331, or visit the center and get full information on the range of help available.

Income Tax Procedures  
Reading Assignment List  
Fall 2005

Please do the odd **numbered** Problems at the end of each chapter.

lkt

<u>Week/Session</u>	<u>Chapter</u>
1	1,2
2	3
3	4
4	4
5	5
6	6
7	6
8	7
9	8
10	9
11	10
12	11
13	12
14	Review

Final Exam

ST. AMBROSE UNIVERSITY ACCOUNTING 306 –  
INCOME TAX PROCEDURES II SPRING 2005

Instructor:	Delores M. Wellman, M.S., C.P.A. 401	Student Assistant: Kevin Gaede
Office: Office	Ambrose Hall	Office: 406 Ambrose Hall
Hours:	Tuesday: 8:00-9:00a.m. ll :00-4:00 p.m. Thursday: 8:00-9:00	Office Phone: 333-6193
Office Phone:	563-333-P177	FAX: 563-333-6268
Home Phone:	563-359-6791	
E-Mail:	<a href="mailto:WellmanDeloresM(a),gau.edu">WellmanDeloresM(a),gau.edu</a>	

TEXT: CCH Federal Taxation – Comprehensive Topics, 2005 Edition, COIllinerce Clearing House.

**COURSE OBJECTIVE:** To introduce the business-related sections of the Internal Revenue Code to the accounting students. The second semester of the sequence covers the sections of the code that pertain to the business taxpayer. Research methods as well as the mandated compliance rules will be included in the course. .

**TEACHING METHODS:** Lectures and class discussion will be the primary teaching methods used to reinforce materials covered in the text Assigned exercises and problems will be discussed in class and should be completed prior to class.

**EVALUATION:**

Course	Federal Tax	50 points
Requirements	Returns Tax Paper	50 points.
	Examinations	100' points
	Final Examination	50 points
	Quiz	50 points
		400
		points

Final grades will be assigned as follows: 92% -

A  
85% - B  
78% - C  
70% - D

**ATTENDANCE POLICY:** Attendance is required. Examinations will be given on a make-up basis only if advance notice of your absence has been received by the instructor. There will be no make-ups given for a missed quiz. Failure to attend class on a regular basis will make it difficult for students to achieve the objectives of the course and will result in a lower performance level in the course. Absences will r.esult in the loss of percentage points.

**ACADEMIC INTEGRITY:** Dishonesty is inconsistent with academic pursuits and professional work. You are responsible for your own work. Any class member who claims the work of another as hislher own will suffer the maximum penalties available to me. Late assignments will not be accepted.

**ACCOMMODATIONS:** Please see me if you require any special classroom or testing accommodations.

**Income Tax Procedures  
Reading Assignment List  
Spring 2005**

Please do the *odd* numbered questions at the end of each chapter.

<u>Week</u>	<u>ChaDter</u>
1	9
2	9
3	10
4	11
5	12
6	13
7	13
8	17
9	20
10	20
11	21
12	23
13	23
14	Revie w

**Final Exam**

**Accounting 307A  
Cost Accounting  
Fall, 2005**

**Instructor: Elizabeth Pogue, CPA, CMA, M. Acc.**

Phone: (563) 333-6158  
e-mail: [PogueElizabethA@sau.edu](mailto:PogueElizabethA@sau.edu)

**Office: 404 Ambrose Hall**

**Office Hours: Tuesday 9:00 – 12:00  
Wednesday 1:30 – 2:30  
Thursday 9:00 – 12:00**

**Please call or stop by – I'm in my office more than these hours.**

**Course Objective:**

Students will learn cost accounting techniques and how these relate to managerial decision-making such as costing products and evaluating performance.

**Required:**

Textbook: Cost Accounting – Foundations & Evolutions by Kinney, Prather-Kinsey, and Raiborn, 6<sup>th</sup> edition, published by Thomson-Southwestern, 2006.  
Calculator

**Attendance Policy**

Attendance at all classes is strongly encouraged. **More than six absences will result in lowering of the final grade for the course.** If you cannot attend a class, contact another student for copies of notes.

**Testing**

Two mid-course exams will be given. The third exam, the final, will be written at the end of the course. If you must miss a test due to illness or other unavoidable circumstances, please call or e-mail me in advance. The test must be taken as soon as possible.

**Website**

This course has a website which contains on-line quizzes and related materials. You may want to test yourself using the companion web site as we study each chapter.  
<http://kinney.swlearning.com>

## Homework Assignments

Homework problems will be assigned for each chapter. Six of the assignments will be collected and graded. These are indicated by **bold type** on the Assignment Schedule below. Graded assignments will be submitted through Blackboard. Assignments will not be accepted after one week past the due date. Students will be called upon in class to discuss the solutions to any and/or all of the assigned exercises. Completion of the homework is mandatory for proper preparation for the exam.

In addition, each student will be expected to present one homework problem/exercise to the class during the semester. Overheads, handouts, the board, or other materials may be used to lead the class through the solution. This project may be done in pairs.

“Blackboard” will be used in this course. Announcements and due dates for homework problems will be posted. Also, the method for turning in graded homework will be through Blackboard. Specific methodology will be discussed in class.

## Grading Criteria

Test #1	150
Test #2	150
Test #3 (Final exam)	200
Presentation – one homework problem	25
Chapter 4 – Job Costing – Problem 36	25
Chapter 5 – Activity-Based Costing – Prob 28 (a & b)	25
Chapter 7 – Standard Costing – Prob 26	25
Chapter 10 – Relevant Information – Prob 36	25
Ch 13 – Transfer Pricing – Prob 43	<u>25</u>

Total	650
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100 – 90% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = F

Students with special needs are encouraged to contact me during my office hours to arrange for appropriate modifications and accommodation.

### Assignment Schedule

Day	Chapter	Assignment
Aug 29 – Sept 2	Ch 2 – Terminology & Cost Behavior	12, 15, 25, 33
Sept 5	No School	
Sept 7 - 9	Ch 3 – Absorption/Variable Costing Pages 79 – 86 only	29
Sept 12 - 16	Ch 4 – Job Order Costing	12, 15, 33, 34, <b>36 (Excel project)</b>
Sept 19 - 23	Ch 6 – Process Costing	9, 10, 21, 23
Sept 26 - 30	<b>TEST #1 on Chapters 2, 3, 4, &amp; 6</b>	
Oct 3 - 7	Ch 5 – Activity-Based Costing	13, 15, 20, <b>28(a &amp; b)</b>
Oct 10 - 14 Oct 17 - 19	Continue Ch 5 Ch 7 – Standard Costing	16, 19, <b>26 (Written)</b> , 29a
Oct 24 - 28	Ch 9 – Breakeven & Cost- Volume-Profit Analysis	9, 11, 17, 35, 37
Oct 31 - Nov 4	Ch 10 – Relevant Costing	11, 20(a&b), 22, 31, 33, <b>36</b>
Nov 7 - 11	<b>Test #2 – Ch 5, 7, 9, &amp; 10</b>	

<b>Day</b>	<b>Chapter</b>	<b>Assignment</b>
Nov 14 – 18	Ch 14 – Capital Budgeting & Appdx 1 & 2	36, 42, 44, <b>48 - Excel</b>
Nov 23 – 27	Thanksgiving Break	
Nov 28 - Dec 2	Ch 16 – Quality Concepts Ch 17 – Inventory / Prod. Mgmt	41 22
Dec 5 – 9	Ch 13 – Responsibility Acct Ch 18 – Emerging Practices	20, 27, <b>43</b> 13 – bring a relevant article to class; 37
<b>Dec 12 – 16</b>	<b>Final exam –Ch 13, 14, 16, 17, &amp; 18</b>	

**THE END**

**ST. AMBROSE UNIVERSITY**  
**WI-ACCOUNTING 309—SPECIAL TOPICS**  
**FALL 2005**

<b>Instructor:</b>	Delores M. Wellman, M.S., C.P.A.	<b>Student Assistant:</b>	
<b>Office:</b>	401 Ambrose Hall	<b>Office:</b>	406 Ambrose Hall
<b>Office Hours:</b>	Tuesday: 11:00 a.m.-noon Thursday: 11:00 a.m.-noon, and 2:00-5:00 p.m.	<b>Office Phone:</b>	<b>333-6193</b>
<b>Office Phone:</b>	333-6177 FAX 333-6268		
<b>Home Phone:</b>	359-6791, 349-2528 (c)		
<b>E-mail:</b>	<a href="mailto:WellmanDeloresM@sau.edu">WellmanDeloresM@sau.edu</a>		

### ***COURSE DESCRIPTION***

This course provides students with a detailed knowledge of certain advance accounting topics. The course is also designed to help students understand and present complex data as well as develop students critical thinking skills. Five major topics will be covered which include: Long-term Debt, Earnings Per Share, Deferred Taxes, Pensions and Leases. The course is the designated writing intensive course for the accounting major, so students will also be developing their written communication skills during the course.

### ***TEXTBOOK INFORMATION***

Kieso and Weygandt, *Intermediate Accounting*, Wiley & Sons, 11<sup>th</sup> Edition.

### ***COURSE LEARNING OUTCOMES***

Upon successful completion of this course, the student will be able to:

1. Prepare and analyze financial statements and footnotes, especially in regards to the topics covered in class.
2. Understand how to account for the topics covered in class.
3. Understand the unique accounting issues surrounding the topics covered in class.
4. Write clearly and concisely in an accounting context.

### ***CLASSROOM POLICY***

Attendance is strongly encouraged. Failure to attend class on a regular basis will make it difficult for students to achieve the objectives of the course and will likely result in a lower performance level in the course.

### ***TESTS AND HOMEWORK POLICY***

There will be three tests during the semester. Students are expected to take tests as scheduled. Make-up tests will be given **ONLY** if **ADVANCED** notice of your absence

has been received by the instructor. Late assignments/papers will be marked 10% off for each class period late, *unless prior arrangements have been made with the instructor.*

## ACCT 309 – p. 2

### **ACCOMODATIONS**

Students with disabilities who believe that they may need seating or testing accommodations in this class are encouraged to contact the Office of Services for Students with Disabilities at 333-6161, as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

The Student Success Center (AM 243), provides tutoring for undergraduate courses, all subjects and levels to 300 and 400. Writing help is available for all courses, even graduate level courses. Tutorial assistance is available on a contractual or drop in basis. The Accounting Assistant is also available to assist students.

### **ACADEMIC DISHONESTY**

Academic dishonesty includes incidents involving plagiarism and cheating. Situations involving either of these issues will be dealt with on an individual basis as outlined in the current St. Ambrose University catalogue.

### **GRADING CRITERIA**

The grading scale of 92-88-82-78-70-60 percent (includes B+ and C+), will be used for the course. The point distribution will be as follows:

Two exams	200
Writing assignment #1	50
Writing assignment #2	50
Writing Assignment #3	50
Writing Assignment #4	50
Book report	50
Class Participation	100
Writing Reviews	<u>50</u>
Total	600

The text chapters should be read prior to the date the topic will be discussed in class. The solutions manual will not be available to students outside of class. Solutions to written assignments will be discussed in class. One problem must be presented to the class.

## **WRITING ASSIGNMENTS**

There will be five (4) formal written writing assignments due throughout the course. There will be one written book report required. Occasionally, we will also be discussing and critiquing writing during class time. Student involvement in such activities is the basis for the class participation portion of the final grade. Peer reviews of written assignments will be the basis for the writing review portion of the grade.

## **ACCT 309 – p. 3**

## **CLASS PARTICIPATION**

This score will be based on attendance and on your participation in small group work that we will occasionally do in class. Students will be graded on how well they interact within the group as well as the solution the group has come up with. There may be Blackboard assignments.

## **ACROSS THE CURRICULUM LEARNING OUTCOMES**

In addition to the acquisition of subject-area knowledge and skill, students who have completed baccalaureate degree programs at St. Ambrose University will have demonstrated competence in a wide range of cross-curriculum learning. Across-the-curriculum learning outcomes specifically enhanced through this course are identified below:

Creativity		Ethics and Values	X	Management skills	X
Spiritual Growth		Group/Team Process	X	Presentation skills	
Research	X	Independent Thinking	X	Problem Solving	X
Professional Growth	X	Artistic Appreciation		Service to Others	
Awareness of Cultures		Interpersonal Relations	X	Writing	X
Decision Making	X	Lifelong Learning	X	Physical Development	
Mutual Respect		Leadership		Critical/Analytic Ability	X

## **WRITING**

As this course has been designated as a writing intensive course, 5 formal, written assignments are required. The assignments each take a different format and will give the students exposure to the types of writing they may encounter in the business world. The assignments will be graded on 1) writing quality, including content, grammar, readability,

and organization; and 2) computations (if required), correctness of computations, understandability of tables, etc.

These assignments will be graded and returned to the student. If an assignment is too short, has poor grammar, excessive typographical errors, or has insufficient credible content, the assignment will be returned to the student marked **RE-DO**. Students are then to revise the assignment and turn in the revision attached to the **original** (*marked "redo"*). Work will be returned to the student marked **RE-DO** as many times as needed for the instructor to be satisfied with the quality of the assignment. The scores of the **original REDO and the subsequent revisions will be averaged to determine the final grade on the assignment**. If a student fails to return an assignment after it is marked RE-DO, the student will receive a "zero" on the assignment.

#### **ACCT 309 – p. 4**

If an assignment is returned and a **RE-DO** is not needed, the student still has the option to revise the assignment in order to improve the original grade. The student must turn in the revision attached to the original copy. The final grade will be determined by taking the average score of the original and all revisions turned in.

**COURSE SCHEDULE**

<u>Week</u>	<u>Topic</u>	<u>Next</u>	<u>Class</u>
One	Introduction Ch 14—Long Term Liabilities		
Two	Ch 14 continues		
Three	Appendix 14A—Accounting for Troubled Debt		
Four	Chapter 16—Dilutive Securities and Earnings Per Share		
Five	Chapter 16 continued		
Six	Chapter 16 Appendices Review for Exam #1		
Seven	<b>Exam #1-Chs 14 and 16 (100 pts)</b> Chapter 19—Accounting for Income Taxes		
Eight	Chapter 19 continued		
Nine	Chapter 19 Appendices		
Ten	Chapter 20—Accounting for Pensions		
Eleven	Chapter 20 continued		
Twelve	Chapter 21 –Accounting for Leases		
Thirteen	Chapter 21 continued		
Fourteen	Chapter 21 continued Review for Exam #2		
Fifteen	<b>Exam #2—Chs 19, 20 and 21</b>		

**ACCT 310**  
**GOVERNMENTAL ACCOUNTING**  
**Spring 2004**

**INSTRUCTOR:** Lew Marx, MA, CPA  
**OFFICE:** Ambrose Hall, Room 402  
**TELEPHONE:** office -- 333-6186  
cell -- 563-343-0252  
Macomb -- 309-836-3821  
E-mail [MarxLewisD@sau.edu](mailto:MarxLewisD@sau.edu)

**OFFICE HOURS:** Monday 8:30 – 10:00, 12:30 - 1:00  
Tuesday 9:30 – 10:00  
Wednesday 8:30 – 10:00, 12:30 - 1:00  
Thursday 9:30 – 10:00

**TEXT**

Accounting for Governmental and Nonprofit Entities; Earl R. Wilson, and Susan C. Kattelus; 13<sup>th</sup> edition; Irwin McGraw-Hill, 2004.

**COURSE OBJECTIVE**

The objective of the course is to help students gain an understanding of how state & local governments, universities, hospitals, voluntary health & welfare organizations, and other nonprofit organizations operate, and also how they account for and report those operations.

**ASSIGNMENTS**

Certain assignments will be handed out, collected, and graded. Deductions will be made for assignments that are messy, hard to read, or hard to follow. Assignments are **due on the dates set in class by the instructor**. If an assignment is going to be late, **for an acceptable reason**, the student should obtain **prior approval**. Otherwise late assignments, if accepted at all, will be assessed a penalty.

**GUIDESTAR PROJECT**

GuideStar ([www.guidestar.org](http://www.guidestar.org)) is a web site that allows you to search for nongovernmental nonprofits, and allows you to access information about that nonprofit, including its form 990.

You are to pick a nonprofit, research it using GuideStar, or another web site, and prepare a 1.5 to 2 page report on the nonprofit. The report should include information from the form 990, including the percent of expenses that are program expenses versus supporting expenses, and the salaries of the top persons in the organization. Also, attach at least the operating statement and the statement of functional expenses of form 990 to your report.

Please be aware that form 990s may range from 10 pages to 80 or more pages. I do **not** expect you to print out the entire 990 if it is long. You may also want get information from the nonprofit's home page.

### **GASB #34 PROJECT GROUP ORAL PRESENTATION**

Students should form themselves into groups of 2 to 3 persons to a group. Each group should find the financial statements and notes to the financial statements of a government using GASB #34. (To do so, go to [www.GASB.org](http://www.GASB.org) and look for early implementers.) Each group is required to do a 10 minute oral presentation. The presentation should be given as if the group were the auditor of that government, and the class is the city council or county board.

Students will be given a *group grade* and an *individual grade*. For the group grade, each member of the group will receive the same grade, based on the quality of the presentation. The individual grade will be based on an evaluation by the other members of the group, and on an evaluation by me. Each member of the group will grade the other member or members of the group. The individual grades are confidential and will not be released to the other group members

### **Master of Accounting Project**

Each MACC student will choose a topic or topics (such as a recent GASB/FASB standard or exposure draft, or a controversial issue) that affects municipal governments and/or not-for-profits. The student should research the topic/topics, and then contact municipal governments and CPA firms get their viewpoint on the topic/topics. The student should then prepare a paper that

1. explains the topic or topics.
2. documents and explains the responses from the municipal governments and CPA firms.

The student should approve the topic or topics with the instructor before starting the project. The project is worth 100 points.

The above is required of every MACC student. For others (other than MACC students), it is optional.

### **ATTENDANCE**

Attendance is required. Excessive nonexcused absences will result in the loss of points.

**EVALUATION OF PERFORMANCE**

Grading will be on a curved basis, but is expected to be near 91-82-70-60.

Test 1	200 points
Test 2	200
Test 3	200
Handout-Ch 3 – writing	30
Ch 8 – Case 8-2	30
Handout-Ch 11	20
GuideStar project	35
Group presentation	70
	-----
	785
	====

<u>Day</u>	<u>Chapter</u>	<u>Assignment</u>
Jan 15	Ch 1-Financial Reporting	
Jan 20 & 22	Ch 1-Financial Reporting Ch 2-Prin. of Reporting SLG	Q-1, 2, 6, 9, 10. E-2 Q-1, 2.
Jan 27 & 29	Ch 2-Prin. of Reporting SLG Ch 3-Budgetary Accounting	Q-5, 7, 8. E-2, 3, 4
Feb 3 & 5	Ch 3-Budgetary Accounting  Ch 4-Gov't Operating Activities	Q-2, 3, 4, 6,(a,b,c,e,f), 9. E-2, 3, 4 <b>Handout</b>
Feb 10 & 12	Ch 4-Gov't Operating Activities	Q-1, 3, 4, 5, 6, 7. E-2, 3, 5/
Feb 17 & 19	<b>Test 1 (chapters 1, 2, 3, 4)</b> Ch 5-Capital Assets/Cap. Pro.	Q-2, 3, 4.
Feb 24 & 26	Ch 5-Capital Assets/Cap. Pro. Ch 6-GLT Liab & Debt Service	Q-8, 10. E-2, 3,(2,3,4) Q-3, 6, 9. E-2
Mar 2 & 4	Ch 6-GLT Liab & Debt Service Ch 7-Business-type Activities	E-3(1,2). Q-1, 2, 4, 5, 8. C-1, 2.
Mar 9 & 11	<b>Spring Break</b> – no class	

Mar 16 & 18	Ch 7-Business-type Activities Ch 8-Fiduciary Activities	E-2. Q-4, 5, 8, 9. E-2, 3. <b>C-2</b>
Mar 23 & 25	<b>Test 2 (chapters 5, 6, 7, 8)</b> Ch 9-Financial Reporting	Q-1, 4, 6.
Mar 30/Apr 1	Ch 9-Financial Reporting Ch 11-Auditing of Gov't & NFP	Q-8, 9, 10. E-2, 3, 4.
Apr 6 & 8	Ch 11-Auditing of Gov't & NFP	Q-1, 2, 3, 6. C-1, 2. E-2, 6. <b>Handout</b>
Apr 13 & 15	Ch 14-Accounting for NFP	Q-1, 3, 4, 6, 7, 9.. C-2.
Apr 20 & 22	Ch 14-Accounting for NFP Ch 16-Colleges & Universities	E-1 Q-1, 2, 5, 6, 9.
Apr 27 & 29	Ch 16-Colleges & Universities Ch 17-Health Car Org.	E-1 Q-1, 3, 4, 6. E-1
May 3-7	<b>Finals Week – Test 3 (chapters 9-old GAAP, 11, 14, 16, 17)</b>	

**ACCOUNTING 312A**  
**ACCOUNTING INFORMATION SYSTEMS**  
**SPRING 2004**

**INSTRUCTOR:** Lew Marx, MA, CPA  
**OFFICE:** Ambrose Hall, Room 402  
**TELEPHONE:** office -- 333-6186  
cell -- 563-343-0252  
Macomb -- 309-836-3821  
E-mail [MarxLewisD@sau.edu](mailto:MarxLewisD@sau.edu)

**OFFICE HOURS:** Monday 8:30 – 10:00, 12:30 - 1:00  
Tuesday 9:30 – 10:00  
Wednesday 8:30 – 10:00, 12:30 – 1:00  
Thursday 9:30 – 10:00

**PREREQUISITES**

Students should have a basic knowledge of Windows. Those students who have no knowledge of spreadsheet software programs or the use of basic formulas in spreadsheet programs should expect to spend extra time in the computer lab.

**TEXTS**

Information Systems Auditing and Assurance, James A. Hall, South-Western College Publishing, 2000 or 2002

DATABASES, Design, Development, & Deployment Using Microsoft Access, Peter Rob and Elie Semaan, Second Edition Irwin McGraw-Hill, 2004.

**COURSE OBJECTIVE**

The accounting information system is the principal information system of an organization, and now most such systems are computerized. Therefore this course will emphasize computerized accounting information systems to help students understand how such systems are designed, used, controlled, and protected.

The teaching methods used to help students understand information systems will be computer assignments, lectures/discussions, and non-computer assignments.

**ASSIGNMENTS**

Computer assignments from Rob & Semaan, using Microsoft Access, will be assigned. I will also assign computer assignments using Microsoft Excel. Also, Certain non-computer assignments will be collected and graded. Due dates for assignments will be set in class. If a student is not certain when an assignment is due, the student should ask me in class or contact me by E-mail or by phone. **If an assignment is not handed in on the date due, I reserve the right to deduct points. For the computer assignments, I reserve the right to deduct up to 4% of the total possible points for each school day that the assignment is late.**

Students should expect to spend time in the computer labs (or at their own computers) working on the computer assignments, and should plan their schedule accordingly.

I will be available during class time and in my office to answer students' questions about the computer assignments. I do reserve the right, however, to not always answer student questions, because I want students to gain the confidence they get from finding the answer on their own.

**There is a separate handout with all the assignments that must be handed in. Make sure you have a copy.**

### **QUIZZES**

There will be numerous quizzes throughout the course. The written quizzes will normally be **closed book and closed notes**. Quizzes using Microsoft Excel and Access will also be given. The Excel and Access quizzes will be open book.

### **TEST**

There will be one comprehensive final. The test will be open-book and open-notes. It is expected that the test will include a written portion and a computer portion. The test will be worth 100 points.

### **ATTENDANCE**

Class attendance is required. Excessive unexcused absences will result in the loss of points.

### **EVALUATION OF PERFORMANCE.**

Grades will be set on a 93%, 84%, 70% basis. I do reserve the right to curve. I

### **SCHEDULE**

**Written** assignments that are to be handed in for a grade are in bold. Please see the assignment schedule.

Jan 15	Chapter 1—Hall <b>Pages 8-24</b>	
Jan 20 & 22	Chapter 1—Hall <b>Pages 8-24</b> Chapter 2—Hall	RQ-17, 19  M/C-1—7.
Jan 27 & 29	Chapter 2—Hall Chapter 3—Hall	<b>Handout</b> DQ-3, 4. M/C-All

### **Quiz – Chapters 1 & 2-Hall**

Chapter 4—Hall

- Feb 3 & 5      **pages 117-129**  
**Quiz – Chapter 3-Hall**  
 Chapter 4—Hall  
**pages 117-129**  
 Chapter 1—Rob & Semaan      1.1, 1.2, 1.3, **1.16**  
**pages 1-25, 29-33**  
**Quiz – Chapters 4-Hall & 1 Rob-Semaan**  
 Chapter 7—Hall  
**pages 251-276**  
 Chapter 2—Rob & Semaan
- Feb 10 & 12    Chapter 7—Hall      **Handout**  
**pages 251-276**  
 Chapter 2—Rob & Semaan
- Feb 17 & 19    **Quiz – Chapters 7-Hall & 2 Rob-Semaan**  
 Chapter 5—Hall  
**Quiz -- Excel**
- Feb 24 & 26    **Quiz – Chapter 5-Hall**  
 Chapter 4—Rob & Semaan  
 Chapter 5—Rob & Semaan      RQ-8. M/C-All.  
**pages 163-196, 201-215**
- Mar 2 & 4      Chapter 5—Rob & Semaan  
**pages 163-196, 201-215**
- Mar 9 & 11    NO CLASS
- Mar 16 & 18    Chapter 5—Rob & Semaan  
**pages 163-196, 201-215**
- Mar 23 & 25    Chapter 5—Rob & Semaan  
**pages 163-196, 201-215**
- Mar 30/Apr 1    Chapter 6—Hall  
**pages 215-242**      M/C-All  
 Chapter 6—Rob & Semaan  
**pages 229-267**
- Apr 6 & 8      **Quiz – Chapter 6-Hall**  
 Chapter 6—Rob & Semaan  
**pages 229-267**
- Apr 13 & 15    Chapter 6 -- Rob & Semaan  
**pages 229-267**  
 Chapter 10—Hall

Apr 20 & 22 Chapter 10—Hall M/C-All  
**Quiz – Chapter 10-Hall**  
Chapter 7—Rob & Semaan  
**pages 309-324**

Apr 27 & 29 Chapter 7—Rob & Semaan  
**pages 309-324**

May 3-7 Finals Week **Comprehensive Final, Written & Computer**

**I reserve the right to change the number of assignments, the number of Quizzes, and the final test.**

**Acct 312A**

Spring 2004

**ASSIGNMENT SCHEDULE -- Assignments to be Handed in for a Grade****Non-computer (Written Assignments)**

Chapter 2-Hall – Handout	16 points
Chapter 1-Rob Semaan Pr. 1.16	20 points
Chapter 7-Hall – Handout	18 points

**Computer Assignments****Excel** -- points are on the handouts

- Handout -- Excel assignment #1
- Handout -- Excel assignment #2
- Handout -- Excel assignment #3
- Handout -- Excel assignment #4
- Handout -- Excel assignment #5
- Handout -- Excel assignment #6
- Handout -- Excel assignment #7 (It is based on an Access database. Do with ch. 5)

**Access****Chapter #4****Access assignment #1 -- 20 points**

- Set up a new database (see section 4.2) pages 104-120
- validation for "Mr. Ms. Mrs." see 4.4.2
- Input Mask section, pages 123 & 124. Input mask for a telephone number

**Show me****Access assignment #2 -- 20 points**

- Import database POS\_2<sup>nd</sup>.mbd into your new database. (See page 137, 4.8)
- Import just the five tables shown in figure 4.73 on page 138.
- Make sure that you have a primary key for each table.
- Create the correct relationship between the tables.

**Show me your database****Chapter 5**You already have Database POS\_2<sup>nd</sup>.mbd. If you have lost it, import it again.**Access assignment #3 -- 20 points**

- Create a query like in figure 5.7 on page 169.
- Sort as in figure 5.11
- Put in Titles (figures 5.13--5.15)
- Query like figures 5.24--5.26 **Print**
- query like figures 5.30--5.32 **Print**

Acct 312 – Spring 2004 -- Assignment Schedule- page 2

**Access assignment #4 -- 20 points**

Update query, 5.4.1, figures 5.80 - 5.84 **Print**

**Access assignment #5 – 20 points**

--Running sum, section 5.5, figures 5.99—5.104 **Print**

Do the following problems:

- 5-6 (see pages 173-174) **Print** -- 15 points
- 5-8 **Print** – 15 points
- 5.9 **E-mail to me** --15 points
- 5-20 **Print** – 15 points
- 5.23 **Print** – 10 points
- 5.29 **Print** – 15 points
- 5-31 **Print** – 15 points
- 5-32 **Print** – 15 points
- 5-33 **Print** – 15 points

Also Excel Assignment #7, which is part Excel and Part Access

Chapter 6

**Assignment # 6**

- Create a form like that in Figure 6.68, page 264. See pages 231 – 264.  
**Show me.** 35 points

Chapter 7

**Access assignment #7**

- Prepare the report on page 310, Figure 7.1 **Print** (It is based on the POS\_2<sup>nd</sup> D/B employee table.) 25 points

**NOTE:** I reserve the right to change the points of the assignments, and to change, add, or delete assignments.

## Accounting 314 – Internal Audit

**Instructor:** *Elizabeth Pogue, CPA, CMA, Macc*

Phone: (563) 940-1567 (cell)

(563) 391-9390 (home)

e-mail: [PogueElizabethA@sau.edu](mailto:PogueElizabethA@sau.edu)

I will be available for assistance for 30 minutes prior to each class period, after class as necessary, or by appointment.

### Course Description and Objectives:

This class is an overview of the internal audit function. Students should gain a basic knowledge of internal audit concepts and theory. Lecture, case studies, current articles from relevant journals, and class discussion will be used to help students apply the concepts to audit situations in the business world. Upon completion of the course, students should:

- Understand the purpose and organization of the internal audit function
- Know how to find official pronouncements and methods to keep up to date with changes in the audit field
- Demonstrate an ability to analyze business situations and develop internal audit programs
- Demonstrate knowledge of compliance functions
- Know how to apply appropriate audit procedures (including statistical and other quantitative methods)
- Effectively communicate audit findings and recommendations
- Demonstrate knowledge of fraud prevention and detection techniques

### Books Required:

1. Gleim's CIA Review, 11<sup>th</sup> edition
  - a. Part 1 – Internal Audit Role
  - b. Part 2 – Conducting the Internal Audit Engagement

Both of these review manuals may be obtained at the St. Ambrose Bookstore or by calling Gleim Publications at 1-800-874-5346.

2. Other reference materials will be provided through the SAU website. Articles that we will be discussing in class have been electronically stored at

[www.sau.edu](http://www.sau.edu). These reserves can be accessed from any computer with internet access. You will need Adobe Acrobat Reader on your computer; a free download is available on the website.

### 3. Grading:

Exams – 3	300 points
Quizzes – 5	50 points
Individual project/paper	75 points
Article review	25 points
Preparation/participation	<u>50 points</u>
Total	500 points

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60%	F

#### Exams

The three exams will include multiple choice and short answer questions. To best prepare for the exams, students should attend class sessions and complete the homework assignments.

#### Quizzes

There will be six quizzes worth 10 points each. The lowest score will be disregarded. There are no make-up quizzes.

## **Individual Project/Paper**

Students will have a choice on one project or paper to complete.

1. Choose a company that interests you. Research the company. Describe how you would go about assessing risk and/or controls in this organization. Be specific. Prepare a 4 – 5 page paper including:

- A summary of the company and its organization, products, competition, etc
- Industry risks
- Who you would interview and why
- What questions you would ask to assess the risks and controls in the company

Useful information can be found in the company's annual report, FirstSearch, Lexus Nexus, the Wall Street Journal, and other sources. Use the CIA Review manuals for background on risk assessment. Cite all sources properly (APA preferred).

2. Research an audit topic of interest to you, such as fraud, ethics, e-commerce, disaster recovery, etc. and prepare a 4 – 5 page paper describing current audit practices or theory in the area. Use multiple sources and cite them properly (APA preferred).

3. Complete a fraud/ethics project as follows:

- Research a real-life fraud case or ethical dilemma.
- Present the situation to the class as a presentation, or act out the situation on videotape and play it for the class.
- Discuss the ethical dilemma and the situation faced by the person with the class. Present your own view as to what the best course of action would have been.

## **Article Review**

Each student will be responsible for making a brief presentation to the class regarding a current article of interest to internal auditing.

### **ACCOUNTING INTERNSHIPS**

To be eligible for internship credit hours, the student must be working at a job that is accounting related and the job must be either

- A. a true internship.
- B. or a short-term position (less than two years).

#### **Undergraduate Accounting Internships - ACCT 360**

For 1-hour of credit, work a minimum of 10 hours per week for 14 weeks.  
 For 2-hours of credit, work a minimum of 20 hours per week for 14 weeks.  
 For 3-hour of credit, work a minimum of 30 hours per week for 14 weeks.

To earn the credit, the student must also do the following:

1. Activity Reports. The student will prepare, by week, what he/she did on the internships. (Give to advisor/faculty internship supervisor)
2. Evaluation by Intern. At the end of the internship, the student will prepare an evaluation on the internship. (Give to advisor/faculty internship supervisor)
3. Evaluation by Employer. At the end of the internship, the employer will prepare an evaluation of the intern and send it to the advisor/faculty internship supervisor.
4. Work Experience Report. At the end of the internship, the student will prepare a report explaining how he/she has benefited from the internship. (Give to advisor/faculty internship supervisor)

#### **Graduate Accounting Internships – MACC 625**

For 1-hour of credit, work a minimum of 10 hours per week for 14 weeks.  
 For 2-hours of credit, work a minimum of 20 hours per week for 14 weeks.  
 For 3-hour of credit, work a minimum of 30 hours per week for 14 weeks.

To earn the credit, the student must also do the following:

1. Activity Reports. The student will prepare, by week, what he/she did on the internships. (Give to advisor/faculty internship supervisor)
2. Evaluation by Intern. At the end of the internship, the student will prepare an evaluation on the internship. (Give to advisor/faculty internship supervisor)
3. Evaluation by Employer. At the end of the internship, the employer will prepare an evaluation of the intern and send it to the advisor/faculty internship supervisor.
4. Work Experience Report. At the end of the internship, the student will prepare a report explaining how he/she has benefited from the internship. (Give to advisor/faculty internship supervisor)
5. Presentation on Internship. The student will either:
  - A. Give an oral presentation on the internship experience to class.
  - or--
  - B. Prepare a PowerPoint presentation on the internship experience. The presentation will then be linked to the SAU Accounting home page.



**St. Ambrose University**  
**Accounting 401M, MAcc 610M**  
**Fall 2003**

**Instructor:** Jeffery S. Hassel, MBA  
**Office Phone:** 359-1366  
**Home Phone:** 332-1982  
**Email:** [hassel@rvmt.org](mailto:hassel@rvmt.org)

**TEXT:** Floyd A. Beams, Advanced Accounting, 8<sup>th</sup> Edition, Prentice Hall

**COURSE OBJECTIVE:** This course introduces advanced, specialized phases of financial accounting as well as providing additional in-depth coverage of accounting issues that were introduced in either beginning or intermediate level accounting courses. Topics include the consolidation process, segment reporting, foreign currency transactions, partnerships, and troubled debt restructuring.

**TEACHING METHODS:** Lectures and classroom problem solving will be the primary teaching methods to reinforce materials covered in the text. Assigned exercises and problems will be discussed in class and must be completed prior to class.

**ELVALUATION:** The grading scale of 92-82-70-60 will be used for the course. The point distribution will be as follows:

Examinations (4)	400 points	
Quizzes (5)	50 points	
In-Class Problems	<u>100 points</u>	
<b>TOTAL</b>	<b>550 points</b>	<b>(650 points for MAcc students)</b>

**ATTENDANCE POLICY:** Attendance is strongly encouraged. Exams and quizzes will be given on a makeup basis **only if advanced** notice of your absence has been received by the instructor. Late assignments will be marked 10% off for each class period late unless prior arrangements have been made with the instructor. Failure to attend class on a regular basis will make it difficult for students to achieve the objectives of the course and will likely result in a lower performance level in the course.

**MAcc ASSIGNMENT:** Research companies that have merged in the past 10 years and write about the issues that new companies faced in the areas of accounting, legal and human resources. You will want to gain an understanding of the economic motivations underlying the business combination. Analyze how the company dealt with the issues and give your opinion on how these issues were handled. The assignment includes a paper, 8-10 pages, and a presentation. Both are worth 50 points apiece for a total of 100 points.

**Advanced Accounting  
Tentative Course Schedule  
Fall 2003**

<u>Week</u>	<u>Chapter</u>
1-August 26	Introduction
2-Sept. 2	Chapter 1 – Business Combinations
3-Sept. 9	Chapter 2 – Stock Investments, Investor Accounting and Reporting
4-Sept. 16	Chapter 3 – An introduction to Consolidated Financial Statements
5-Sept. 23	Chapter 4 – Consolidation Techniques and Procedures Review for Examination #1
6-Sept. 30	<b>Examination #1 (Chapters 1, 2, 3, 4)</b>
7-Oct. 7	Chapter 5 – Intercompany Profit Transactions – Inventories Chapter 6 – Intercompany Profit Transactions – Plant Assets
8-Oct. 14	Chapter 7 – Intercompany Profit Transactions – Bonds Review for Examination #2
9-Oct.21	<b>Examination #2 (Chapters 5, 6, 7)</b>
10-Oct. 28	Chapter 12 – Foreign Currency Financial Statements
11-Nov. 4	Chapter 13 – Foreign Currency Financial Statements
12-Nov. 11	Chapter 14 – Segment and Interim Financial Reporting Review for Examination #3
13-Nov. 18	<b>Examination #3 (Chapters 12, 13, 14)</b>
14-Nov. 25	Chapter 15 – Partnerships – Formation, Operations, and Changes in Ownership Interests
15-Dec. 2	Chapter 17 – Corporate Liquidations and Reorganizations <b>MAcc Presentations</b> Review for Examination #4
16-Dec. 9	<b>Examination #4 (Chapters 15, 17)</b>

ACCT 402  
ACCOUNTING SEMINAR

*This course is a topics class; therefore the subject may change from semester to semester. Below are a number of short syllabi on various topics.*

ACCT 402  
ACCOUNTING SEMINAR  
Accounting Ethics

**COURSE OBJECTIVE**

The objective of this course is to discuss ethical decisions accountants have faced in the past, and discuss the decisions those accountants made, and to discuss ethical situations students may face when they enter the business world.

**COURSE STRUCTURE**

The course will rely heavily on cases, class discussions, class presentations, and information students glean from the Wall Street Journal and other publications. The class will discuss the pressures often placed on accountants to make unethical decisions, and the costs on accountants and others when accountants make unethical and ethical decisions.

**PREREQUISITES**

ACCT 201 and 202

ACCT 402  
ACCOUNTING SEMINAR  
Audit Sampling

**COURSE OBJECTIVE**

This course deals mainly with statistical sampling, and will cover sampling for both tests of controls and substantive tests. Students will gain the skills necessary to pick the correct sample sizes and evaluate the results, using many sampling methods.

**COURSE STRUCTURE**

In this course students will learn through lectures, class discussions, individual cases, group cases, and presentations. In the cases, students will be required to justify their decisions, especially their reliability levels. In the group cases, the group will also be required to document disagreements between the members of the group.

**PREREQUISITE**

ACCT 304

ACCT 402  
ACCOUNTING SEMINAR  
Law for Accountants

**COURSE OBJECTIVE**

To help students understand the cases and lawsuits that have shaped the laws affecting accountants and to familiarize accounting students with the present and potential future laws private and public accountants may face in the workplace.

**COURSE STRUCTURE**

In this course the information will be presented through the use of cases, group discussions, student presentations, and group discussions.

**PREREQUISITES**

ACCT 201, ACCT 202, and one business law class