

Elmira Business Institute
Student Syllabus: Intermediate Accounting II (ACC202)

Prerequisites: Intermediate Accounting I (ACC201) **Course Credits/Clock Hours:** 3/60
Course Delivery Mode: Residential

Course Description

This course is designed to continue to expose students to advanced accounting theory. The course will include topics such as financial statement analysis. The aforementioned principle items are liabilities, contributed capital, and retained earnings. This course will use QuickBooks software to broaden the student's exposure to the advanced accounting theory and practice. (Lec/Lab/Ext/Total) (30/30/0/60).

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Explain appropriate interest tables to solve time value of money problems
- Identify basic time value concepts Analyze the various accounting issues relating to long-term debt and identify use of proper accounting for long-term debt and interest expense
- Distinguish between the various equity issues involving capitalization of a corporation and properly record the capitalization.
- Analyze the effect of Treasury Stock purchases on the financial statements
- Demonstrate an understanding of the effect of alternatives available to management in regards to dividends
- Determine the proper allocation of costs and expenses relating to acquisition of plant assets and other major expenditures
- Analyze and record the effects of disposal and exchange of plant assets
- Analyze the effect on earnings per share of stock option plans and issuance of convertible securities
- Identify the categories of debt and equity securities and their treatment on the financial statements
- Describe and apply the revenue recognition principle
- Discuss how temporary differences in taxes result and are accounted for
- Utilize QuickBooks Pro 2013 software to record business transactions and create financial statements

Required Course Texts & Course Materials

Kieso, Donald E., Terry D. Warfield, and Jerry J. Weygandt. *2014 FASB Intermediate Accounting II*. 16th ed. Vol. 2. Hoboken: John Wiley & Sons, 2016. Print. (ISBN: 9781119181514)

Supplemental educational learning materials may include and are not limited to:

Websites containing the Annual Reports of the Procter and Gamble Company.
Websites containing the Annual Reports of the Coco-Cola Company
Websites containing the Annual Reports of the Pepsico, Inc. Company

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours.

- One semester credit hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One semester credit hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One semester credit hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is required to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Project	10%
Homework	10%
Final Examination	20%
Total	100%

Grading Scheme

<u>Numerical Average</u>	<u>Letter Grade</u>	<u>Quality Points</u>
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies***Behavioral Standards***

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology) and Library.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. One of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the College. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes may be offered at the instructor's discretion via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of academic dishonesty will not be tolerated. Academic dishonesty “is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own.” All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an administrator when necessary.

Faculty Office Hours

The Faculty Office Hours are posted outside the classroom door. This the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (<http://ebi.scoolaid.net/bin/home>) to search for a book in the library, access databases and e-books, and find reference tools.

Information is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24/7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory progress Standards are designed to assess academic progress for classes taken at Elmira Business Institute only and requires a both quantitative measurements and qualitative

measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making satisfactory academic progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect satisfactory academic progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal. It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The College determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a “D-” is required to pass the course. Documentation will be housed in the student’s academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

Course Schedule

<i>Lesson#</i>	<i>Topic(s)</i>
1	<ul style="list-style-type: none"> • Introduce Project • Identify Time value of money concept accounting topics • Distinguish between simple and compound interest • Use compound interest tables • Identify variables involved in solving interest problems • Solve future and present value problems • Solve annuity present and future value problems • Relate Bonds to present value problems • Apply expected cash flows to present value measurement
2	<ul style="list-style-type: none"> • Describe procedures for issuing long-term debt • Identify issues dealing with types of Bonds • Describe the accounting valuation for bonds at date of issuance
3	<ul style="list-style-type: none"> • Apply the methods of amortization of bond discount and premium • Describe the accounting for extinguishment of debt • Explain the accounting for long-term notes payable • Explain the reporting of off balance sheet financing • Indicate how to present and analyze long-term debt

4	<ul style="list-style-type: none"> • Discuss the characteristics of the corporate form of organization • Identify the key components of Stockholders equity • Explain the accounting procedures for issuance of stock
5	<ul style="list-style-type: none"> • Describe and explain the accounting for Treasury Stock • Explain the accounting for and reporting of preferred stock • Describe the policies used in distributing dividends • Identify the various forms of dividends • Explain the accounting for stock dividends and stock splits • Indicate how to present and analyze stockholders equity
6	<ul style="list-style-type: none"> • Describe property plant and equipment • Identify costs included in initial valuation of plant assets • Describe the accounting problems associated with self constructed assets • Describe accounting issues related to acquiring and valuing plant assets
7	<ul style="list-style-type: none"> • Describe the accounting treatment for costs subsequent to acquisition • Describe the accounting treatment for disposal of plant assets • Describe the accounting for the issuance, conversion and retirement of convertible securities
8	<ul style="list-style-type: none"> • Explain the accounting for convertible preferred stocks • Contrast the accounting for stock warrants and for warrants issued with other securities • Describe the accounting for stock compensation plans under GAAP
9	<ul style="list-style-type: none"> • Discuss the controversy involving stock compensation plans • Compute EPS in a simple capital structure • Compute EPS in a complex capital structure • Identify the 3 categories of debt securities • Describe the accounting and treatment of the categories of debt securities
10	<ul style="list-style-type: none"> • Understand the procedures for discount and premium amortization • Identify categories of equity securities • Describe the accounting and reporting of equity securities • Explain the equity method and compare it to the fair value method for equity securities • Describe the accounting for the fair value method • Discuss the accounting for impairments of debt and equity investments • Explain why companies report classification adjustments • Describe the accounting for transfer of investment securities between categories
11	<ul style="list-style-type: none"> • Apply the revenue recognition principle • Describe accounting issues for revenue recognition at point of sale • Apply the percentage of completion method for long-term contracts • Apply the completed contract method for long-term contracts • Identify the proper accounting for losses on long-term contracts • Describe the installment sales method of accounting • Explain the cost recovery method of accounting

12	<ul style="list-style-type: none">• Identify differences between pretax financial income and taxable income• Describe a temporary difference that results in future taxable amounts• Describe a temporary difference that results in future deductible amounts• Explain the purpose of a deferred tax asset valuation allowance
13	<ul style="list-style-type: none">• Describe the presentation of income tax expense in the income statement• Describe various temporary and permanent differences• Explain the effect of various tax rates and tax rate changes on deferred income taxes• Apply accounting procedures for a loss carryback and a loss carryforward
14	<i>Review for Final Exam</i>
15	Review and Final Exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt, March 2017 aw Revised July 2017 klp, Revised August 2018 klp pm, Revised August 2019 em, Revised December 2019 drg

Course Project

Each student will continue with the business named *Wild Water Sports* created in Intermediate Accounting I using information from the *QuickBooks Pro 2013* workbook into the compatible software. The student will record business events on pages 199-202; 233-259; and 264-67.

The student is required to submit two hard copies of the following *Financial Reports* for each of the three months of transactions recorded:

- Profit and Loss for each month at month end
- Balance sheet at month end for each month
- Transaction list by date for each month

Rubric for Project

One point will be deducted for each incorrect line on the Transaction List by Date for each month and five points will be deducted for each missing report.

Checkpoints are as follows: (The instruction will supply the dates for the following check points.)

- February transactions to be completed
- March transactions to be completed
- Deadline for completion of project

Item	Points Worth	Student's Points
99 Total Transactions	1 point per Transaction	
Any deductions for <u>NOT</u> printing out reports:	5 points reduction per Financial Report	
Total Points (out of 99):		

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from <http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm>

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation 100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, and clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpsc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of <http://www.plagiarismchecker.com/> was used on this assignment: Yes____No____

Career Readiness Assessment “CRA” ☐Midterm ☐Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time for the course and stays for the duration of the course. Attends at least 85% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 75% of the class.	The student generally arrives late for the course, or stays for fewer than 65% of the class.
Class Engagement (Initiative)		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Professionalism		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points: ____/100

Professionalism Grade
15%