

10-19a.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-19a.	AP 9/7/10	App 11/2/10

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Dr Germain Kline, Dr Geoffrey Tickell	Email Address
Proposing Department/Unit ACCOUNTING	Phone X75752

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
ACCT 201	ACCT 201
<u>Accounting Principles I</u>	<u>Proposed course prefix, number and full title, if changing</u>
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<u>Current program name</u>	<u>Proposed program name, if changing</u>
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	Date
<i>G. Tickell</i>	3/2/10
Department Chair(s)	Date
<i>[Signature]</i>	3/2/10
College Curriculum Committee Chair	Date
<i>G. Tickell</i>	3/3/10
College Dean	Date
<i>[Signature]</i>	3/17/10
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	Date
<i>Gail Sedquist</i>	10-15-10

\* where applicable

Received

OCT 15 2010

Liberal Studies

Received

MAR 24 2010

Liberal Studies

# Indiana University of Pennsylvania



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March 1, 2010

Dear Members of the University-wide Undergraduate Curriculum Committee (UWUCC):

Since its initial accreditation by AACSB International in 2001, The Eberly College of Business and Information Technology will be going through its first accreditation maintenance visit during the academic year 2010-11. The importance of a robust assessment of learning (AoL) process has recently received heightened importance in the AACSB accreditation process. Visiting review teams expect the business schools to have: a) appropriate definition of learning goals at the undergraduate level and b) the measurement schema for these learning goals.

In the last 12-18 months, the Eberly Strategic Planning Council comprising of 24 faculty members, the Council of Chairs of the six departments in Eberly, and the Eberly Undergraduate Curriculum Committee have worked together on the attached learning goals/objectives and the measurement schema that are appropriate for the students graduating with an undergraduate business degree from IUP. These goals and objectives have been approved by the Eberly Undergraduate Curriculum Committee. The attachment shows the eight goals and the corresponding objectives under each goal (listed as A, B, C).

Subsequently, the Eberly Undergraduate Curriculum Committee has identified and approved the appropriate core undergraduate business courses in which each of the objectives must be measured. The committee took appropriate care in identifying the ideal courses in which each objective must be measured and also in not over-burdening any particular course in measuring these undergraduate program objectives. In a large majority of the cases, the learning objectives assigned to the core courses were already part of the course objectives of that course. In some cases, the wording had to be marginally tweaked in the course objectives.

Please consider the attached minor course revision proposals for the 11 core business courses. The *only* change in each of them is the change of course objectives to reflect the wording in the Eberly undergraduate program learning objectives. In some cases, departments were not able to locate the original syllabi of record and hence the attached proposed syllabus would become the new syllabus of record. There are no other changes made in any of these courses.

Your expedited review of this minor but important change will help Eberly conduct one round of assessment based on this AoL model and include that in the self-study due next academic year. Please feel free to contact us if you have any questions on this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Prashanth Bharadwaj".

Prashanth Bharadwaj  
Dean's Associate

A handwritten signature in black ink, appearing to read "Geoffrey Tickell".

Geoffrey Tickell  
Chair, Eberly Undergraduate Curriculum Committee ([tickell@iup.edu](mailto:tickell@iup.edu))



Eberly – AOL – Learning Goals, Objectives, and Course Alignment—Final Feb. 22, 2010

Goal	Learning Goals: An ECOBIT Graduate will be able to:	Learning Objective A	Learning Objective B	Learning Objective C
1	Understand core knowledge of business functional disciplines and their interdisciplinary nature; have the ability to integrate them	Demonstrate knowledge and comprehension of the core business functional areas	Analyze and synthesize knowledge from different functional areas and generate alternative solutions to business issues	
	Measured in:	ETS - results by functional area	MGMT 495	
2	Communicate effectively	Produce professional quality written communication	Deliver professional quality oral presentation	Demonstrate effective communication skills in a team setting
	Measured in:	BTST 321	BTST 321 & MGMT 495	BTST 321
3	Exhibit data analysis, critical thinking, and decision making skills	Comprehend appropriate quantitative methods and apply them to various problems using statistical packages and manual techniques	Apply appropriate analytical techniques to a given business problem, generate and compare alternatives, and develop a solution	Analyze and evaluate legal issues confronting business by reviewing relevant court decisions
	Measured in:	QBUS 215	FIN 310 & MGMT 495	BLAW 235
4	Demonstrate leadership skills and ability to work effectively in teams	Comprehend the theories and frameworks pertaining to leadership and team work		
	Measured in:	MGMT 310		
5	Integrate and value a global perspective, and demographic & cross-cultural diversity in a business environment	Demonstrate knowledge of socially sensitive tenets for working with people of different cultures	Analyze business and organizational issues in a global setting	
	Measured in:	MGMT 310	MKTG 320 & MGMT 330	
6	Understand the implications of corporate social responsibility (CSR) and ethical behavior	Comprehend the concepts pertaining to CSR and ethics	Analyze and evaluate CSR and/or Ethics issues confronting businesses	
	Measured in:	ACCT 201, ACCT 202 & MGMT 310	MKTG 320 & BLAW 235	
7	Demonstrate proficiency in the use of technology	Comprehend, analyze, and evaluate different technologies employed in Computer Based Information Systems in organizations	Comprehend, analyze and evaluate the application of various business software including spreadsheets, databases, ERP, for solving organizational problems	
	Measured in:	IFMG 300	IFMG300, MGMT 330, & FIN310	
8	Possess a well-rounded liberal studies education that values the need for continuous learning and adaptation to change			
	Measured in:	Liberal Studies - GPA		

## **Core Courses:**

<b><u>COURSE CODE</u></b>	<b><u>COURSE NAME</u></b>
ACCT 201	Accounting Principles I
ACCT 202	Accounting Principles II
BLAW 235	Legal Environment of Business
BTST 321	Business and Interpersonal Communications
FIN 310	Fundamentals of Finance
IFMG 300	Information Systems: Theory and Practice
MGMT 310	Principles of management
MGMT 330	Production and Operations Management
MGMT 495	Business Policy
MKTG 320	Principles of Marketing
QBUS 215	Business Statistics

## Part II. Description of the Curriculum Change

1. New syllabus of record. (See Appendix A).
2. A summary of the proposed revision.

Under the Course Objectives, we replaced the previous three objectives on the Old Syllabus of Record with five new objectives.

3. Justification/rationale for the five new objectives.

The three objectives on the Old Syllabus of Record were out of date and did not describe the current course objectives properly. Also, Objective 5 recognizes the importance of presenting and discussing the significance of business ethics and corporate social responsibility. The addition will also enable us to map our course objectives with the program goals that have been established by inclusion in the course content as detailed in the course outline, along with in-class discussion and testing.

4. The old syllabus of record. (See Appendix B.)
5. Liberal Studies course approval form and checklist. (Not applicable).

## Part III. Letter of Support or Acknowledgement

No other department/programs are affected by this revision.

## NEW Syllabus of Record – ACCT 201

### I. Catalog Description

#### ACCT 201 Accounting Principles I

3 class hours  
0 lab hours  
3 credits  
3c-01-3cr

**Prerequisite:** Sophomore status (except accounting majors)

Introduces the basic financial accounting concepts, principles and practices applied to preparation and interpretation of major financial statements. Includes complete coverage of the accounting cycle which is designed to satisfy the information requirements of external decision makers. Topics covered are asset valuation, liability measurements, income determination, and equity activities. Integrated throughout is a discussion of ethical issues and considerations.

### II. Course Objectives

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

1. Demonstrate knowledge and comprehension of financial accounting.
2. Identify, measure and record transactions in accordance with generally accepted accounting principles including the preparation of basic journal entries and financial statements.
3. Describe how financial accounting information is used by external decision makers, such as creditors and investors.
4. Explain the role of financial accounting information in business organizations as well as in other business disciplines.
5. Comprehend the concepts pertaining to corporate social responsibility (CSR) and ethics.

### III. Course Outline

1. **Financial Statements** (3 one-hour classes). Objectives 1, 3, 4 & 5.
  - A. Types of Business Activities and Business Decisions
  - B. Users of Accounting Information
  - C. Corporate Social Responsibility and Ethical Considerations
  - D. Use of Computers in Accounting

2. **Processing Financial Information (4).** Objectives 1 & 2.
  - A. Accounting for Business Transactions
  - B. Double-Entry Accounting
  - C. Recording Transactions in the Journal
  - D. Trial Balance and Chart of Accounts
  
3. **Accrual Accounting (5).** Objectives 1, 2 & 3.
  - A. Accrual-basis versus Cash-basis Accounting
  - B. The Adjustment Process
  - C. Preparing Financial Statements from an Adjusted Trial Balance
  - D. Ethical Issues in Accrual Accounting
  - E. The Closing Process
  - F. Detailed Classification of Assets and Liabilities
  - G. Financial Statement Formats
  
4. **Internal Control and Cash (4).** Objectives 1, 2 & 3.
  - A. Internal Control
  - B. Using the Bank Account as a Control Device
  - C. Operating Cycle of a Business
  - D. Managing Cash and Controlling Cash Receipts and Disbursements
  - E. Ethical Issues involving Cash Control
  
5. **Short-term Investments and Receivables (3).** Objectives 1, 2 & 3.
  - A. Short-term Investments
  - B. Accounts and Notes Receivable
  - C. Uncollectible Accounts
  - D. Notes Receivable
  
6. **Inventory (6).** Objectives 1, 2 & 3.
  - A. Accounting Concepts for Inventory
  - B. Inventory Systems
  - C. Inventory Costing Methods
  - D. Relevance of Accounting Principles to Inventory
  - E. Effects of Inventory Errors
  - F. Ethical Issues in Inventory Accounting
  - G. Internal Control and Reporting of Inventory

7. **Plant Assets (4).** Objectives 1, 2 & 3.
  - A. Types of Assets
  - B. Measuring the Cost of Plant Assets
  - C. Measuring Depreciation (S/L and DDB only)
  - D. Asset Disposals (calculation of G/L only)
  - E. Intangible Assets and Amortization
  
8. **Current and Long-term Liabilities (5).** Objectives 1, 2 & 3.
  - A. Definition and Recognition Criteria of Liabilities
  - B. Current Liabilities
  - C. Estimating Current Liabilities
  - D. Contingent Liabilities
  - E. Bond Payable(S/L amortization only)
  
9. **Stockholders' Equity (4).** Objectives 1, 2, 3, 4 & 5.
  - A. Overview of Corporations and Classes of Stock
  - B. Issuing Stock
  - C. Treasury Stock
  - D. Retained Earnings and Dividends
  - E. Stock Dividends and Splits
  - F. Stock Values
  - G. Stockholders/Management and Corporate Social Responsibility
  
10. **Financial Statement Analysis (4).** Objectives 1, 3 & 4.
  - A. Objectives of Financial Statement Analysis
  - B. Horizontal and Vertical Analysis
  - C. Benchmarking
  - D. Using Ratios to Make Business Decisions
  - E. Limitations of Financial Analysis
  
11. **Final Exam (2).** Objectives 1, 2, 3, 4, & 5.

**Total hours = 44**



#### IV. Evaluation Methods (Suggested)

<b>Tool</b>	<b>Weight</b>	<b>Objective Measured</b>
Exam 1 (Topics 1, 2, & 3)	20% (One-hour class)	Obj. 3 & 4
Exam 2 (Topics 4, 5, & 6)	20% (One-hour class)	Obj. 1 & 2
Exam 3 (Topics 7 & 8)	20% (One-hour class)	Obj. 1, 2
CSR and Ethics Quiz	5% (In-class, on-line, or take-home)	Obj. 5 (Eberly Objective 6a)
Final Exam (All topics)	20% (Two-hour class)	Obj. 1, 2, 3 & 4
Other*	15%	Obj. 1, 2, 3 & 4

\*Other evaluation methods could include Case-studies, Homework, and Quizzes. (All evaluation methods could be either in-class, take-home or on-line). Other evaluation methods are also available at the discretion of the instructor.

#### V. Example Grading Scale

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = Less than 60

#### VI. Undergraduate Course Attendance Policy

“The University expects all students to attend class.” Your attendance and participation in classroom activities is an important component in the overall learning environment and is therefore strongly encouraged. Although attendance is not mandatory, failure to attend classes will impair your level of performance on the chapter tests, exams, and your ability to complete the homework assignments, exercises and quizzes.

#### VII. Required Textbook

Horngren, Charles T., Harrison, Walter T., Oliver, M. Suzanne, Financial and Managerial Accounting, (current edition), Prentice Hall, 2009.

#### VIII. Special Resource Requirements

Students are to bring a calculator to class.