Course Name
ACNT 2302 - Accounting Capstone

Overview:
Accounting Capstone – Internet has a bookkeeping focus to assist students in bridging the gap between the theories of accounting into the practice of accounting. Course curriculum is created to offer practical and real-life projects that a bookkeeper encounters in the workplace. The course organizes tasks by functional areas (e.g. payroll, depreciation/amortization, end-of-the-year closing, and bank reconciliation) in a manner to expose the students to the overall scope and flow of work for bookkeeping projects. In addition, the course has research and practical response tasks that require students to go beyond directional instruction to critical application of transactional data and industry information, which includes navigating through ambiguity to get to a resolution.

The overall goal of this course is to introduce students to information that can build either a lifelong career in bookkeeping or create a level of competency for continuing students to enter into gainful employment until they earn their CPA.

Course Description
Allows students to apply broad knowledge of the accounting profession through discipline specific projects involving the integration of individual and group activity to simulate workplace situations for calendar/fiscal/monthly accounting cycles.

General Information
Course Preq: Principles I & II, Computerized Accounting Course Days:
Course Level: Intermediate and Professional Course Location:
Course Credit Hours: 3

Textbook(s)

Microsite to Buy On-line: http://services.cengagebrain.com/course/site.html?id=2740323
Instructor Information
Instructor: [Instructor Name]  Telephone: [Telephone]
E-mail: [E-mail]  Office Hours: By appointment

Accounting Help Desk
Accounting Lab: Lab Assistants
Room: M1140
Telephone: 214-860-2202

Hours: Monday – Thursday  (Hours Subject to Change Each Semester)

NOTE: The instructor reserves the right to modify the course requirements, assignments, grading procedures, and other related policies if circumstances so dictate.

IMPORTANT DATES
1. Course Date: Aug. 27 – Dec. 13, 2018
2. Census/Certification Date: Sept. 10, 2018
3. Drop with a “W”: Nov 15
4. Holidays: Nov. 22 – Nov. 25

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

1. Evaluate and navigate ambiguous communication from various sources taking into consideration the various dynamics of communication (e.g. authority level of the communicator) to avoid additional communication and material financial errors.
2. Practice the ethics of Accounting and understand why it applies to everyone.
3. Determine which Chart of Account structure will best serve the client and industry.
4. Successfully reconcile monthly bank statements.
5. Process and support payroll for salaried, hourly, contract, and executive level employees.
6. Use daily, weekly and monthly reports as tools to review, identify, resolve, and communicate accounting errors and adjustments.
7. Identifying possible errors and red flags of fraudulent behavior and transactions.
8. Understand some of the governing bodies within the accounting field and their relationship to the industry and its members.
COURSE EVALUATION

OVERALL GRADING SCALE

<table>
<thead>
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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
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<tr>
<td>600-699</td>
<td>D</td>
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<tr>
<td>&lt;=599</td>
<td>F</td>
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Projects
The projects are structured to give students the opportunity to work through tasks that are due at the onset of an engagement or supporting an ongoing project with tasks performed by a bookkeeper. The bulk of tasks in these projects will be qualitative. However, there are also aspects of the projects that will require soft-skills (communication-written), marketing (how to sell your services and close the deal), critical analysis and research to provide competent support as an independent accounting resource (follow GAAP), and quantitative input. **Check Blackboard daily for responses and announcements.** There is an expectation that your work will be handed in without inducements from the instructor (hand it in on time or alert the instructor when it will be handed in). Late work may be accepted only when prior notice has been given (at the beginning of the semester but it might be better for students who will not be able to meet the deadlines to rethink their schedule). We are on a tight timeline and no late work will be accepted in the last three weeks of class. Late work not previously discussed with the instructor (at beginning of semester) will not be accepted.

Project Topics
- Trial Balance and Adjusted Trial Balance ○ Transaction and their cycles – processing daily transactions (i.e. Payroll, A/P & A/R, etc).
  What does it all look like before you move forward with next steps.
- Monthly Reporting and End of the Month processing ○ Bank Reconciliation and Reporting

Project Rubric
The grading is strictly on a numeric scale associated with Task Completion (Relevancy of tasks performed), Accuracy of calculations (did you ‘push’ your bank reconciliation or reconcile it), Updates and adjustments (Materiality) and Monthly Close Financial Statements (do they fairly present the financial status of the company). The projects total over 50% of your grade, please take these projects seriously and plan accordingly. If you do not work with different types of clients, do not wait until the night before

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<tr>
<th>Coursework</th>
<th>Point Value</th>
<th>Percentage</th>
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<tr>
<td>Project (2)</td>
<td>507</td>
<td>50.7% or 51%</td>
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<tr>
<td>Accounting Blog (3)</td>
<td>333</td>
<td>33.3%</td>
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<tr>
<td>Exams/Quiz (8)</td>
<td>160</td>
<td>16%</td>
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<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
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to start the project. The projects are setup to induce critical thought and this may take more than two or three hours to complete. Remember, if you are completing someone’s books, you are working with their livelihood. The projects are not very difficult, they will just require thought and methodical effort to complete. I encourage each student to create their own schedule for the completion of the tasks.

Please note: You will post your presentations and other project documentation on Blackboard for the final project (Bank Rec, Financial Statements along with any relevant disclosures).

Accounting Blog

The Accounting Blog for Accounting Capstone requires clear communication of concepts as a result of your current knowledge and research of topics unknown to you. This is not a forum for discussing unrelated topics and conjecture. When citing or paraphrasing, you must properly cite the source; please use APA. (These requirements are not to torture you but to provide you with practice on giving the proper acknowledgement of data and expand your scope of knowledge). If you are not familiar with APA, please use https://owl.english.purdue.edu/owl/ as your primary source if you do not have the APA manual (If you plan on continuing your academic career, the academic community requires proper citation for written communication and presentations). Please do not use Facebook, LinkedIn, Pinterest, eHow, ask.com, etc. as source forums. The responses require that you use professional organizations, professional journals, newspaper articles, etc. as sources. One very important note: Very strong views must be tempered with leading the blog topic for the week. We are in a learning environment and we need to bring personal excellence as well as open minds; we will learn from each other.

I hope that the topics offered will generate dialog as well as additional questions and help you to learn about the industry that you have chosen to partake in. Please use this forum to broaden your scope of the particular subject being discussed. Please keep on topic. I will monitor the blogs to ensure that they remain on track and will intercede and add to the forum as I deem necessary.

Below are the logistics for our Accounting Blog:

- **There will be three (3) blog topics which will progress over a period of three (3) weeks.**
  - First week will be for the selection and research of the topic (Each student will be a Blog Leader (referred to as BL)).
  - Second week will be to review the information posted by the other BLs and respond with a clear, concise, and relevant response to their topic. It is my suggestion that each student review the resources/topics themselves and respond with their opinion about the topic and how it differs from the BL.
  - Third week for topic – your task is to respond to the posts you have received and close out your blog topic with what you learned from the responses and whether or not your position was changed or your knowledge expanded.

- **The initiation of the blog (Blog Leader) must be completed no later than the Saturday (First week of the blog sequence) at 11:59 pm.** Each student will have a topic to choose from and the first person to create their blog with their selected topic will reserve that particular topic segment (First come; first taken-in other words, create your blog before the research so other students know that topic has been taken- please chose your topic timely after they been posted). If you have not created a blog before, I will have instructions posted within the blog.

- **Each blog sequence is worth 10% of your grade.** If you do not post as the blog leader, the grade will be forfeited and negative points will be assigned. In other words, the grade from a missed post could cost more than the ‘A’ that all students start with at the beginning of the semester. The blogs are opportunities to learn about topics from the student’s perspective and the student becomes the teacher for a week.
Blog Rubric

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<tr>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>100%</td>
<td>Post relevant views to the topic and expands the knowledge of peers. Perspective is insightful and reflects that the topic was well researched. (Timely)</td>
</tr>
<tr>
<td>30%</td>
<td>Replies to other Blog Leaders topics are clear, respectful, and supported (resourced or grounded) perspective.</td>
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<tr>
<td>30%</td>
<td>Student adds to overall dialog and injects additional knowledge about topic or related topics (reflection).</td>
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<tr>
<td>25%</td>
<td>Spelling, grammar, proper citation, and clearly communicates perspective (spelling and clear communication has a larger impact on this percentage)</td>
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<td>15%</td>
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With all of that said, I hope you enjoy the blog sequences. The blog will be open on the first day of classes. Again, each week, the blog responses are due by Saturday at 11:59 pm and each sequence will last three (3) weeks. We will cover three (3) different topics over the course of the summer semester.

**NACPB Uniform Certified Bookkeeper (CPB) Exam**

There is an opportunity to take the NACPB CPB. If you are interested in taking this certification exam, please let me know as soon as possible. I will provide you the information to study for the exam and will proctor the exam between semesters. We can work through the concepts, topics, and methods tested on the exam. The cost of the exam is $100 and the fee must be paid to the NACPB prior to sitting for the exam. If you want to review the organization and the certification, please visit [http://www.theattc.com/exams/certified-public-bookkeeper.cfm](http://www.theattc.com/exams/certified-public-bookkeeper.cfm). If you plan on taking the exam, please expect that the exam environment will be setup per the organization’s rules. All information acquired and disbursed must meet with the expectations and requirements of the National Association of Certified Public Bookkeepers. **Scholarships may be available for the cost of the exam. Students who are interested and are candidates for the certification may be nominated by the instructor for a scholarship to pay for the exam.**

**Course Schedule**

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<tr>
<th>Week</th>
<th>Topic</th>
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| 1    | - Assessment quiz  
- Read Chapters 1-3, Appendix in book, and Chapter 3 in Supplemental Course docs.  
- Blog – select your topic and create the blog with the Topic as the Header (can be modified when research is completed). Researched blog post is due  
- Syllabus quiz |
| 2    | - Read Chapters 4 -7  
- Blog Responses  
- Quiz on Chapters 1-3, Appendix, etc. |
| 3    | - Read Chapters 8-10 in book and review Chapter 8, 9 & 10 in Supplemental Course docs.  
- Blog Leader Review, Response and Reflection |
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<tr>
<th>Week</th>
<th>Assignment Details</th>
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| 4    | - Quiz on Chapters 4 - 7  
  - Read Chapters 11-13  
  - Blog – select your topic and create the blog with the Topic as the Header (can be modified when research is completed). Researched blog post is Quiz on Chapters 8 – 10. |
| 5    | - Blog Responses  
  - Quiz on Chapters 11-13  
  - Project 1 |
| 6    | - Blog Leader Review, Response and Reflection |
| 7    | - Blog – select your topic and create the blog with the Topic as the Header (can be modified when research is completed). Researched blog post is Quiz on Chapters 8 – 10. |
| 8    | - Blog Responses  
  - Project 2. Post Financial Statements and relevant detail to potential investors (Classmates) on Discussion Board. |
| 9    | - Blog Leader Review, Response and Reflection  
  - Quiz on Horizontal and Vertical Analysis (Task Based). |

**Dates and assignment details are on Blackboard.**

**INSTITUTIONAL POLICIES**

*Institutional Policies relating to this course can be accessed from the following link:*  
[www.elcentrocollege.edu/syllabipolicies](http://www.elcentrocollege.edu/syllabipolicies)