

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: ACCOUNTING AND FINANCE COLLEGE: BUSINESS
DEPARTMENT CONTACT: SUSAN KATTELUS CONTACT PHONE: 487-3320
CONTACT EMAIL: SUSAN.KATTELUS@EMICH.EDU

1. Subject Code, Number, and Title: ACC 496 Financial Management and Controllership
2. Credit Hours 3
3. Course Description: This course is a capstone experience for the accounting major who wants to manage the information needs of an organization from the perspective of the controller, chief financial officer, or financial manager. Topics include accountability for performance, budgeting and costs, managing cash and the treasury function, and enterprise and information systems.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
- U.S. Diversity
- Knowledge of the Disciplines**
- Arts Humanities

Science Social Science Learning Beyond the Classroom (*LBC designation*) Self and Well Being Community Service, Citizenship, and Leadership Cultural and Academic Activities and Events Career and Professional Development International and Multicultural Experience Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

The objectives of this capstone course required of students in the BBA-Accounting program include increasing the effectiveness of communication skills necessary for success in accounting and business working environments. Students will analyze and communicate the organization's financial and operational performance and business risk management to various stakeholders. Our employers strongly emphasize the importance of written communication skills in the positions for which they hire our Accounting graduates. The primary objective of this capstone course is to integrate the required courses in the Accounting program and apply that knowledge to accounting issues for which a controller of an organization is responsible. As Writing Intensive course for the BBA-Accounting major, much of the course grade will be determined on the basis of individual writing assignments, such as case summaries, case analyses and reports (exams), short position papers, and reflection on SAP exercises. The students will also work on group writing assignments, such as case presentations and the Academic Service-Learning field project report.

Feedback and guidance to students is provided in several different ways depending upon the writing assignment. Each student writes a total of 10-11 short case summaries identifying the main issues, analysis, and recommendations. Feedback for case summaries is provided primarily through class discussion and instructor comments. While students are not required to revise a case summary, generic feedback is applicable to successive reports. Each student is also required to write 2-3 short position papers on current accounting issues. A rubric for the assignment is

included in the syllabus. Further feedback is mainly through written instructor comments that should allow the student to improve the subsequent papers. The midterm and final exam require detailed case analyses. These are similar to the case summaries described above but differ in scope and depth of analysis. These are individual case reports that require a problem statement, quantitative and qualitative analysis of the problem using information/data in the case, formulation of alternative solutions, and recommendations. Students are required to integrate quantitative analyses in the report using tables and exhibits. Detailed feedback is provided by the instructor, particularly on the midterm. Other individual writing assignments include reflection on three sets of SAP exercises that focus on the objective, process, and personal considerations in terms of difficulty, interest, likes/dislikes, and time spent.

Students are also required to complete two group assignments. An instructor assigned group of 4-5 students completes a detailed case analysis and make a formal presentation in class using a power point presentation. A rubric to guide students is provided and included in the syllabus. Informal help is provided to the groups as needed including instructor participation in group discussions and information on additional reference materials. Detailed oral feedback is provided at the end of the presentation. The student groups also complete an ASL field project. This is a semester long assignment that involves identifying a client organization with an accounting issue, planning a course of action, collecting information and data, analyzing the data and information, formulating alternatives, and making recommendations. The writing assignment includes an initial identification report and summary action plan, an interim progress report, a detailed final report, and a brief power point presentation. Feedback, both oral and/or written, is provided at every stage of the project. The instructor is also available throughout the semester as an expert consultant to each group as needed.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

(a) How this course meets each of the General Education outcomes for Writing Intensive courses:

- *Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.*

Students enrolled in ACC 496 will be engaged in a variety of writing assignments designed to develop their knowledge of the accounting discipline, as well as to help them learn to effectively communicate with clients and other audiences about the results of their analysis of accounting issues. These assignments include: (1) a group case presentation, (2) an Academic Service-Learning field project, (3) short position papers on current accounting issues, (4) case summaries, (5) case analyses and reports, and (6) SAP (an enterprise resource planning software) exercises and reflection. The written component of each of these assignments differs and collectively provide students with a full set of communication reading and writing strategies that will sustain them in careers such as that of an

accounting manager or controller. For example, some assignments will have students communicate with a client on revenue recognition issues. Issues such as this one are drawn from the cases which model relevant issues in the accounting profession on which students can practice.

Some of the writing is in the form of a succinct business memorandum, others are longer and yet all are designed to model those written communications that controllers in organization must prepare and read relating to a variety of accounting and business issues.

- *Use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a disciplinary context.*

Skills for effectively communicating technical knowledge to different audiences in business, governmental or nonprofit organizations are developed in this capstone course. Students will write for the client of the Academic Service-Learning project so that at the end of the semester, the client receives as much value from the project as do the students. Managerial accounting reports for managers within a company (e.g., operations managers, marketing managers) will be more technical than those prepared for employees who directly report to the manager or to the Board of Directors. Students work with a wide range of companies and accounting situations, such as a sculptor who needs an accounting information system, a photo studio and several restaurants who need cost accounting systems. The cases used for summaries and reports cover a diverse range of accounting topics and issues from strategy formulation to financial reporting misconduct. Cases model different types of fraud and ethics situations, revenue recognition issues, and strategic planning.

- *Formulate research questions and employ strategies for researching and responding to those questions.*

Students' field experience projects require that they determine the facts of the system being analyzed and define the problem facing the existing system. Students then discuss with their team and write about various strategies for addressing these problems facing the client. Students will communicate in writing back and forth with team members as well as with the instructor in several iterations throughout the semester. There are written initial proposals, interim reports, and final reports. Students are provided guidance in case analysis and writing up the results of their research so it is clear they understood how to (1) identify the accounting issues, (2) find relevant data to analyze the issues, (3) explore alternative solutions to the problems, and (4) form a recommendation or conclusion as to the best course of action. The project encompasses a literature review and survey as primary documentation and review of existing accounting data. Students will use online Internet and library resources to research current accounting issues and present their findings in short position papers, sometimes submitted online. Although students in this capstone course are expected to have research skills at accessing resources from the library, two exhibits are provided during the semester for their guidance.

- *Use discipline-specific genres to communicate information.*

Students will present their AS-L field experience projects using both a complete report and electronic PowerPoint presentations in a professional briefing to other students and client audience (when possible). Diagrams, exhibits and flowcharts are designed and presented as appropriate to illustrate the process and final results of the project. Specialized features of Microsoft Office programs may be used in this aspect of the written communication (e.g., tables, charts, and statistics). Each of these written communication genres is modeled after those used by accounting professionals. Business memos are written as a means of summarizing each case, as well as written questions from each case.

- *Understand conventions for communicating, disseminating, and interpreting information within a discipline.*

This course builds on the written communication skills and conventions students developed in the required business core course MGMT 202 Business Communications. Proper format, grammar and spelling are all expected, as well as an impersonal, objective business tone in written reports of the results of the case analysis or project. Students are held to the highest ethical standards in communicating, disseminating and interpreting information expected by the accounting discipline. The COB Ethos Statement provides a framework for ensuring that students understand when certain type of writing is plagiarism. Conventions used in business memos, presentations, and persuasive position papers are examined.

- *Evaluation*
The faculty member's evaluation of each student's performance on the Academic Service-Learning implementation project is supplemented by a written evaluation of each member of the group by his or her peers. Rubrics for the different writing assignments are included.

(b). Methods of Evaluation

Two-thirds of a student's grade is based on their individual written work on the group case presentation, online class participation, case summaries and position papers, SAP exercises, and an AS-L field project that all have required written components. Even the remaining one-third of the student's grade which is comprised of a midterm and final exam has significant writing requirements.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

SEE ATTACHED.

Please submit all materials in electronic form.

Action of the Department/College

1. Department AN EXISTING COURSE CONFIGURED TO MEET THE WRITING-INTENSIVE OUTCOMES. CHANGES ARE NOT SUFFICIENT TO REQUIRE PUTTING THEM THROUGH THE COLLEGE INPUT SYSTEM.

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head _____
Date

2. College

College Dean _____
Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee _____
Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum _____
Date