

**Monfort College of Business**  
**Semester Course Syllabus**

**(2017-2018)**

COURSE PREFIX/TITLE: BAAC 328 – Accounting Systems

Sem. Hrs. 3  
 Ed. Cap: 40

CATALOG DESCRIPTION: Prerequisites: BACS 300 and BAAC 221 with a minimum grade of “C-“. Business majors and Network and Information Security minors only. Juniors or above. An activity course designed to study elements of accounting information systems. Conceptual modeling, implementation of accounting transaction processing systems, enterprise value chains, business processes, documentation, and control requirements are emphasized.

PREREQUISITES: BACS 300 and BAAC 221 with a minimum grade of “C-“. Business majors and Network and Information Security minors only. Juniors or above.

COURSE OBJECTIVES:

1. To help students improve their abilities to understand business processes, risks, and controls.
2. To help students understand the current changing environment in accounting systems and the move from traditional general ledger systems to enterprise resource planning systems.
3. To help students understand accounting system design tools such as data modeling and to provide hands-on application of data modeling concepts using database management software.
4. To help student s understand accounting system documentation procedures such as system flowcharts.
5. To help students understand basic principles of internal control in an AIS environment.

MCB ACCOUNTING ASSURANCE OF LEARNING GOALS AND OBJECTIVES:

Learning Goal	Learning Objective	Course Coverage
Demonstrate knowledge of key concepts in major business disciplines	Students will score at the 80 <sup>th</sup> percentile or higher on each section of the ETS Major Field Test.	
Demonstrate effective communication skills	Students will demonstrate competency in preparing and delivering professional quality presentations on various accounting topics.	
	Students will demonstrate competency in preparing professional accounting documents.	Objective 4
Demonstrate conceptual and analytical skills	Students will analyze accounting data/information to identify key accounting issues, generate and evaluate appropriate alternatives, and propose feasible accounting alternatives at a competent level.	Objectives 3, 5
Demonstrate technology skills	Students will demonstrate competence in business software packages to solve accounting problems.	Objective 3
	Students will demonstrate competency in the use of professional accounting software such as ACS, ACL, RIA’s Checkpoint and a general ledger package.	

Demonstrate knowledge of accounting ethics concepts	Students will demonstrate competency on course-embedded ethics and social responsibility assessments.	
	Students will competently identify the ethical issues or problems in an accounting case based on the AICPA's Code of Professional Conduct and the Colorado State Board of Accountancy's Rules of Professional Conduct, analyze the consequences for various stakeholders and develop an acceptable resolution.	
Demonstrate knowledge of key accounting concepts	Students will demonstrate competency on test questions specifically tied to individual course objectives (as outlined on course syllabi).	Objectives 1, 2, 3, 4, 5

### COURSE TOPICS:

Approx.

50 Min.

Periods

Topics Covered

Description

1	Introduction to Integrated Enterprise Information Systems	Defining integrated enterprise systems. Identifying impediments to integrating information systems. Difference between natural phenomena and constructs. Reengineering.
1	Introduction to Semantic Modeling and REA Ontology	Identification and representation of object patterns, and business script patterns. Identification of different levels of modeling of an enterprise: value system, value chain, task.
2	Value System and Value Chain Modeling	Identification of external business partners, resources exchanged between business partners, and developing a value system level model. Identification of business process—financing, payroll, acquisition, conversion, and revenue—and developing a value chain.
3	Introduction to Business Process Modeling: Capturing Accounting Information and More	Constructs of entity -relationship conceptual including participation cardinalities, resources, events, agents and conceptual modeling notation. Sales/collection, acquisition/payment, payroll, conversion, and financing processes. Focus on accounting for business transactions.
4	Task Level Modeling and Documentation of Business Accounting Processes	Differences between task level and business level and modeling. System flowcharts, process level modeling. System flowcharts, data flow diagrams. Differences between manual systems, traditional computerized accounting systems, and enterprise systems using a relational model.

Approx.  
50 Min.  
Periods

	<u>Topics Covered</u>	<u>Description</u>
2	Converting Conceptual REA Models to Relational Databases	Differences between conceptual, logical, and physical database models and converting from conceptual models to logical models to physical database models.
7	Retrieving Accounting and Other Information from Relational Databases	Querying relational databases, structured query language, querying using database software. Developing queries for the acquisition/payment, revenue/collection, and conversion business processes as well as across business processes.
2	Business Process Design and Documentation for the Acquisition/Payment Process	Identify activities and documents common to the acquisition/payment process for various enterprises. Identify components of the REA ontology in the acquisition/payment process. Create an REA business process level model for an enterprise's acquisition/payment process.
2	Business Process Design and Documentation for the Revenue/Collection Process	Identify activities and documents common to the revenue/collection process for various enterprises. Identify components of the REA ontology in the revenue/collection process. Create an REA business process level model for an enterprise's revenue/collection process.
9	Business Process Design and Documentation for the Conversion Process	Identify activities and documents common to the conversion process for various enterprises. Identify components of the REA ontology in the conversion process. Create an REA business process level model for an enterprise's conversion process. Explore typifications and policies.
2	View Integration and Implementation Compromises	Identify steps needed to integrate multiple business process level REA models. Identify and create common conceptual level, logical level, and physical level implementation compromises.
4	Introduction to Enterprise System Risks and internal Controls	Describe the relationship between enterprise risks, opportunities, and internal controls. Explain levels at which enterprise risks occur. Identify specific internal controls to prevent, detect, and recover from enterprise risks.
6	Exams	
45	Total	

**COURSE REQUIREMENTS:** A minimum of two examinations over the reading assignments and three project assignments.

**TYPE OF GRADING:** Letter

**SUGGESTED TEXT AND/OR SUPPLEMENTS:** (Note: These books are only suggested. Prior to purchasing books and other materials, students need to check with the class instructor for their book and class material choices.)

Simkim, Mark G., Rose, J. M. & Norman, C. S. (2011), *Core concepts of accounting information systems*, (12<sup>th</sup> ed.), John Wiley & Sons.

**ASSESSMENT STATEMENT:** The Monfort College of Business may collect data in this course that will be used to assess student progress toward our program learning goals and objectives. Individual student performance information will be kept confidential; however, this data may be disseminated in an aggregate form to professional groups and through research publications. If you do not wish your performance in this class to be included in research about overall student performance (beyond the accreditation process), please inform your instructor in writing of this intent.

**COMPUTER UTILIZATION:** Students are encouraged to use the College's computing facilities to complete their assignments. The student computer labs in Kepner Hall provide support for word processors, spreadsheets, databases, writing-style checkers, and presentation graphics. Internet and e-mail access are available in the labs. Student consultants are on duty at the labs to assist with these applications.

**LIBRARY UTILIZATION:** Students are encouraged to use the Michener Library collections and online subscription information resources to supplement readings and to complete assignments. Library databases are available at <http://libguides.unco.edu/business>.

**GLOBAL DIMENSION COVERAGE:** As appropriate, students are encouraged to consider the global dimension as they complete their outside readings and assignments.

**ETHICAL DIMENSION COVERAGE:** As appropriate, students are encouraged to consider the ethical dimension as they complete their outside readings and assignments.

**STUDENTS WITH DISABILITIES:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**CLASSROOM TECHNOLOGY GUIDELINES:** Each student is required to review and become familiar with the following classroom technology guidelines:  
<http://mcb.unco.edu/pdf/Classroom-Technology-Guidelines.pdf>

**FOOD AND BEVERAGE GUIDELINE:** Food is not allowed in classrooms. Only drinks in a container with a screw top lid are allowed.

### KENNETH W. MONFORT COLLEGE OF BUSINESS STATEMENT

The Kenneth W. Monfort College of Business students are expected to conduct themselves in accordance with the highest standards of academic honesty. Cheating, plagiarism, illegitimate possession and disposition of examinations, alteration, forgery, or falsification of official records and documents, and similar acts or the attempt to engage in such acts are grounds for disciplinary action. This action can include the following in addition to any University disciplinary action:

1. A failing grade for a particular assignment.
2. A failing grade for a particular course.
3. Suspension from the College of Business Administration.
4. Expulsion from the College of Business Administration.

Students are expected to complete all prerequisites for a business class prior to the first day of class. Students may not concurrently enroll in a class and its prerequisite(s) unless it is expressly stated in the bulletin that the class is a co-requisite. Any exception to this policy must be approved by the Chair of the School offering the class.

Students must submit original works for assignments required in this class. This includes term papers, cases and other course requirements. A student who submits a work that was previously submitted to another class without prior approval from the instructor is in violation of this policy. A student who violates this policy may receive a failing grade for the assignment, a failing grade for the class, and face termination of his/her business degree program.

Additionally, the Dean of Students Office may be notified in writing of all violations of academic honesty in this class.

### MONFORT COLLEGE OF BUSINESS STUDENT CODE OF PROFESSIONAL CONDUCT

Monfort College of Business students represent the professional and academic interests of the entire MCB & UNC communities. Accordingly, MCB expects all students to behave in a professional manner and adhere to high ethical standards in every business class and in every activity connected with the Monfort College of Business. This professional behavior is required not only in the classroom but also in all MCB-related interactions such as e-mails, conferences and use of technology.

MCB students should exhibit respectful behavior in classes. This behavior includes arriving on time to class, staying in class until the lecture ends, having the discipline to stay engaged in class, turning-off or silencing cell phones and pagers while in class, refraining from text-messaging, and avoiding coming to class wearing clothing that is unduly provocative or has written messages that are rude, insensitive or obscene. MCB students should engage in respectful behavior in all activities where they act directly or indirectly as a representative of the MCB. Respectful behavior creates a more desirable, civilized, and productive learning environment, and it models behavior that is both productive and pleasant when students transition from the classroom to the workplace.

MCB students should master and apply the fundamental skill of preparing and sending class or university related e-mails that are properly written, show professionalism and communicate a clear message. E-mails containing profanity, spelling mistakes, punctuation errors, or poor composition evidence sloppiness and show disrespect to the recipient. MCB students should use proper forms of address when communicating orally or in writing with faculty or staff (i.e., Dr. Smith, Professor Jones, Ms. Abbot, etc.). If a student does not know how to address a faculty member, he or she should ask.

This code of professional conduct complements, but does not replace, the Honor Code of the Monfort College of Business or the Honor Code of the University.

Last Updated: September 2012  
By: Pat Seaton  
Rolled over: June 2017