

ACCT699

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : ACCT699 **Title :** Financial Accounting Theory Capstone

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is a study of the accounting function, its role in society, and the theory that provides the underpinning for modern financial reporting. The course will provide an understanding of Generally Accepted Accounting Principles and how these principles affect financial accounting and reporting for business entities. Topics covered include revenue recognition principles, accounting for leases, accounting changes, error corrections, and other related topics. All courses must be taken prior to the capstone course. Students must have access to Microsoft Word and Microsoft Excel software. Please refer to the Course Materials section for additional details on materials and pricing or contact booklist@apus.edu. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.

Course Scope:

Students will assess and research accounting theories and practices, which will culminate in a thesis. Topics include accounting theory, conceptual framework, international accounting, research methods, financial statements, working capital, long-term assets and liabilities, income taxes, leases, equity, and financial reporting.

Objectives

After successfully completing this course, you will be able to:

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Outline

Week 1: Accounting Theory and Conceptual Framework

Topic

The Development of Accounting Theory

The Pursuit of the Conceptual Framework

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Week 2: International Accounting and Accounting Information

Topic

International Accounting

Research Methodology and Theories on the Uses of Accounting Information

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Week 3: Income Statement

Topic

Income Concepts

Financial Statements I: The Income Statement

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Week 4: The Balance Sheet and Statement of Cash Flows

Topic

Financial Statements II: The Balance Sheet and the Statement of Cash Flows

Working Capital

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Week 5: Long-term Assets

Topic

Long-Term Assets I: Property, Plant, and Equipment

Long-Term Assets II: Investments and Intangibles

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Week 6: Liabilities, Income Taxes, and Leases

Topic

Long-Term Liabilities, Leases, and Accounting for Income Taxes

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Week 7: Retirement Benefits and Equity

Topic

Pensions and Other Postretirement Benefits; Equity

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Week 8: Multiple Entities, Financial Reporting, and Course Assessment

Topic

Accounting for Multiples Entities

Financial Reporting Disclosure Requirements and Ethical Responsibilities

Learning Objectives

CO1. Assess the role of accounting theory in applied research.

CO2. Evaluate research designs commonly used in accounting research.

CO3. Develop the necessary skills to assess, design, and conduct empirical research in accounting.

CO4. Employ professional writing skills and proper use of APA formatting.

CO5. Solve contemporary accounting cases by leveraging accounting research.

Evaluation

Method of Assessment

A. Tests

There will be two (2) tests in the course, a midterm and a final given in modules four and eight respectively. The tests in this class will consist of multiple choice questions and/or short answer problems. Tests will be three hours long and focus on the material covered in the course. Tests may be administered using the Examity test proctoring service. Please verify in the course announcements and/or the Lessons tab if the course will use test proctoring. It is the student's responsibility to notify the instructor and the test proctoring service regarding any schedule changes

or non- disability related accommodations.

B. Assignments:

Course assignments will be a series of exercises, problems, and simulations. Assignments will have a specific due date with specific instructions. Please refer to the APA Manual 6th edition for the format of the assignments, if applicable. Late assignments will be subject to the university's Late Work/Make-up Policy detailed in the student handbook. Please be advised the instructor reserves the right to implement their own late assignment policy.

C. Final Assessment:

A thesis will be the final assessment of the course. Students will have the opportunity to conduct original research on contemporary accounting topics. The thesis is an integral component of your educational experience as an Accounting graduate student and should relate to your intended area of practice. The proposal is due during the third week of class. The instructor will evaluate your proposals and provide feedback both during class and after reflecting on your written documents. Please refer to the APA Manual 6th edition for the format of the paper.

D. Discussion Forums:

Participation in the discussion forums is an essential component of the final grade. All students are expected to engage in lively discussions and answer instructor follow-up questions. The quality of participations along with student netiquette will be a part of the grade.

E. CPC Assessment:

You will participate in the university's CPC Assessment for this program. As part of our curriculum quality standards, APUS includes the CPC Assessment to gather student feedback on courses and programs.

Assessment of the Course Objectives

Course Objectives	Assessment Methods
1 - 5	Test question, assignment, discussion, and final assessment

The following distribution will be used in assigning grades (decimal points will be rounded to the nearest whole number at semester's end).

Grade	Quality Points/Grading Percent
A	4.0/ 100 – 94
A-	3.67/ 93 – 90
B+	3.33/ 89 – 87
B	3.0/ 86 – 84
B-	2.67/ 83 –80

C 2.33/ 79 – 75

F 0.0/ 74 –0

Grading:

Name	Grade %
Forum	10.00 %
Week 1 Forum	1.25 %
Week 2 Forum	1.25 %
Week 3 Forum	1.25 %
Week 4 Forum	1.25 %
Week 5 Forum	1.25 %
Week 6 Forum	1.25 %
Week 7 Forum	1.25 %
Week 8 Forum	1.25 %
Assignments	25.00 %
Week 1 Case	3.13 %
Week 2 Case	3.13 %
Week 3 Case	3.13 %
Week 4 Case	3.13 %
Week 5 Case	3.13 %
Week 6 Case	3.13 %
Week 7 Case	3.13 %
Week 8 Case	3.13 %
Final Assessment	35.00 %
Final Assessment - Week 1	8.75 %
Final Assessment - Week 3	8.75 %
Final Assessment - Week 6	8.75 %
Final Assessment - Week 8	8.75 %
Tests	25.00 %
Midterm Exam	12.50 %
Final Exam	12.50 %
CPC Assessment	5.00 %
CPC Post-Assessment	5.00 %
DO NOT DELETE - Peregrine Score	0.00 %
Peregrine Score	0.00 %

Materials

Book Title: There are no required books for this course.

Author: N/A

Publication Info: N/A

ISBN: N/A

Reading assignments consist of lectures provided in the Lessons area of the classroom and selected journal articles as follows:

- Alin-Eliodor, T., & Traian-Ovidiu, C. (2013). CONSOLIDATED FINANCIAL STATEMENTS UNDER IFRS. *Romanian Economic and Business Review*, 8(4), 18-37. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1503674060?accountid=8289>
- Baker, C. R., & Burlaud, A. (2015). The historical evolution from accounting theory to conceptual framework in financial standards setting. *The CPA Journal*, 85(8), 54-60. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1712288101?accountid=8289>
- Baculik, E. K. (2010). How IFRS convergence will affect accounting for defined benefit plans. *The CPA Journal*, 80(9), 22-23. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/756963531?accountid=8289>
- Bauman, M. P., & Francis, R. N. (2011). Issues in lessor accounting: The forgotten half of lease accounting. *Accounting Horizons*, 25(2), 247-266. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/873262329?accountid=8289>
- Blunck, R., & Guymon, R. (2013). Accounting for operational assets: From acquisition through disposal. *Journal of Business Case Studies (Online)*, 9(3), 255-1n/a. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1418712126?accountid=8289>
- Carnegie, G.,D. (2014). The present and future of accounting history. *Accounting, Auditing & Accountability Journal*, 27(8), 1241-1249. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1633942016?accountid=8289>
- Guni, C. N., & Munteanu, V. (2014). THE CONCEPTUAL FOUNDATIONS REGARDING THE PREPARATION AND PRESENTATION OF THE CONSOLIDATED FINANCIAL STATEMENTS. *Economics, Management and Financial Markets*, 9(4), 175-183. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1650863128?accountid=8289>
- Petro, F., & Gean, F. (2014). A logical approach to the statement of cash flows. *American Journal of Business Education (Online)*, 7(4), 315. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1613024781?accountid=8289>
- Robinson, L. A., Stomberg B. & Towery, E. M. (2016). One Size Does Not Fit All. How the Uniform Rules of FIN 48 Affect the Relevance of Income Tax Accounting. *Accounting Review*, 91(4), 1195-1217, doi.10.2308/accr-151263
- Schipper, K. A., Schrand, C. M., Shevlin, T., & Wilks, T. J. (2009). Reconsidering revenue recognition. *Accounting Horizons*, 23(1), 55-68. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/208918652?accountid=8289>
- Zager, K., PhD., Smrekar, N., B.Sc, & Sever, I., B.Sc. (2010). ACCOUNTING TREATMENT OF LONG-TERM ASSET ACCORDING TO INTERNATIONAL AND NATIONAL ACCOUNTING STANDARDS FOR SMEs. Paper presented at the 932-1940,17,21. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/734616774?accountid=8289>

Websites and Videos

In addition to the required course texts, the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources.

Note website addresses are subject to change.

- [SEC](#)
 - [PCAOB](#)
 - [Journal of Accountancy](#)
 - [The CPA Journal](#)
 - [Accounting Today](#)
 - [Ernst & Young Insights](#)
 - [KPMG Institutes](#)
 - [Accounting Standards Codification](#)
 - [AICPA](#)
 - [FASB](#)
 - [American Psychological Association \(APA\) Style Website](#)
 - [Purdue Online Writing Lab](#)
 - [Turnitin Website](#)
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Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework to the School of Business.
- Please note that no formal citation style is required on forum assignments in the School of Business—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each assignment.
- Generally speaking, if arrangements are not made in advance, a late penalty of 10% will be assessed for any assignment submitted 1-7 days past the due date. Assignments will not be accepted after the 7th day. No work will be accepted past the final day of class, unless prior arrangements have been made with the instructor. Please be advised the instructor reserves the right to implement their own late assignment policy.
- As a working adult, your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum need to be provided mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum will not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week will not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

Test Proctoring

- Tests may be administered using the Examity test proctoring service. It is the student's responsibility to notify the instructor and the test proctoring service regarding any schedule changes or non-disability related accommodations.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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