



**BUS 202 – INTERMEDIATE ACCOUNTING I
SYLLABUS
LECTURE HOURS/CREDITS: 3/3**

CATALOG DESCRIPTION

Prerequisite: BUS 103, CIS 102 and MAT 101 or equivalent This course provides an expanded treatment of theory and accounting principles underlying the preparation of financial statements. Emphasis is on current assets and current liabilities.

TEXTBOOK AND COURSE MATERIALS

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

Individual instructors may include the following assessment(s): <ul style="list-style-type: none">• Exams• Quizzes• Class Discussions• Written Assignments• Attendance and Participation	Grading to be determined by individual instructors
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Grading Scale Example

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES
(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

	RCGC Core Competencies
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

BUS 202 CORE COMPETENCIES

This course focuses on one of RCGC's Core Competencies:

- Quantitative Knowledge and Skills

STUDENT LEARNING OUTCOMES: BUS202 – INTERMEDIATE ACCOUNTING I

Successful completion of BUS202 – INTERMEDIATE ACCOUNTING I will help students:	RCGC's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
1. See topic list below	- Quantitative Knowledge and Skills	Exams

TOPICAL OUTLINE

Successful completion of BUS202 – INTERMEDIATE ACCOUNTING I will help students:	GCC Core Competencies	Evaluation / Assessment
<p style="text-align: center;">CHAPTER 1</p> <p style="text-align: center;">ENVIRONMENT AND THEORETICAL STRUCTURE OF FINANCIAL ACCOUNTING</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Describe the function and primary focus of financial accounting. 2. Explain the difference between cash and accrual accounting. 3. Define generally accepted accounting principles (GAAP) and discuss the historical development of accounting standards. 4. Explain why the establishment of accounting standards is characterized as a political process. 5. Explain the purpose of the FASB's conceptual framework. 6. Identify the objective of financial reporting, the qualitative characteristics of financial reporting information, and the elements of financial statements. 7. Describe the four basic assumptions underlying GAAP. 8. Describe the four broad accounting principles that guide accounting practice 	Quantitative Knowledge and Skills	Exams
<p style="text-align: center;">CHAPTER 2</p> <p style="text-align: center;">REVIEW OF THE ACCOUNTING PROCESS</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Analyze routine economic events—transactions—and record their effects on a company's financial position using the accounting equation format. 2. Record transactions using the general journal format. 3. Post the effects of journal entries to general ledger accounts and prepare an unadjusted trial balance. 4. Identify and describe the different types of adjusting journal entries. 5. Record adjusting journal entries in general journal format, post entries, and prepare an adjusted trial balance. 6. Describe the four basic financial statements. 7. Explain the closing process. 8. Convert from cash basis net income to accrual basis net income. 	Quantitative Knowledge and Skills	Exams

<p style="text-align: center;">CHAPTER 3</p> <p>THE BALANCE SHEET AND FINANCIAL DISCLOSURES</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Describe the purpose of the balance sheet and understand its usefulness and limitations. 2. Distinguish among current and noncurrent assets and liabilities. 3. Identify and describe the various balance sheet asset classifications. 4. Identify and describe the two balance sheet liability classifications. 5. Explain the purpose of financial statement disclosures. 6. Explain the purpose of the management discussion and analysis disclosure. 7. Explain the purpose of an audit and describe the content of the audit report. 8. Describe the techniques used by financial analysts to transform financial information into forms more useful for analysis. 9. Identify and calculate the common liquidity and financing ratios used to assess risk. 10. Discuss the primary differences between U.S. GAAP and IFRS with respect to the balance sheet, financial disclosures, and segment reporting. 	<p>Quantitative Knowledge and Skills</p>	<p>Exams</p>
<p style="text-align: center;">CHAPTER 4</p> <p>THE INCOME STATEMENT AND STATEMENT OF CASH FLOWS</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Discuss the importance of income from continuing operations and describe its components. 2. Describe earnings quality and how it is impacted by management practices to manipulate earnings. 3. Discuss the components of operating and nonoperating income and their relationship to earnings quality. 4. Define what constitutes discontinued operations and describe the appropriate income statement presentation for these transactions. 5. Define extraordinary items and describe the appropriate income statement presentation for these transactions. 6. Describe the measurement and reporting requirements for a change in accounting principle. 7. Explain the accounting treatments of changes in estimates and correction of errors. 8. Define earnings per share (EPS) and explain required disclosures of EPS for certain income statement 	<p>Quantitative Knowledge and Skills</p>	<p>Exams</p>

<p>components.</p> <ol style="list-style-type: none"> 9. Explain the difference between net income and comprehensive income and how we report components of the difference. 10. Describe the purpose of the statement of cash flows. 11. Identify and describe the various classifications of cash flows presented in a statement of cash flows. 12. Discuss the primary differences between U.S. GAAP and IFRS with respect to the income statement and statement of cash flows. 		
<p style="text-align: center;">CHAPTER 5</p> <p>INCOME MEASUREMENT AND PROFITABILITY ANALYSIS</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Discuss the general objective of the timing of revenue recognition, list the two general criteria that must be satisfied before revenue can be recognized, and explain why these criteria usually are satisfied at a specific point in time. 2. Describe the installment sales and cost recovery methods of recognizing revenue for some types of installment sales and explain the unusual conditions under which these methods might be used. 3. Discuss the implications for revenue recognition of allowing customers the right of return. 4. Identify situations that call for the recognition of revenue over time and distinguish between the percentage-of-completion and completed contract methods of recognizing revenue for long-term contracts. 5. Discuss the revenue recognition issues involving multiple-deliverable contracts, software, and franchise sales. 6. Identify and calculate the common ratios used to assess profitability. 7. Discuss the primary differences between U.S. GAAP and IFRS with respect to revenue recognition. 	<p>Quantitative Knowledge and Skills</p>	<p>Exams</p>
<p style="text-align: center;">CHAPTER 6</p> <p style="text-align: center;">TIME VALUE OF MONEY CONCEPTS</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Explain the difference between simple and compound interest. 2. Compute the future value of a single amount. 3. Compute the present value of a single amount. 4. Solve for either the interest rate or the number of compounding periods when present value and future value of a single amount are known. 5. Explain the difference between an ordinary annuity and an 	<p>Quantitative Knowledge and Skills</p>	<p>Exams</p>

<p>annuity due situation.</p> <ol style="list-style-type: none"> 6. Compute the future value of both an ordinary annuity and an annuity due. 7. Compute the present value of an ordinary annuity, an annuity due, and a deferred annuity. 8. Solve for unknown values in annuity situations involving present value. 9. Briefly describe how the concept of the time value of money is incorporated into the valuation of bonds, long-term leases, and pension obligations. 		
<p style="text-align: center;">CHAPTER 7</p> <p style="text-align: center;">CASH AND RECEIVABLES</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Define what is meant by internal control and describe some key elements of an internal control system for cash receipts and disbursements. 2. Explain the possible restrictions on cash and their implications for classification on the balance sheet. 3. Distinguish between the gross and net methods of accounting for cash discounts. 4. Describe the accounting treatment for merchandise returns. 5. Describe the accounting treatment of anticipated uncollectible accounts receivable. 6. Describe the two approaches to estimating bad debts. 7. Describe the accounting treatment of short-term notes receivable. 8. Differentiate between the use of receivables in financing arrangements accounted for as a secured borrowing and those accounted for as a sale. 9. Describe the variables that influence a company's investment in receivables and calculate the key ratios used by analysts to monitor that investment. 10. Discuss the primary differences between U.S. GAAP and IFRS with respect to cash and receivables. 	Quantitative Knowledge and Skills	Exams
<p style="text-align: center;">CHAPTER 8</p> <p style="text-align: center;">INVENTORIES: MEASUREMENT</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Explain the difference between a perpetual inventory system and a periodic inventory system. 2. Explain which physical quantities of goods should be included in inventory. 3. Determine the expenditures that should be included in the cost of inventory. 4. Differentiate between the specific identification, FIFO, LIFO, and average cost methods used to determine the 	Quantitative Knowledge and Skills	Exams

<p>cost of ending inventory and cost of goods sold.</p> <ol style="list-style-type: none"> Discuss the factors affecting a company's choice of inventory method. Understand supplemental LIFO disclosures and the effect of LIFO liquidations on net income. Calculate the key ratios used by analysts to monitor a company's investment in inventories. Determine ending inventory using the dollar-value LIFO inventory method. Discuss the primary difference between U.S. GAAP and IFRS with respect to determining the cost of inventory. 		
<p style="text-align: center;">CHAPTER 9 INVENTORIES: ADDITIONAL ISSUES</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> Understand and apply the lower-of-cost-or-market rule used to value inventories. Estimate ending inventory and cost of goods sold using the gross profit method. Estimate ending inventory and cost of goods sold using the retail inventory method, applying the various cost flow methods. Explain how the retail inventory method can be made to approximate the lower-of-cost-or-market rule. Determine ending inventory using the dollar-value LIFO retail inventory method. Explain the appropriate accounting treatment required when a change in inventory method is made. Explain the appropriate accounting treatment required when an inventory error is discovered. Discuss the primary differences between U.S. GAAP and IFRS with respect to the lower-of-cost-or-market rule for valuing inventory. 	Quantitative Knowledge and Skills	Exams
<p style="text-align: center;">CHAPTER 10 PROPERTY, PLANT, AND EQUIPMENT AND INTANGIBLE ASSETS: ACQUISITION AND DISPOSITION</p> <p>Overview</p> <p>This chapter and the one that follows address the measurement and reporting issues involving property, plant, and equipment and intangible assets, the tangible and intangible long-lived assets that are used in the production of goods and services.</p> <p>This chapter covers the valuation at date of acquisition and the disposition of these assets. In Chapter 11 we discuss the allocation of the cost of property, plant, and equipment and</p>	Quantitative Knowledge and Skills	Exams

intangible assets to the periods benefited by their use, the treatment of expenditures made over the life of these assets to maintain and improve them, and impairment.

Learning Objectives

1. Identify the various costs included in the initial cost of property, plant, and equipment, natural resources, and intangible assets.
2. Determine the initial cost of individual property, plant, and equipment and intangible assets acquired as a group for a lump-sum purchase price.
3. Determine the initial cost of property, plant, and equipment and intangible assets acquired in exchange for a deferred payment contract.
4. Determine the initial cost of property, plant, and equipment and intangible assets acquired in exchange for equity securities, or through donation.
5. Calculate the fixed-asset turnover ratio used by analysts to measure how effectively managers use property, plant, and equipment.
6. Explain how to account for dispositions and exchanges for other nonmonetary assets
7. Identify the items included in the cost of a self-constructed asset and determine the amount of capitalized interest.
8. Explain the difference in the accounting treatment of costs incurred to purchase intangible assets versus the costs incurred to internally develop intangible assets.
9. Discuss the primary differences between U.S. GAAP and IFRS with respect to the acquisition and disposition of property, plant, and equipment and intangible assets.

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act

of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.