

Universidad Latinoamericana de Ciencia y Tecnología

Bachelor of Science in Business Administration

Name of the Course	Financial Accounting
Code	06-0087
Credits	03
Requisites / Pre-Requisites	None
Mode	Class attendance with online support
Nature	Theory and practice
Administrative Note	The course requires an intensive use of internet and electronic databases (EBSCO), so it is necessary for the student to have access to this tool at home
Professor	MBA. Silvia Rojas Fernández
Email	

Purpose of the course

Why is financial accounting called the “language of business”? Why do we have to understand accounting processes and develop evaluation skills? How can accounting provide information to investors, policy-makers, regulators, and other decision-makers to facilitate the allocation of resources in society?

Financial Accounting is a course that focuses on the language that managers use to communicate the firm's financial and economic information to external parties such as shareholders and creditors. Whether you run your own business, work as a manager or are just starting your career, you want to understand financial information and be able to interact with accountants, controllers, and financial managers. You want to talk business! This course will provide you with the accounting language's essentials. This course gives you the necessary background to: understand the concepts and measurements that underlie financial statements; develop the skills needed to analyze financial statements effectively, and gain an understanding of the choices enterprises make in reporting the results of their business activities.

Upon completion of the course, you should be able to read and interpret financial statements for business diagnosis and decision-making. More importantly, you will possess the conceptual base to keep learning more sophisticated accounting and finance.

Level of Language Integration (English III)

Among the general competencies of ULACIT's graduates are: the ability to communicate in English, to acquire knowledge and understanding of other cultures, to assess the nature of language and the environment, and participate in local and multilingual communities around the world. This course reflects an advanced integration of English, so students should be able to listen and speak the language with the teacher and their peers, as well as write in English in order to carry out research and extracurricular work. The score assigned to these activities corresponds to 100% of the course's evaluation.

Skills

Units of Competency	Elements of Competency	Performance criteria (degree and context in which competency is applied)
Disciplinary Competency	The student will be able to:	The student demonstrates the achievement of competence in learning activities such as:
Prepare a balance sheet, an income statement and a statement of earnings of a business including journal entries: revenue (sales and receivable) and expenses (cost of goods sold and inventory, adjusting, journal entries and some ratios	A. Identify the different journal entry concepts in a company	A. Develop in writing and present to an audience a set of financial statements for a company showing the different types of transactions.
General Competency	B. Know the whole accounting cycle	B. Prepare the whole accounting cycle for a business
Shows skills for learning, personal professional effectiveness	C. Differentiate between accounting for sales and	C. The original design of the financial statements'

	receivable and inventories.	presentation
	D. Prepare financial statements	
	E. Think creatively	
Communicate	Visual, oral, written, and non-verbal communication with their peers, teachers and general public, in a variety of settings.	
Collaborate	Collaboration and interaction, with effectiveness and respect, in preparing the financial statements and in the activities of collaborative work in general	
Think	The use of reasoning to synthesize information, to raise and sustain arguments, evaluate alternatives and draw conclusions related to the preparation of financial statements and discussions with peers, teacher, and public.	
Use information and communication technologies	The use of information and communications technologies to research, organize, evaluate and communicate information related to the preparation of the financial statements	
Use scientific methods and tools.	The use of investigative techniques in the preparation of the financial	
Perform with personal effectiveness	In his/her performance and interaction with others in the course learning activities, the student shows initiative, responsibility, ethics, leadership and productivity, as well as self-management skills and disposition to change.	

Course Goals

This course will provide the students with knowledge regarding the following elements:

- Introduction of financial accounting in business and decision making
- Introduction to SAP's General Accounting module
- Introduction to IFRS
- Reporting and analyzing income
- Recording transactions and decision making
- Reporting and analyzing accounting adjustments
- Preparing, interpreting and analyzing financial statements
- Analyzing businesses' performance based on annual reporting information

Program Contents

Subject 1. Accounting: An Overview of its Relevance in Business

- The nature of accounting and its role in decision making
- Balance sheet and its major elements
- Generally accepted accounting principles and the basic concepts of entity and reliability
- Record transactions and analyze their effect on the balance sheet equation

Subject 2. Entities and Balance Sheets

- Understand the advantages and disadvantages of the three types of business organization and how to account for each
- Credibility and auditing function
- Public and private accounting
- Role of ethics in the accounting profession

Subject 3. Income Measurement: The accrual basis

- Revenues and expenses to measure income for an accounting period
- Accrual basis and cash basis accounting methods
- Recognition, matching and cost recovery
- Income statement and its relation to the balance sheet

Subject 4. Income Measurement: The accrual basis

- Introduction to the statement of cash flows
- Cash dividends.
- Statement of retained earnings

Subject 5. The Recording Process: Journals and Ledgers

- Double-entry accounting system
- The role of ledger accounts
- The meaning of debit and credit
- Sequence of steps in recording transactions

Subject 6. The Recording Process: Journals and Ledgers

- Journalize and post of transactions
- Relationship of revenues and expenses to stockholder's equity
- Journal entry preparation and its posting to the ledger
- Trial balance
- Erroneous entries
- Going-concern, materiality and cost-benefit concepts

Subject 7. Accounting Adjustments and Financial Statement Preparation

- Importance of adjustments

- Adjustments for expiration of unexpired costs
- Adjustments for earnings of unearned revenues

Subject 8. Accounting Adjustments and Financial Statement Preparation

- Adjustments for accrual of unrecorded expenses
- Adjustments for accrual of unrecorded revenues
- Final steps in the recording process
- Relationship between cash flows and adjusting entries
- Classified balance sheets
- Single and multiple-step income statements

Subject 9. Accounting Cycle: Recording and Formal Presentation

- Accounting cycle explanation
- Analyze transactions related to adjustments to the preceding period
- Cash transactions
- Closing entries

Subject 10. Accounting Cycle: Recording and Formal Presentation

- Auditor's role in financial statements
- Work sheet preparation

Subject 11. Sales Revenue, Cash and Accounts Receivable

- Revenue items on the income statement
- Sales returns and allowances, sales discounts

Subject 12. Sales Revenue, Cash and Accounts Receivable

- Uncollectible accounts
- Bad debts expense calculation

Subject 13. Valuing Inventory, Cost of Goods Sold and Gross Profit

- Inventory: perpetual and periodic
- Items included into cost of merchandises

Subject 14. Valuing Inventory, Cost of Goods Sold and Gross Profit

- Inventory methods
- Effects on inventory errors on financial statements
- Gross profit percentage

Subject 15. Final Project

- Project presentation

Teaching Methodology

The syllabus provides a set of readings from the textbook, assigned problems and short essays. The assigned problems and short essays illustrate the financial

accounting principles being covered each week. I expect each student to be prepared to answer each assigned problem. Furthermore, I expect each student to be prepared to present a solution to the class.

The class will be given in one learning environment: virtual (Blackboard). We will develop class and online discussions to promote the analysis and communication of relevant concepts in Financial Accounting.

Small group activities in and outside the classroom, related to the assigned project, will be developed

Evaluation Methodology

The course grade will be divided into the following assessment activities:

Activity	Evaluation Percentage
Final project	40%
Individual reading comprehension	25%
Cases and essays (individual or group)	25%
Participation (includes attendance)	5%
Course evaluation (CEPA)	5%
Total	100%

A. Participation: 5%

Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.

- Using your mobile or computer while the professor or your fellow students are talking will be considered as an absence.
- Leaving the class early will be considered as an absence
- Arriving past the first 20 minutes of class will be considered as an absence.

Participation means that you must actively engage in all of the class activities. Just being present in the classroom is not considered participation.

B. Individual Reading Comprehension: 25%

On a weekly basis, the instructor will evaluate you on the basic concepts of the course material. In order to perform well in the individual reading comprehension, you must read the chapter in advance and work on the class problems and homework

problems. Reading comprehension is an acceptable form of evaluation under ULACIT's learning by competence model.

C. Cases and Essays (Individual and/or Group): 25%

The group class problems will have a value of 100 points for each group member, and the students will split the points between them according to their participation in the solutions of the problems.

D. Final Project: 40%

The final project evaluation will have a value of 100 points for each group member. The students in the group will split the points earned among the members. The following rubrics will be used to evaluate the project. You are responsible to show the advances of your project to the professor throughout the quarter.

ID	FINAL PROJECT EVALUATION CRITERIA				
	Criteria (10 points each)	Bad (0-6.9)	Good (7-7.9)	Very good (8-8.9)	Excellent (9-10)
1	Income measurement	The income measurement is incorrect and its presentation is poor.	The income measurement is accurate, but its presentation is poor.	The income measurement is accurate, but its presentation could be improved.	The income measurement is accurate and it is appropriately presented.
2	Expenses recognition	The expense recognition is incorrect and its presentation is poor.	The expense recognition is accurate, but its presentation is poor.	The expense recognition is accurate, but its presentation could be improved.	The expense recognition is accurate and it is appropriately presented.
3	Recording business transactions	The recording of business transactions is incorrect and its presentation is poor.	The recording of business transactions is accurate, but its presentation is poor.	The recording of business transactions is accurate, but its presentation could be improved.	The recording of business transactions is accurate and it is appropriately presented.
4	Adjusting entries	The adjustment entries are incorrect and their presentation is poor.	The adjustment entries are accurate, but their presentation is poor.	The adjustment entries are accurate, but their presentation could be improved.	The adjustment entries are accurate and they are appropriately presented.
5	Closing entries	The closing entries are incorrect and their presentation is poor.	The closing entries are accurate, but their presentation is poor.	The closing entries are accurate, but their presentation could be improved.	The closing entries are accurate and they are appropriately presented.

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6	Sales and accounts receivable transactions	The transactions are incorrect and their presentation is poor.	The transactions are accurate, , but their presentation is poor.	The transactions are accurate, but their presentation could be improved.	The transactions are accurate and they are appropriately presented.
7	Inventory transactions	The transactions are incorrect and their presentation is poor.	The transactions are accurate, , but their presentation is poor.	The transactions are accurate, but their presentation could be improved.	The transactions are accurate and they are appropriately presented.
8	Balance sheet presentation	The balance sheet presentation lacks most of the required elements.	The balance sheet presentation lacks many of the required elements.	The balance sheet presentation has most of the required elements.	The balance sheet presentation has all of the required elements.
9	Income statement presentation	The income statement presentation lacks most of the required elements.	The income statement presentation lacks many of the required elements.	The income statement presentation has most of the required elements.	The income statement presentation has all of the required elements.
10	Statement of retained earnings	The statement lacks most of the required elements.	The statement lacks many of the required elements.	The statement has most of the required elements.	The statement has all of the required elements.

E. CEPA: 5%

As an integral activity of the course, students will have the opportunity to evaluate its various components: the instructor's teaching skills, the quality of materials, the educational environment, the competencies of ULACIT's graduates, the effective use of Blackboard, the system assessment, and the level of challenge and demand. Also, as a central component of the Teaching for Understanding (TfU) educational model, which ULACIT has adopted, in the CEPA students have the opportunity to reflect on their own performance (self), as well as their peers' performance (co-evaluation). This intellectual exercise allows students to identify their strengths and weaknesses, and to take action in order to continually improve their processes of knowledge

Academic Honesty Policy

ULACIT promotes the high ideals and rigorous standards of academic life. For purposes of this course, participants are expected to avoid dishonest behavior such as fraud or plagiarism. Fraud includes: making up data, falsifying bibliographies, using plans drawn up by others, unauthorized assistance on graded assignments or have someone else do their work. Plagiarism includes copying verbatim phrases,

sentences, paragraphs and whole pieces of printed material, Internet and other sources, without making the appropriate appointment, or paraphrasing without citing sources. Cases of fraud or plagiarism will entail the automatic loss of the course, and if the offense is repeated, it is punishable by definitive expulsion.

Attention to diversity

The ULACIT curricular approach emphasizes the development of skills through the realization of projects, allowing each student to meet the academic requirements from his/her own learning style, and according to his/her abilities and interests. The primary learning responsibility rests with the student, so the teacher is responsible to clarify the course expectations from the start, offer guidance and support to meet them, but with enough flexibility for everyone to meet and define progress at his/her own pace in the development of assigned projects. It also corresponds to the teacher to facilitate the bibliographic material required and to provide, during the course, continuous feedback that corresponds to the rubrics established in each project, and therefore, it must have a qualitative character as well as the corresponding quantitative information. The use of technological tools and collaborative work facilitates the responsiveness of the educational process to the capabilities of individual students. If you have additional special educational need, please coordinate with the Center for Student Counseling and Psychology, writing to diversidad@ulacit.ac.cr.

Educational Resources

The course has the following educational resources to continually support the teaching- learning process:

- EBSCO virtual library from which the student can access full-text articles to complement the theory course.
- Online education platform, Blackboard, which includes tools for synchronous and asynchronous communication, as well as an area where the students' grades, files, web pages and assessments are available. On the platform, the teams have a virtual space in which they can document all activities related to the development of a business proposal.

Bibliography

REQUIRED: Financial Accounting 10th Edition 2019

[Robert Libby](#) (Author), [Patricia Libby](#) (Author), [Frank Hodge](#) (Author)
McGraw Hill

Additional Bibliography

- "Accounting review" publication
- Case Studies (provided by the professor)

COURSE SYLLABUS

Schedule

Mtg	Date	Program Content	Chapter	Teaching Strategies	Learning Activities
1	January 14 th	Accounting: An Overview of its Relevance in Business	1	Syllabus presentation	Reading comprehension
				Power Point presentation	Baseline analysis of students' knowledge of the subject matter
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 1	Final project outlines
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
2	January 21 st	The Fundaments of Accounting Entities and Balance Sheets	1	Power Point presentation	Case 1
				Discussion about different elements of balance sheet	Reading comprehension
				Problems	Class discussion
				Questions and answer session regarding practice.	Q&As
				Students will read the respective chapter 1	
				Apply the theory on practical exercises at home.	
				Class discussions of relevant topics	
3	January 28 th	Income Measurement: The Accrual Basis	2	Power Point presentation	Reading comprehension
				Questions and answer session	Class discussion

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				regarding practice	
				Students will read the respective chapter 2	Q&As
				Apply the theory on practical exercises at home	
				Class discussions of relevant topics	
4	February 4th	Income Measurement: The Accrual Basis	2	Power Point presentation	Case 2
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 2	Class discussion
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
5	February 11th	The Recording Process: Journals and Ledgers	3	Power Point presentation	Reading comprehension
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 3	Q&As
				Apply the theory on practical exercises at home	
				Questions and answer session regarding practice	
6	February 18th	The Recording Process: Journals and Ledgers	3	Power Point presentation	Case 3
				Class discussions of relevant topics	Reading comprehension
				Students will	Class discussion

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				read the respective chapter 3	
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
				Class discussions of relevant topics	
7	February 25th	First Advance of the Project		Questions about the first advance of the project	Submit first advance of the project
				Group questions and constructive discussion	Class discussion Q&As
8	March 4th	Accounting Adjusting and Financial Statement Presentation	4	Power Point presentation	Reading comprehension
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 4	Feedback on first advance of the project
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
9	March 11th	Accounting Adjusting and Financial Statement Presentation	5	Power Point presentation	Case 5
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 5	Class discussion
				Apply the theory on practical exercises at home	Q&As

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				Questions and answer session regarding practice	
10	March 18th	Accounting Cycle	5	Power Point presentation	Reading comprehension
				Class discussions of relevant topics	Class discussion
				Students will read the respective chapter 5	Q&As
				Apply the theory on practical exercises at home	
				Questions and answer session regarding practice	
11	March 25th	Accounting Cycle	5	Power Point presentation	Case 6
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 5	Class discussion
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
12	April 1st	Sales Revenue, cash and accounts receivable	6	Power Point presentation	Reading comprehension
				Problems	Class discussion
				Class discussions of relevant topics	Q&As
				Students will read the respective chapter 5	
				Apply the theory on practical exercises at home	

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				Questions and answer session regarding practice	
13	April 8th	Second Advance of the Project		Questions about the second advance of the project	Submit second advance of the project
				Group questions and constructive discussion	Class discussion Q&As
14	April 22nd	Valuing inventory, cost of goods sold and gross profit HOLIDAY	7	Power Point presentation	Case 7
				Class discussions of relevant topics	Reading comprehension
				Students will read the respective chapter 5	Class discussion
				Apply the theory on practical exercises at home	Q&As
				Questions and answer session regarding practice	
15	April 29th	Final Project Presentations		Presentations	Final project due date
				Group questions and constructive discussion	