

BUSI 261, Legal & Ethical Responsibilities in Professional Accounting, Syllabus (3 credits)

COURSE DESCRIPTION

Students gain a foundational working knowledge of professional, ethical, and legal responsibilities in the accounting field. Case studies provide practice in analyzing issues accountants face on a daily basis, applying relevant federal and state laws, and making ethical decisions informed by Christian perspectives.

REQUIRED TEXTS & RESOURCES

Mintz, S. M, & Morris, R. E (2017) *Ethical obligations and decision making in accounting* (4th ed.). New York, NY: McGraw-Hill Education. ISBN: 978-1259543470

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can found at www.pointuniversityshop.com

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1		
	Read Chapter 1	
	Online Discussion #1	Initial post: Week 1, Day 5 Response post: Week 1, Day 7
	Welcome to BUSI 261 – Review requirements and syllabus	
	PowerPoint & Support Video(s) Chapter 1	
	Ethical Research Discussion Paper #1	Week 1, Day 7
	Exam #1	Week 1, Day 7
	Assignment: Case 1-10 Better Boston Bean	Week 1, Day 7
Week 2		
	Read Chapter 2	
	Online Discussion #2	Initial post: Week 2, Day 5 Response post: Week 2, Day 7
	PowerPoint & Support Video(s) Chapter 2	

	Ethical Research Discussion Paper #2	Week 2, Day 7
	Exam #2	Week 2, Day 7
	Assignment: Case 2-4 A Faulty Budget (a GVV Case) and Case 2-10 WorldCom	Week 2, Day 7
Week 3		
	Read Chapter 3	
	Online Discussion #3	Initial post: Week 3, Day 5 Response post: Week 3, Day 7
	PowerPoint & Support Video(s) Chapter 3	
	Ethical Research Discussion Paper #3	Week 3, Day 7
	Exam #3	Week 3, Day 7
	Assignment: Case 3-3 United Thermostatic Controls (a GVV case)	Week 3, Day 7
Week 4		
	Read Chapter 4	
	Online Discussion #4	Initial post: Week 4, Day 5 Response post: Week 4, Day 7
	PowerPoint & Support Video(s) Chapter 4	
	Ethical Research Discussion Paper #4	Week 4, Day 7
	Exam #4	Week 4, Day 7
	Assignment: Case 4-4 Commercialism versus Professionalism (a GVV case)	Week 4, Day 7
Week 5		
	Read Chapter 5	
	Online Discussion #5	Initial post: Week 5, Day 5 Response post: Week 5, Day 7
	PowerPoint & Support Video(s) Chapter 5	
	Ethical Research Discussion Paper #5	Week 5, Day 7
	Exam #5	Week 5, Day 7
	Assignment: Case 5-7 Diamond Foods: Accounting for Nuts	Week 5, Day 7
Week 6		
	Read Chapter 6	
	Online Discussion #6	Initial post: Week 6, Day 5 Response post: Week 6, Day 7
	PowerPoint & Support Video(s) Chapter 6	
	Ethical Research Discussion Paper #6	Week 6, Day 7
	Exam #6	Week 6, Day 7
	Assignment: Case 6-3 Richards & Co: Year-end Audit Engagement	Week 6, Day 7
Week 7		
	Read Chapter 8	

	Online Discussion # 7	Initial post: Week 7, Day 5 Response post: Week 7, Day 7
	PowerPoint & Support Video(s) Chapter 8	
	Final submission: Ethical Research Discussion Paper #7	Week 7, Day 7
	Exam #7	Week 7, Day 7
	Assignment 1: Case 8-3 Parmalat: Europe's Enron	Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Weekly Discussion Forum (7 x 20 pts.)	140
Weekly Exams (7 x 25 pts.)	175
Case Studies (7 x 40 pts.)	280
Ethical Research Discussion Paper (6 x 55 pts, 1 x 75 pts)	405
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Develop students to adequately review, discuss and explain the ethical and legal duties in accounting.	Program Objective(s)
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	Objective 1.1: Students describe and explain the reliability of accounting professionals and the importance of upholding legal and ethical responsibilities.	3.1
	Objective 1.2: Students adequately explain and summarize the reasons accountants engage in ethical decision making.	3.1
	Objective 1.3: Students discuss and apply the moral code of conducts that guides the actions of accounting professional groups including CPAs and auditors.	3.1
	Objective 1.4: Students differentiate between laws and ethical obligations and their effect on accountants decision-making process.	3.1
	Objective 1.5: Students discuss, explain and apply the regulation of the accounting profession.	3.1
Goal 2: Equipped students with the knowledge to analyze and interpret the cognitive processes and the ethical decision making in business and accounting enterprises.		
	Objective 2.1: Students read and summarize financial information and incorporate ethical decision-making process in business.	3.1, 4.3
	Objective 2.2: Students review, interpret and demonstrate accurate knowledge of the moral areas in accounting and auditing.	3.1, 4.3
	Objective 2.3: Students analyze the thought process involved in the decision-making process in business and accounting environment.	3.1, 4.3
	Objective 2.4: Students identify, examine and establish the bases and ethical utilization of information use for business purposes.	3.1, 4.3
Goal 3: Prepare students to recognize, discuss and incorporate the ethics and governance of accounting practices.		
	Objective 3.1: Students reviews and summarize the accounting professionals' ethical standards in their organizations.	3.1, 4.3, 5.1
	Objective 3.2: Students read, examine, understand and explain the causes of fraud, detection methods, and preventive controls in businesses.	3.1, 4.3, 5.1
	Objective 3.3: Students apply religious and philosophical fundamentals of ethical and legal standard into the accounting practice.	5.2
	Objective 3.4: Students review and apply the legal responsibilities of officers and directors.	3.1, 4.3, 5.1
	Objective 3.5: Students analyze and outline the ethical foundation for whistleblowing and the accountants' responsibilities to whistleblowers in accounting practice.	3.1, 4.3, 5.1
Goal 4: Develop students to identify, review and incorporate the ethical, legal and professional reasoning guiding accounting practices.		
	Objective 4.1: Students distinguish between audit requirements for errors, fraud, illegal acts and explain the characteristics of ethical leaders.	4.3, 5.1, 5.3

	Objective 4.2: Students examine, describe and discuss fraud risk assessment procedures, the moral intensity and the organizational philosophy that impacts the governance in accounting	4.3, 5.1, 5.3
	Objective 4.3: Students review, comprehend and discuss the standards for audit reports and the implications of ethical management failure on whistleblowing in accounting.	4.3, 5.1, 5.3
	4.4: Students discuss the characteristics of professional skepticism, explain and apply <i>Public Company Accounting Oversight</i> Board auditing standards.	4.3, 5.1, 5.3
	Objective 4.5: Students discuss, explain and apply the <i>Public Company Accounting Oversight</i> Board examination method.	4.3, 5.1, 5.3
Goal 5: Cultivate students to determine, evaluate, analyze, and apply ethical, legal, regulatory and professional judgment in accounting practices.		
	Objective 5.1: Student differentiates between common-law judgments, accountants' legal obligation and describes how professional judgment and skepticism impacts moral decision making.	4.3, 5.1, 5.3
	Objective 5.2: Students explain the foundation for accountants' statutory legal obligation and discuss how the public's concern may be affected by profitable actions of CPAs.	4.3, 5.1, 5.3
	Objective 5.3: Students analyze and discuss accountants' legal obligations under Sarbanes –Oxley Act and describe the procedure to decide ethical conflicts that affect reliability and impartiality.	4.3, 5.1, 5.3
	Objective 5.4: Student distinguishes between legal compliance, management values and discusses how <u>non-attest</u> services can impair audit independence.	4.3, 5.1, 5.3
	Objective 5.5: Students discuss and apply the factors that support universal ethics and preclude universal fraud and corruption.	4.3, 5.1, 5.3
	Objective 5.6 Students explain and summarize the guidelines of conduct in the American Institution of Certified Public Accountants Code and discuss the integrity in tax practice.	4.3, 5.1, 5.3

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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