

Emitted
✓ 10 days
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Revised per Core Review Cmte 2/25/13
Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fvsenat@uaf.edu)

9-Core (sig)

FORMAT 6

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Accounting	College/School	School of Management
Prepared by	H Charles Sparks	Phone	474-5037
Email Contact	hcsparks@alaska.edu	Faculty Contact	H Charles Sparks

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Department	Accounting	College/School	School of Management
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COURSE TITLE

Existing Course New Course Pending Approval*

*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

Group (medium or large class)	<input type="checkbox"/>
Public (medium or large class)	<input type="checkbox"/>
Public (small class)	<input type="checkbox"/>

The attached syllabus must clearly reflect the following basic elements for the
ORAL COMMUNICATION emphasis requested. Please note them directly on the

GROUP (*medium or large class*) (Regularly enrolling at least 12 students)

15% of the final grade based on oral communication .

- C 2 presentations (minimum of 5 minutes per member)
- D Question & Answer period for both presentations

**GOVERNMENTAL & NONPROFIT ACCOUNTING
ACCOUNTING 414
SPRING SEMESTER 20##**

Professor H. Charlie Sparks, Phd CPA

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Phone: 474-5037

Email: hcsparks@alaska.edu

Office hours: Tuesday 10-11:30pm and Thursday 10-12:00am, or by appointment.

Text(s): Accounting for Governmental & Nonprofit Entities 15th ed. by Earl Wilson, Jacqueline Reck & Susan Kattelus, McGraw-Hill Irwin publisher 2010.

~~This course is about fund accounting and GASB #24 comprehensive government guide~~

There will be three midterm exams during the semester and a comprehensive final exam. Assigned homework will be due the next class meeting following the chapter discussion unless noted

otherwise by the instructor.

Possible points are:



Midterm exams	300 points
Final exam	150 points
City of Smithville	100 points

material and provides incentives to study regularly. But you must do your own work. The UAF Honor Code places high expectations on student behavior and levies significant penalties for violations including assignment of a failing grades. Please read the entire code either in the UAF catalog or on-line at uaf.edu.

Students with Learning Disabilities or other challenges to fulfilling course requirements: If you have a specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to UAF Disability Services in the Center for Health and Counseling. Phone 474-7043 TTY 474-7045

TENTATIVE ASSIGNMENT SHEET

Week	Topic	Chapter /Homework	Comments
1	Introductions/Course Overview/Chapter 1	Chapter 1; E1-1 CAFR	
2	Chapter 1, Chapter 2; Accounting for State/Local Governments	Chap 1: Case 1-1, E1-2, E1-3; E2-2, E2-3	
3	Chapter 3: Government wide reporting; General Fund & Budgets	Chap 2: E2-4, E2-5, E2-6, E2-7; E3-2, E3-3, E3-4	Problems E2-4 to 2-7 due 1/31
4	Chapter 3, Chapter 4: Governmental transactions Exam #1 2/11 Chapters 1-3	Chap 3: E3-5, E3-7, E3-8; Q4-1, Q4-2, Q4-4	Problems E3-5 to 3-8 due 2/7
5	Chapter 4: Accounting for common activities of governments	Chap 4: E4-2, E4-3, E4-4, E4-5, E4-6; E4-7(a), E4-8.	Problems E4-4 to 4-8 due 2/16 Start Smithville computer case
6	Chapter 5: Construction & Capital projects funds	Chapter 5: Q5—1, Q5-2, Q5-3, Q5-6, Q5-7	
7	Chapter 5: Capital Projects funds	Chap 5; E5-2, E5-3, E5-5; E5-7, E5-10(a)	
8	Chapter 6 Long-term Liabilities & Debt Service funds Exam #2 Chapters 4-5	Chap 6: E6-2, E6-3; E6-7(a), E6-8 (a & b)	
	SPRING BREAK!!	GAAP Spring Trip!!	
9	Chapter 7: Business activities-	Chap 7: Case 7-1 & 3; E7-2, E7-4, E7-7 (a & b)	

Governmental Entities

6. & 7: E12-4 E12-5

2. Was it evident that the student rehearsed their presentation and otherwise prepared for the presentation?
3. Did the student make regular eye contact with the audience?
4. Was the presentation the appropriate length?