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| --- | --- | --- |
| **Approved Date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty: Business** |
| **Credit Hours: 3** | **Department: Accounting** |
| **BSc: Accounting** | **Course Syllabus** | **Academic Year: 20223-2024** |

**Course Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course Title** | | **Course No.** |
| **90 Credit hours** | | **Accounting Information Systems** | | **0311443** |
| **Room No.** | **Class Time** | | **Course Type** | |
| **314** | **Sat/Mon.**  **13:10-14**  **Mon.**  **22:10-23** | | University Requirement Fuculty Requirement   * Major Requirement  Elective **🗹** Compulsory | |

**Instructure Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| [asamara@philadelphia.edu.jo](mailto:asamara@philadelphia.edu.jo) | **Sat/Mon.**  **9-11**  **12-13** | **2342** | **3317** | **Dr. Abeer Samara** |

**Course Delivery Method**

|  |  |  |  |
| --- | --- | --- | --- |
| **🗹 Blended Online Physical** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Percentage** |
| **%66.7** |  | **33.3%** |

**Course Description**

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| --- |
| This course provides a basic knowledge of how accounting information systems function in today’s business environment. It emphasizes the internal control feature necessary to produce accurate and reliable accounting data as it looks at how accounting information is recorded, summarized and reported in both manual and computerized systems. |

**Course Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **Corresponding Program Outcomes** | **Outcome** | **Number** |
| **Knowledge** | | |
| **KP1** | Identify and explain the roles and components of AIS and explain the role of AIS in modern organizations. | **K1** |
| **KP5** | Describe in detail the purpose of AIS and the links between business structure, processes, performance, and information systems | **K2** |
| **Skills** | | |
| **SP1** | Analyze information flows in an organization and develop conceptual models of organizational relationships. | **S1** |
| **SP2** | Generate different forms of systems documentation including data-flow diagrams, process maps, and system flowcharts. | **S2** |
| **Competencies** | | |
| **CP2** | Use the software package MS ACCESS™ to implement the conceptual models of information systems, and demonstrate how that knowledge transfers to a variety of comparable systems and software packages. | **C1** |
| **CP3** | Students demonstrate their oral communication skills in group presentations. | **C2** |

**Learning Resources**

|  |  |
| --- | --- |
| Romney, Marshall B. Steinbart ,Paul John. (2020). Accounting information systems. 14th Edition – Edinburgh Gate, Harlow: Pearson Education, Inc. | **Course Textbook** |
| Richardson, V. J., Chang, C. J. and Smith, R. (2021). Accounting Information Systems. McGraw-Hill Education. | **Supporting References** |
| <http://wps.prenhall.com/bp_romney_ais_12/182/46645/11941370.cw/index.html> | **Supporting Websites** |
| **🗹 Classroom Laboratory Learning Platform Other** | **Teaching Environment** |

**Meetings and Subjects TimeTable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Task** | **Learning Method\*** | **Topic** | **Week** |
| **Course Syllabus** |  |  | Introduction and Review of the Course Syllabus. | **1** |
| **Ch 1** |  | Direct Instruction | Accounting Information System: An Overview. | **2** |
| **Ch 2** |  | Direct Instruction/ Flipped Classroom | Overview of Transaction Processing and Enterprise Resource Planning Systems | **3** |
| **Ch 2** |  | Direct Instruction | Overview of Transaction Processing and Enterprise Resource Planning Systems | **4** |
| **Ch 3** | **MS Access lab session 1**  **Introduction to Access & Database** | Direct Instruction | Systems Documentation Technique.  Prepare and use data flow diagrams to understand, evaluate, and document information systems | **5** |
| **Ch 3** |  | Direct Instruction/ Flipped Classroom | Systems Documentation Technique.  Prepare and use data flow diagrams to understand, evaluate, and document information systems | **6** |
| **Ch 4** | **Note:** **students are required to use the following publisher’s Web site:** [**http://www.prenhall.com/romney**](http://www.prenhall.com/romney) | Direct Instruction | Relational Databases | **7** |
| **Ch 4** | **MS Access lab session 2**  **Relational Databases** | Direct Instruction | Relational Databases | **8** |
| **Ch 5** |  | Direct Instruction | Computer Fraud | **9** |
| **Ch 12** |  | Direct Instruction | The Revenue Cycle: Sales To Cash Collections. | **10** |
| **Ch 13** | **MS Access lab session 3**  **Perform simple queries using the Microsoft Access database.** | Direct Instruction | The Expenditure Cycle: Purchasing To Cash Disbursements. | **11** |
| **Ch 14** |  | Direct Instruction | The Production Cycle | **12** |
| **Ch 15** |  | Direct Instruction | The Human Resources Management And Payroll Cycle | **13** |
| **Ch 15** |  | Direct Instruction | The Human Resources Management And Payroll Cycle | **14** |
|  |  | Group Projects Presentations | Revision | **15** |
|  |  |  | **Final Exam** | **16** |

\*Includes: lecture, flipped Class, project based learning, problem solving based learning, collaboration learning.

**Course Contributing to Learner Skills Development**

|  |
| --- |
| **Using Technology** |
| Use the software package MS ACCESS™ to implement the conceptual models of information systems, and demonstrate how that knowledge transfers to a variety of comparable systems and software packages. |
| **Communication Skills** |
| Prepare and present a report on Accounting Information Systems. |
| **Application of Concept Learnt** |
| Learn basic data analytics techniques using an analytics application (e.g. MS ACCESS™, Microsoft's Power BI) |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Outcomes**  **to be Assessed** | **Assessment Time**  **(Week No.)** | **Grade** | **Assessment Methods** |
| **K1/K2** | **8** | **30 %** | **Mid Term Exam** |
| **C1/C2/S1/S2** | **15**  **Project 20mark+10mark Exam** | **30 %** | **Term Works\*** |
| **K1/K2** | **16** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* Include: quizzes, in-class and out-of-class assignments, presentations, reports,

videotaped assignment, group, or individual project.

**Alignment of Course Outcomes with Learning and Assessment Methods**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| **Exam** | **Direct Instruction/ Flipped Classroom** | Identify and explain the roles and components of AIS and explain the role of AIS in modern organizations. | **K1** |
| **Exam** | **Direct Instruction/ Flipped Classroom** | Describe in detail the purpose of AIS and the links between business structure, processes, performance, and information systems | **K2** |
| **Skills** | | | |
| **Project Based Learning** | **Class Assignment** | Analyze information flows in an organization and develop conceptual models of organizational relationships. | **S1** |
| **Project Based Learning** | **Class Assignment** | Generate different forms of systems documentation including data-flow diagrams, process maps, and system flowcharts. | **S2** |
| **Competencies** | | | |
| **Class Assignment** | **Group Report** | Use the software package MS ACCESS™ to implement the conceptual models of information systems, and demonstrate how that knowledge transfers to a variety of comparable systems and software packages. | **C1** |
| **Group Project** | **Group Presentation** | Students demonstrate their oral communication skills in group presentations. | **C2** |

\*Include lecture, flipped class, project-based learning, problem-solving-based learning, and collaboration learning.

\*\* Include quizzes, in-class and out-of-class assignments, presentations, reports, videotaped assignments, and group or individual projects.

**Course Polices**

|  |  |
| --- | --- |
| **Policy Requirements** | **Policy** |
| The minimum pass for the course is (50%) and the minimum final mark is (35%). | **Passing Grade** |
| * Anyone absent from a declared semester exam without a sick or compulsive excuse accepted by the dean of the college that proposes the course, a zero mark shall be placed on that exam and calculated in his final mark. * Anyone absent from a declared semester exam with a sick or compulsive excuse accepted by the dean of the college that proposes the course must submit proof of his excuse within a week from the date of the excuse’s disappearance, and in this case, the subject teacher must hold a compensation exam for the student. * Anyone absent from a final exam with a sick excuse or a compulsive excuse accepted by the dean of the college that proposes the material must submit proof of his excuse within three days from the date of holding that exam. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lecture days (n t) and seven lectures (days). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that The article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, intellectual property rights. | **Academic Integrity** |

**Program Learning Outcomes to be Assessed in this Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targeted Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| **80% of the students achieve 7 marks or higher.** | **Group Projects Presentations** | **Accounting Information Systems** | Students demonstrate their oral communication skills in group presentations. | **CP2** |

**Description of Program Learning Outcomes Assessment Method**

|  |  |
| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| Students demonstrate their oral communication skills in group presentations.  Subject: Students should demonstrate how information systems are used by organizations to improve productivity and create competitive advantage. | **CP2** |

**Assessment Rubric of the Program Learning Outcomes**

**Group Projects Presentations 20 Marks**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Scoring Criteria** | **Total Points** | **Score** |
| **Organization**  **(3 points)** | The type of presentation is appropriate for the topic and audience. | 1 |  |
| Information is presented in a logical sequence. | 1 |  |
| The presentation appropriately cites a requisite number of references. | 1 |  |
| **Content**  **(7 points)** | Introduction is attention-getting, lays out the problem well, and  establishes a framework for the rest of the presentation. | 1 |  |
| Technical terms are well-defined in language appropriate for  the target audience. | 1 |  |
| Presentation contains accurate information. | 1 |  |
| Material included is relevant to the overall message/purpose. | 1 |  |
| Appropriate amount of material is prepared, and points made  reflect well their relative importance. | 1 |  |
| There is an obvious conclusion summarizing the presentation. | 2 |  |
| **Presentation**  **(10 points)** | Speaker maintains good eye contact with the audience and is  appropriately animated (e.g., gestures, moving around, etc.). | 2 |  |
| The speaker uses a clear, audible voice. | 2 |  |
| Delivery is poised, controlled, and smooth. | 2 |  |
| Good language skills and pronunciation are used. | 1 |  |
| Visual aids are well-prepared, informative, effective, and not  distracting. | 1 |  |
| The length of the presentation is within the assigned time limits. | 1 |  |
| Information was well communicated. | 1 |  |
| **Score** | **Total Points** | **20** |  |