



INTERMEDIATE ACCOUNTING 1

WORKSHEET QUICK REFERENCE GUIDE



FINANCIAL ACCOUNTING

- Provides useful financial information to prospective and current creditors and investors.
- External parties need information to assess the amount and timing of future cash flows.
- Financial statements are the output of the financial accounting information system.
- Method of communication with external parties regarding the results of operations, the financial position, and the cash flow activity of the company (or other economic entity).
- Prepared in accordance with GAAP (Generally Accepted Accounting Principles).
- **GAAP:** A collection of accounting standards developed over many years. It is used by companies to organize accounting records, summarize those records into financial statements, and to disclose important supporting information.

CONCEPTUAL FRAMEWORK OF FINANCIAL ACCOUNTING

A type of accounting constitution—an underlying foundation for U.S. accounting standards (U.S. GAAP)

- **Objectives of financial reporting**
 - Provide information that is useful for:
 - Making investment and credit decisions.
 - Assessing cash-flow prospects.
 - Making conclusions about entity resources, claims to those resources, and changes in those resources.
 - Objectives include assumptions, guiding principles, and qualitative and enhancing characteristics of useful financial information.
- **Assumptions**
 - **Economic entity:** The company or other entity is separately identified from the economic resources and affairs of the owners of that same company.
 - **Going concern:** Unless otherwise indicated, a business is assumed to be viable and to operate indefinitely and therefore will not be liquidated any time in the foreseeable future.
 - **Monetary unit:** Accounting reports are stated in units of money.
 - **Periodicity:** Business activity is reported in definite time periods.
EX: An income statement could show the revenues that occurred and the expenses that were incurred for a particular fiscal year.
- **Principles**
 - **Revenue recognition:** Revenue is realized when goods and/or services have been exchanged for cash or claims to cash (sales made on credit).
 - Revenue is earned when the earnings process has been completed and payment has been reasonably assured. See **Revenue Recognition**.
 - **Expense recognition:** There are three approaches:
 1. **Cause and effect:** Expenses that are related to the generation of revenue must be recognized in the same period as the revenue.
EX: A sale is made and the cost of goods sold for that sale is also recorded.
 2. **Systematic and rational allocation of costs as expenses for a period**
EX: A business acquires a truck for \$30,000 and estimates that its useful life will be 5 years with no residual value at the end of 5 years. Each year the company will recognize a depreciation expense of \$6,000 (\$30,000/5 years) as a systematic and rational allocation of the cost of the truck over its useful life.
 3. **Immediate expense recognition:** It is difficult and often not economically feasible to precisely associate a cost directly with a particular revenue or period; therefore, the cost is "expensed" immediately.
EX: Salaries and wages, supplies expense, utilities expense.

- **Historical cost:** Transactions are initially recorded in the accounting records (journals and ledgers) at cost, since at that point in time, cost is the most objective measure of value.
- **Full disclosure:** Financial statements should reveal all information that would influence financial statement users' decisions.
- **Qualitative characteristics**
 - **Relevance:** Information is relevant to decision makers if it has:
 - Predictive value or confirmatory value or is material.
 - **Materiality:** Makes a difference to a decision maker.
EX: A relatively small inventory loss will make no difference to an investor of a company, but a relatively large one will.
 - **Faithful representation**
 - **Completeness:** All transactions and accounts that should be in the financial statements are included in the financial statements.
 - **Neutrality:** Information included in the financial statements must be unbiased, reflecting a balanced view of financial position and the elements of the income statement.
 - Freedom from error
 - **Enhancing qualities**
 - **Comparability:** Information is comparable when accounting standards and policies are applied consistently from one period to another and from one entity to another.
 - Comparability between entities and consistency in the application of methods over time increases the value of comparisons of relative economic opportunities or performance.
 - **Verifiability:** It should be possible for a company's reported financial results and financial standing to be reproduced by a third party, given the same facts and assumptions.
 - This is a quality that may be demonstrated by receiving a high degree of consensus among independent observers using the same measurement methods.
 - **Timeliness:** Refers to providing financial information to users of financial statements in a manner for them to take action and make good decisions. It is the quality of information being available to decision makers before it becomes "stale," thereby losing its capacity to influence decisions. If information is not available when it is needed or becomes available so long after the reported event that it has no value for future action, it lacks relevance.
 - **Understandability:** The quality of information that allows the financial statement user to perceive its significance.
 - Understandability of information is a prerequisite to the information being useful to particular decision makers.
 - Information cannot be useful to decision makers who cannot understand it.

INCOME STATEMENT

The profit and loss statement (P&L), statement of operations, or statement of earnings.

- The income statement shows the profitability of a company during the time interval specified in its heading.
- The period of time that the statement covers will vary.
EX: The heading may state:
 - "For the Three Months Ended December 31, 2019"
 - (The period of October 1 through December 31, 2019)
 - "The Four Weeks Ended December 27, 2019"
 - (The period of November 29 through December 27, 2019)
 - "The Fiscal Year Ended June 30, 2019"
 - (The period of July 1, 2018 through June 30, 2019)

Elements:

- Revenues and expenses of the entity's major activities
- Gains and losses from other activities
- The sum of the income statement elements is the net income (loss) for a period of time.
$$\text{Revenues} + \text{Expenses} + \text{Gains} - \text{Losses} = \text{Net income or loss}$$
 - Income from continuing operations includes the revenues, expenses, gains, and losses that will most likely continue in future periods.
 - Income from continuing operations is the best predictor of cash flow.
 - **Revenues:** Inflows of resources resulting from providing goods or services to customers.
EX: Sales, fees earned, interest earned by lending institutions, royalties, and rents received are all revenues.
 - **Expenses:** Outflows of resources incurred while generating revenues. They are the costs of providing goods and services to customers.
EX: Cost of goods sold, wages and salaries, rent, depreciation, interest, and taxes.
 - Gains and losses are increases or decreases in equity from incidental or peripheral transactions (those not central to the day-to-day operations—primary revenue-generating activities).
 - Gains and losses are changes in equity that do not result directly from the day-to-day operational activities but are related to the operations.
EX: Gains and losses from the sale of equipment or buildings.
 - **Comprehensive income:** All changes in equity during a period except those from investments by and distributions to owners.
$$\text{Comprehensive income} = \text{Net income} + \text{Other comprehensive income (OCI)}$$
 - Other comprehensive income (OCI) items in net of tax:
 - Unvalued holding gains and losses on available-for-sale securities.
 - Gains and losses on derivatives designated, qualifying, and effective as cash flow hedges.
 - Certain amounts associated with recognition of the funded status of post-retirement benefit plans.
 - Certain foreign currency items.

REVENUE RECOGNITION

Determines when and how much revenue appears in the income statement.

- To determine how much revenue to recognize and when to recognize it, accountants apply the core revenue recognition principle:
 - Revenue is recognized when goods or services are transferred to customers for the amount the company expects to be entitled to receive in exchange for those goods or services.
 - Key assumption of the revenue recognition principle:
 - The seller has one or more performance obligations—promises to transfer goods or services to the customer.

Five Steps of the Revenue Recognition Principle

1. Identify the contract with a customer.
 - A. A contract is approved and the parties have committed (written or oral).
 - B. The rights of the parties are identified and it is clear what each party is giving and/or receiving.
 - C. The payment terms are specified.
 - D. The agreement has commercial substance; the exchange is actually worth something.
 - E. Collectability is probable.
2. Identify the performance obligation(s) in the contract.
 - A. What needs to be done under the contract? What is to be delivered?
 - B. Each performance obligation should be identified into distinct pieces or bundles.

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L Darling-Hammond



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Daily Graphic Elvis Aryeh, 2000-02-28 **South African national bibliography**, 1998 Classified list with author and title index **ICEL2015-10th International Conference on e-Learning** Dr Carlton Watson, 2015-06-12 These proceedings represent the work of researchers participating in the 10th International Conference on e Learning ICEL 2015 which is being hosted this year by the College of the Bahamas Nassau on the 25 26 June 2015 ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in the area of e Learning It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e Learning available to them With an initial submission of 91 abstracts after the double blind peer review process there are 41 academic Research papers and 2 PhD papers Research papers published in these Conference Proceedings These papers come from some many different countries including Australia Belgium Brazil Canada China Germany Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A selection of the best papers those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL the Electronic Journal of e Learning www.ejel.com These will be chosen for their quality of writing and relevance to the Journal s objective of publishing papers that offer new insights or practical help into the application e Learning *The Mobile Learning Voyage - From Small Ripples to Massive Open Waters* Tom H. Brown, Herman J. van der Merwe, 2015-10-14 This book constitutes the proceedings of the 14th International Conference on Mobile and Contextual Learning mLearn 2015 held in a cruise ship leaving from and arriving to Venice Italy in October 2015 The 22 revised full papers and 6 short papers presented were carefully reviewed and selected from 81 submissions The papers deal with the topics related to the theme of the conference The mobile learning voyage from small ripples to massive open waters The conference theme paid tribute to the developments that brought mobile learning from its infancy steps in the early 2000s to maturity in 2015 while simultaneously paving the way for the broad and open waters ahead with new developments and progress in mobile learning and emerging ambient technologies **Proceedings of the 23rd European Conference on e-Learning** Fernando Moriera, Managing Public Money J. C. Pauw, 2002 **Guide to Indian Periodical Literature**, 2007 **Study Opportunities at Universities and Possible Initial Occupations, 1992/1993** H. Craemer, 1992 *Guide to Microforms in Print*, 2009 Intelligent Human Systems Integration 2020 Tareq Ahram, Waldemar Karwowski, Alberto Vergnano, Francesco Leali, Redha Taiar, 2020-01-22 This book presents cutting edge research on innovative human systems integration and human machine interaction with an emphasis on artificial intelligence and automation as well as computational modeling and simulation It covers a wide range of applications in the areas of

design construction and operation of products systems and services and discusses the human factors in a wide range of settings Gathering the proceedings of the 3rd International Conference on Intelligent Human Systems Integration IHSI 2020 held on February 19 21 2020 in Modena Italy the book s goal is to advance the theory and applications of artificial cognitive systems and improve human artificial systems collaboration Special emphasis is placed on automotive design autonomous vehicles and the applications of artificial intelligence The book offers a timely survey and source of inspiration for human factors engineers automotive engineers IT developers and UX designers who are working to shape the future of automated intelligent systems

Activating Academia for an Era of Colliding Crises Alison Julia Katherine Green,Adam R. Aron,James Dyke,2025-10-28 While there has been discussion for decades about the need to rethink the core purpose of academia to enable all to live well on a planet of finite resources humanity s present predicaments point to a paradox at the heart of the academic enterprise Although academic institutions have originated research and innovations that underpin much of what we view as development and progress these same advances are also responsible for the global crises we now face Indeed many voices are now arguing that academia can and must do more to drive the transformative change that is needed if we are to avert the imminent catastrophe that is almost upon us The Alliance for Sustainability leadership in Education EAUC in conjunction with Second Nature and the United Nations Environment s Youth and Education Alliance announced in 2019 that over 7 000 higher and further education institutions across six continents were declaring a climate emergency with a three point plan for action as part of the Race to Zero This enshrined a bolder commitment from academia to play its part in achieving net zero greenhouse gas emissions While there has been success over several decades in fostering Education for Sustainable Development ESD and in embedding sustainability in curricula the efficacy of this has arguably been limited by the disciplinary silos in which academics find themselves Similarly the research and scholarly work that is needed to fully understand planetary limits transcends the traditional silos of academic disciplines This Research Topic then will examine what needs to change to optimise ESD and transdisciplinary approaches to research and teaching It will explore ways in which theories of change can be brought to bear on these issues Our Research Topic also centres on the responsibility acknowledged increasingly by academics for academic institutions and sectors and for academics themselves to do more As trusted educators communicators and policy influencers academia has unique potential and responsibility to guide students and society through this transition to a better future In the case of many academics this means embracing advocacy and activism as their moral responsibility at this point in humanity s history To this end the Research Topic will consider ways in which climate justice principles may be used to explore the responsibilities of academic institutions as one example of an actor with the capacity to influence the drivers of climate breakdown to act In some nations academic institutions have fallen prey to a set of neoliberal assumptions that have arguably diminished the agency of individual academics The marketisation of higher education is rife in some nations e g UK and US and while some academics have documented rising inequality a

deepening climate and ecological crisis socio economic breakdown and the deteriorating psychological and physical well being these engender they have so far proven mostly powerless to reorient their fields to confront these challenges at the institutional level Consequently they remain unable to pursue an agenda for change that benefits their students and wider society This Research Topic welcomes research that explores actions available to academics from diverse perspectives including models of behavioural change Decades of research have shown that warnings do not work and that evidence based recommendations do not necessarily translate into policy or institutional change Academics increasingly refer to a broken science society contract suggesting that calls to listen to the science and expectations that warnings issued by scientists will be heeded reflect a depoliticized view of the relationships between science and society This failure to recognise the intricate ways in which science and policy are connected raises questions about the neutrality of research and the academic enterprise Our Research Topic invites articles that explore how we might re make the science society contract Questions about the independence and interdependence of research and teaching inevitably arise when academic institutions are in receipt of funds from corporations charities foundations and individuals Institutions can be compromised by vested interests often in the form of corporate interests that can influence research curriculum and staff appointments and the will of senior management to address this problem is poor While there are laudable initiatives aimed at resolving intersecting challenges and promoting transdisciplinary approaches in higher education it is fair to say that increasing numbers of academics globally realise that we are not set up to ready society for an era of colliding environmental and social crises Many fear that academia is guilty of perpetuating the problems that have created this crisis And while growing numbers hold this view few have ready answers as to what more academics and academic institutions can do In spite of this some academics have chosen to step outside of their conventional roles embracing advocacy and activism either taking individual action outside of their role or seeking to drive change within their institutions One problem is that action is fragmented often reliant upon the energies and tenacity of one or more individuals who have sought to re define their roles to embrace the responsibility they feel to act The Research Topic will serve to aggregate work on academic activism and to raise awareness of ways in which academics can act It will also examine the notion that we need to remake the science society contract and will explore what that entails The Research Topic will explore the interrelations between science and society and highlight the need to examine political dimensions of decision making and knowledge production To begin to provide answers to the questions of what it is that academics can do to drive transformational change this Research Topic brings together voices from diverse disciplines and nations Their voices have in common one thing each has reflected on or re imagined their role and purpose as an academic and each has embraced advocacy or activism The articles will be organised around three broad themes i In what ways are our academic institutions either failing or succeeding We invite articles that expose the overt and covert influences on academia such as neoliberal structures and fossil fueled research agendas We also invite articles centred on examples of

good practice such as initiatives to foster transdisciplinary approaches to research and education ii Trailblazers for transformative change We invite case studies and critiques from the front lines from academics exploring and putting into practice their own take on What can I do Evaluations of what has and has not worked to drive change at the institutional and individual levels are welcomed iii The disruptors that are already initiating transformations in HE The growth of for profit private providers open access teaching resources and other online approaches that threaten the business models of existing public and nonprofit institutions who struggle to compete with the relevance and just in time education that is becoming available via novel actors We welcome articles exploring the potential for disruption Bears' Guide to Earning Degrees by Distance Learning John Bear,2001 *Australian Books in Print* ,1992 **Financial Accounting 1** ,1995 Produced for unit MAA201 Financial accounting 1 offered by the Faculty of Managements School of Accounting and Finance in Deakin University s Open Campus Program International Handbook of Universities ,2010 **Academic Year Abroad 2000** Institute of International Education, New York, NY.,Institute of International Education (New York, N.Y.),2000 This guide provides descriptions of 2 617 study abroad opportunities that take place during the academic year and are at least one academic quarter in length Introductory information provides information on the Institute of International Education IIE IIE publications how to use the guide abbreviations planning for study abroad additional resources for study abroad and suggestions on how to read study abroad literature The main body of the guide consists of individual program descriptions arranged alphabetically by geographic region and country In addition to specific country and city listings there is a worldwide section for programs that are active in more than one world region Each listing provides information on institutional program sponsor name of the program program site dates subjects of study eligibility credit instructional language and methods cost housing deadline for application other information and contact information Programs are indexed by sponsoring institution consortia fields of study special options and cost ranges RH **Academic Year Abroad, 2001** Institute of International Education, New York, NY.,Institute of International Education (New York, N.Y.),2001 This guide provides detailed listings of more than 2 600 programs sponsored by U S and foreign universities language schools and a wide variety of other organizations Most educational opportunities listed in this directory are available to undergraduates but many programs are open to precollege students graduate students teachers professionals and other adults Options range from lecture courses and intensive language immersions to internships student teaching field research and voluntary service The body of the guide consists of program descriptions arranged alphabetically by geographic region and country There is also a worldwide section for programs that are active in more than one area Each listing provides information on the institutional sponsored and enrollment and contact information A sample listing explains each section of the description Programs are also indexed by sponsoring institution consortia fields of study special options cost ranges and duration SLD **Guide to Microforms in Print** K G Saur Books,K. G. Saur Verlag GmbH & Company,2006 **Guide to Distance**

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Decoding **Unisa Financial Accounting 1 Study Guide**: Revealing the Captivating Potential of Verbal Expression

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