

Accounting Capstone Project Sample

ABSTRACT

The capstone courses required in accounting programs integrate the experiences of students throughout the curriculum (Washington University, 2007), while offering distinct (Shadh, 2005) as well as experiences that are considered as transformative. Students take several courses under the accounting program without having to prepare complete series of financial statements. As such, accountants need not just calculate the amounts needed for financial statements, but also skills and knowledge needed in order to choose reporting methods and principles, identifying the judgment needed in applying them, as well as the capability to prepare different financial statements, as disclosures. This capstone paper discusses the use of Excel in the field of individually tailored, computer assisted, as well as learning experience designed to offer students collaborate experiences which otherwise would be missing out of the accounting program.

INTRODUCTION

Throughout the years, capstone courses under different accounting programs have been tested to be useful when it comes to introducing the students' experiences to collaborating their skills regarding discipline curriculum (Washington University, 2007). The faculty is urged to implement teaching methods that are learner centered, or those which are coherent and well-thought of.

Students in the field of financial accounting have the option to complete the introductory principles course, advanced accounting course, intermediate accounting, most likely without any



complete financial statement sets. The use of an experience that is computer assisted offers an integrative learning process, via a randomization process in Excel, serving as the main focus of this paper.

LITERATURE

There is an increasing amount of evidence that using technology in the field of accounting enhances the learning process. Students also report that different aspects of educational innovation, including the introduction of the use of technology, helps students a lot (Taylor, 2011). Knorr (2010) also indicates that content involving dynamic problems embedded within accounting problems, evaluated by students via the internet, may offer an improved learning experience, compared to the standard static content involved in the use of accounting course materials.

THE RANDOMIZATION PROCESS IN EXCEL

The foundation of a capstone problem includes an unadjusted trial balance, highlighted to the students with the adjusted trial balance of the previous year. The latter is required in order to generate the actual Statement of Cash Flows. The process involved in the customization of these trial balances create a separate problem set for every student using the =RAND() functionality in Excel.

CONCLUSION

Capstone courses under accounting programs are proven to be valuable when it comes to integrating student experiences and their knowledge regarding a particular discipline curriculum. Students of financial accounting may have the option to complete intermediate accounting, principles courses, as well as advanced accounting. This is taking into consideration the lack of preparation of a complete financial statement set.

The course also presents a complex problem which needs students to analyze and review data, determining a specific course of action, and eventually integrating or synthesizing their knowledge regarding financial accounting in order to come up with a complete financial set, as well as the needed disclosures.

The basis for this problem is the presence of an unadjusted trial balance, along with a narrative series of conditions and events. The problem is presented through the use of a specific function in Excel which generates random numbers, used as multipliers of decimal fraction, with the values presented as multiplicands in a master trial balance. This enables for the creation of worksheet solutions as well as financial statements that are needed in grading keys.

REFERENCES

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