**ACCOUNTING 460B, Managerial Accounting, Fall 2017 (1st half of the semester)**

**Section 1: 9:00-10:45; Section 2: 11:00 to 12:45; and Section 3: 1:00- 2:45**

**Classroom: BUSAD E204**

**Instructor:** Dr. Shirley Daniel (E‑Mail: sdaniel@hawaii.edu)

**Office:** Shidler College of Business B201 (Tel: 956‑3249)

**Office Hours:** Thursday 3:30 to 5:00 p.m. and by appointment

I. **Course Description and Objectives:**

Course Catalog Description: Current and relevant managerial accounting topics. Current accounting issues discussed. Lectures, discussions, case analysis.

Management Accounting: This course covers methods used to report information for decision-making within business firms. Coverage includes activity based costing; preparing and analyzing budgets; cost-based managerial decision techniques, and the analysis of variances for performance evaluation, etc. The most important components of management accounting are: (a) cost measurement, accumulation and control; (b) strategic planning, budgeting, and control; (c) performance measurements, management and rewards; (d) decision making analysis and transfer pricing.

Quizzes/Exams, Case analysis and discussions, student projects and oral presentations will be used to reinforce concepts covered in class, as well as to evaluate the student's understanding of the material.

**Prerequisites:** ACC418 (or concurrent), no waiver.

**Co-requisites:** ACC460e

II. **COURSE MATERIALS:**

# Required materials to purchase:

# Cases 1, 2 and 3 are Harvard cases which must be purchased online at this link.

# http://cb.hbsp.harvard.edu/cbmp/access/65645194

# Cases 4 is on Laulima. Other required readings are on Laulima

**You will need to bring a PC or MAC laptop to take REQUIRED in-class online quizzes using Laulima.**

**Quizzes are scheduled in class on August 24, September 7, September 21 and October 5.**

# Highly recommended text resources to study for quizzes and case preparation.

# Wiley CPAexcel Exam Review Study Guide: Business Environment and Concepts (Wiley CPA Exam Review Business Environment & Concepts) modules 45, 46, 47; OR Gleim CPA Review BEC modules 16, 17. 18, 19, and 20; OR similar CPA review materials

# Your ACC 202 text or similar management accounting textbook.

# Atkinson, Kaplan, Matsumura and Young, Management Accounting 6th edition (2 copies on reserve at Sinclair)

III. **GRADES:**

 Note: This is a writing intensive course, and failure to complete writing assignments as instructed will negatively impact your grade; this includes both length and quality of the written submission. The following grading weights will apply to the course:

 Four written case analyses – (4@10 points each) 40%

 Four objective online quizzes to be completed in class (4@10 points each) 40%

 Two written personal or group assessment

 /reflection assignments (2@5 points each) 10%

 Class participation and attendance 10%

 **Total 100%**

**TIME NEEDED:**This course requires considerable effort outside of class. The work is challenging and valuable.
Take responsibility and speak to me, if you want to negotiate some alternative timing arrangement. One must complete all work to receive a passing grade in the course.

**University of Hawaii at Manoa, Acc 460B - Fall 2017 (1st half of the semester)**

**Section 1: 9:00-10:45; Section 2: 11:00 to 12:45; and Section 3: 1:00- 2:45
TENTATIVE SCHEDULE for ALL SECTIONS (B and E) 2 credits WI**

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| **DATE** | **TOPIC** | **Assignment** |
| Thurs8/24MAN 1460b | Performance Measures and Management, Strategic Management, Balanced Scorecard, Ratio and productivity measurement, quality management, project management. (Wiley paper version module 45 p. 297-318 plus related multiple choice questions and/or Gleim BEC module 16) | CPA Review BECQUIZ 1 |
| Thurs 31MAN 2460b | Cost Measurement and Assignment, ABC Costing | CASE 1 – BSC case for Wells Fargo Online FS – Harvard Case to be purchased |
| Thurs9/7MAN 3460b | Decision Making, relevant costs for short-term decision making, transfer pricing, planning and control, budgeting, and forecasting, budget to actual variance analysis for direct and indirect costs, cost-volume-profit analysis. (Wiley BEC paper version module 47 and/or Gleim BEC module 18) | CPA Review BECQUIZ 2 |
| Thurs9/14MAN 4460b | Planning and Control, budgeting and projections, managing product costs, profits, and cash flows. | CASE 2 – Space and Light Yoga Studio – Harvard Case to be purchased |
| Thurs9/21MAN 5460b | Cost Measurement and Assignment, including Manufacturing costs, cost behavior, job costing and process costing, absorption and direct costing, activity based costing, inventory and product costing (Wiley paper version BEC module 46 p. 337-354 plus related multiple choice questions and/or Gleim BEC modules 19 and 20) | CPA Review BECQUIZ 3 |
| Thurs9/28MAN 6460b | Performance Measures and Management | CASE 3 – G.G. Toys Harvard case to be purchased |
| Thurs10/5MAN 7460b | Planning and Control, budgeting, and forecasting, budget to actual variance analysis for direct and indirect costs, cost-volume-profit analysis. (Wiley paper version BEC Module 47, p. 375-391 plus related multiple choice questions and/or Gleim modules 17 and 20) | CPA Review BECQUIZ 4**Reflection 1** |
| Thurs10/12MAN 8 460bFINAL | Budgeting and Planning | CASE 4 – Judd Reproductions case – on Laulima**Reflection 2 due on Mon. 10/16.** |

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| **ACCOUNTING 460B,** Managerial AccountingWriting Intensive Focus Rationale and AssignmentsThe ability to communicate technical information effectively and clearly in written form is an essential skill for every accountant. The writing assignments in this class are designed to improve student skills in presenting technical analysis and information in a professional form suitable to be submitted to a superior or a client in a professional setting. **Writing assignments will comprise 50% of the course grade and include a minimum of 11 and maximum of 19 pages and consist of the following 6 assignments**: Case 1 – Designing a Balanced Score Card - Wells Fargo Online Services - Individual written assignmentTopic – Balanced Score Card design for change management and performance motivation. Students are required to submit a 3-5 page report, suitable for submission to a superior, supported by tables, figures and written rationale describing the implementation and quantitative results for a balanced score card system, as described in the case information provided. Quality of submission must include proper grammar, appropriate report format, suitable report organizational structure with executive summary and supporting analyses with headings and subheadings, labeling of tables and figures. Instructor grading rubric and feedback will focus on quality of technical analysis, logical flow of information, clarity of explanations as well as appropriate professional formatting and grammar.Case 2 – Space and Light Yoga Studio – Completed in groups of 2 studentsTopic -- Planning, Break Even/Cost-Volume-Profit Analysis and product profitability for a simple business. Students are required to submit a 4 to 6 page memo addressed to the business owners which is supported by appropriate technical analysis as well as qualitative evaluation. All students are required to contribute equally to the writing. Instructor grading rubric and feedback will focus on quality of technical analysis, logical flow of information, clarity of explanations as well as appropriate professional formatting and grammar.Case 3 – G.G. Toys – completed in groups of 2 studentsTopic –Traditional versus ABC costing and product line profitability. Students are required to submit a 4 to 6 page memo to a superior, supported by tables, figures and written rationale describing the current costing analysis and implementation of an ABC costing analysis as described in the case information provided. Quality of submission must include proper grammar, appropriate memo format, organizational structure with headings and subheadings, labeling of tables and figures. Instructor grading rubric and feedback will focus on quality of technical analysis, logical flow of information, clarity of explanations as well as appropriate professional formatting and grammar. Case 4 – Budgeting comprehensive problem – Judd Reproductions – completed in groups of 4 studentsTopic – Budgeting and Cash Flow. Students are required to submit a 4 to 8 page memo to a superior, supported by tables, figures and written rationale describing a comprehensive set of budgeted/forecast projections based on the case information provided. Quality of submission must include proper grammar, appropriate memo format with structure with summary findings supported by appendices of budget tables and figures. Supporting analyses must contain proper headings and subheadings, labeling of tables and figures. Instructor grading rubric and feedback will focus on quality of technical analysis, logical flow of information, clarity of explanations as well as appropriate professional formatting and grammar.Two written performance reflections/assessments of 1 to 2 pages, evaluating the performance of the group for cases 3 and 4. The assessment for Case 4 should evaluate group processes and the strengths, weaknesses and the student’s satisfaction with the final product. The assessment for Case 3 should written in the form of a personal evaluation of your team partner, similar to a performance evaluation used in business. These reflection/assessment papers will be focused on improving the student’s self-insights, and ability to work in teams and with others. They will be considered confidential between the instructor and each student and not shared among students or other group members. Instructor grading rubric and feedback will focus on the insights included and evidence of self-awareness, in addition to appropriate professional formatting and grammar.Summary of writing pages required per student: Case 1 –Individual case 3 to 5 pages per studentCase 2 – 4 to 6 pages divided by team of 2 students 2 to 3 pages per studentCase 3 – 4 to 6 pages divided by team of 2 students 2 to 3 pages per studentCase 4 - 4 to 8 pages divided by group of 4 students 1 to 2 pages per studentPerformance assessment/reflection 1about case 3 process 1 to 2 pages Performance assessment/reflection 2 about case 4 process 1 to 2 pages**Required writing per student 10 to 17 pages****THE FOLLOWING POLICIES ARE JOINT POLICIES FOR ACC 460B AND 460E:ACADEMIC HONESTY:  *“The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of this institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.”***Shidler and SOA also have an Honor Code Policy. Please Do not copy from another person's memo, exam, or quiz. Please do not fail to cite sources of material that you have quoted or substantially paraphrased. Do not use unauthorized assistance. Don’t hesitate to ask questions.Students are expected to behave with integrity in all academic endeavors.  Cheating, plagiarism, as well as any other form of academic dishonesty, are not tolerated.  All incidents will be handled in accordance with the UH Student Code of Conduct. Please review the Student Conduct Code so you can make conscience and informed choices:[www.studentaffairs.manoa.hawaii.edu/policies/conduct code/](http://www.studentaffairs.manoa.hawaii.edu/policies/conduct%20code/) Relevant portions include:Acts of dishonesty, types of behavior that conflict with the community standards that the UH values and expects of students, include but are not limited to the following:     a.  cheating, plagiarism, and other forms of academic dishonesty,     b.  furnishing false information to any UH official, faculty member, or office,     c.  forgery, alteration, or misuse of any UH document, record, or … identification.The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.In addition to the above, the instructor specifically prohibits the following behaviors, and includes them within the definition of academic dishonesty:  (1) providing another student with any form of direct or indirect, unauthorized assistance on any assignment, quiz, test or exam; and (2) copying, or recording in any manner, test or exam questions or answers.Please NOTE that UH disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Conduct Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution.If a student is caught committing an act of Academic Dishonesty, As defined in the University Student Conduct Code, he/she will receive a grade of "F" for the course and be referred for disciplinary action as provided for the by the University Student Conduct Code.**ATTENDANCE AND PARTICIPATION:** Class participation points encourage active learning, assertiveness in class, and attentiveness. The classroom experience is a vital portion of the learning process for this course. Attendance is required to the same extent as if one was working for an accounting firm. This class is partially designed to provide experimental learning through classroom exercises for which there is sometimes no substitute.In general, students are expected to attend all class sessions in the sections in which they are registered.  Class sessions provide useful information for understanding the topics covered in the course.  Any reading materials alone may not be sufficient for one to do well in the course.   Students are encouraged to voluntarily ask questions, answer questions, share their thoughts (including presentations) and answers to the class activities.  Active participation in the classroom has been shown to improve students’ understanding of the material, increase exposure to differing viewpoints, and provide a richer classroom experience than just having an instructor lecture.  Students are expected to be active, individual contributors to classroom discussion.  Activities such as sleeping in class, coming to class late or leaving early without advanced and approved notice, reading the newspaper or doing non-class-related work, classroom disruptions such as ongoing conversations with classmates, etc. are not allowed.  The University recognizes that there are certain events, beyond the control of the student, such as illness, family emergency, bereavement, and certain religious observations that may result in a student’s absence from course activity.  Additionally, this course also recognizes conflicts that arise for student athletes with regard to University-sanctioned athletic events.  All such events must be supported by proper documentation from an authorized professional or agency.  Absences for any other reasons will be considered unexcused-absences and do not require any consideration by the instructor.**WITHDRAWAL/DROP POLICY:** Review Shidler College information for the last day to drop without a W and the last day to withdraw with a W. If a student stops attending class and does not drop the course, a grade of "F" will be assigned at the end of the semester. The student has the responsibility to withdraw from the course. **EXTENDED ASSISTANCE:**

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| Computer Assistance | [Shidler Computer Labs](http://www.cba.hawaii.edu/netlab.htm) or UH Information Technology Services |
| Library Assistance | [Hamilton Library](http://www.hawaii.edu/lib/) (Online help or Reference Desk) |
| Writing / Learning Assistance | UHM; UHM Learning Assistance Center and UHM Department of English Writing Center;  Manoa Writing Program (see resources – Capital Community College for grammar and usage) |
| Advising (academic or MAcc) | Shidler Office of Student Academic Services; [SOA Director](http://www.cba.hawaii.edu/yang) |
| Careers  | [Shidler or UHM Career Services](http://www2.hawaii.edu/career/), [Beta Alpha Psi](http://www.cba.hawaii.edu/bap/home.htm), [Accounting Club](http://www2.hawaii.edu/~acctclub/), and Linkedin.com |
| Safety Concerns on Campus | [UHM Campus Security](http://www.hawaii.edu/security/) (956-6911) |
| Disability Access | KOKUA program provides free confidential assistance: 956-7511, kokua@hawaii.edu, or Student Services Center, Room 13. |

**CLASS LOCATION IN CASE OF EMERGENCIES:** The emergency class site is on the steps down to George Hall out of the Shidler E-Tower. **REMINDERS:**1. Please note that requests to reschedule exams are generally not allowed.
2. Deadlines exist for dropping/withdrawing from this course: See Important Dates to remember above and "Academic Calendar" at www.hawaii.edu/myuh/manoa for up-to-date information.
3. Please read this syllabus carefully and retain it for future reference. Certain information, such as the final exam date and time, is listed for your convenience. You are responsible for verifying their accuracy and bringing them to the attention of the instructor.

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| **Accounting 460E, TAXATION AND ETHICS, Fall 2017 (writing intensive)***Section 1: 9:00--10:45; Section 2: 11:00--12:45; and Section 3: 1:00--2:45***Room: E-204****Instructor:** Prof. Tom Pearson (prefer E‑Mail: tpearson@hawaii.edu)**Office:** Shidler College of Business - Shidler D-306 (Tel: 956‑7591)**Office Hours:** Thursday 3:00 --3:45 pm, and by appointment |

**COURSE MATERIALS:**
1. **Laptop computer with Internet access – needed for each class**

2. Laulima.hawaii.edu (course website)

3. Checkpoint DATABASE, available at library.manoa.hawaii.edu

4. CyberText practice set in tax (< $20 per student)

**COURSE DESCRIPTION** (University Catalog Summary Modified)**:**This course provides in-depth electronic tax research, practice in issue identification, reading and analyzing primary authority, and communicating results.  Cases are used.

**Prerequisites:** ACC401 (or concurrent), no waiver.

**Co-requisites:** ACC460b, ACC460c, ACC460d

**COURSE OBJECTIVES:****1. Developing skills in reading and analyzing primary authorities for comprehension.
2. Providing practice in writing sophisticated issue statements.
3. Developing competence in locating and researching primary & secondary authorities.
4. Acquiring working knowledge of electronic resources for resolving complex issues.
5. Using the source and weight of authorities for creating logical, analytical reasoning.
6. Strengthening writing skills for client communications and research memos.
7. Understanding legal and ethical concerns in tax practice.
8. Handling time pressure, similar to the outside working environment.**

**TIME NEEDED:**This course requires considerable effort outside of class. The work is challenging and valuable.
Take responsibility and speak to me, if you want to negotiate some alternative timing arrangement. One must complete all work to receive a passing grade in the course.

**COURSE GRADE GUIDELINES:**This course uses a +/- grading system. An A+ is possible only for the top student in the class,
if 97% or higher score is achieved. **One must have finished all the writing assignments required for Acc 460B and 460E in order to receive credit for this course.**

**EXAM:** The exam is open book, open note, and completed on a computer with Internet access.
Periodically, save your work, such as on the cloud. Do NOT rely on the Shidler computer desktop. The exam will have 6 questions, equally weighted (allocate your time).
Most questions involve writing two paragraphs. Several questions require research.

**QUIZ:** The quiz is focused on basic professional knowledge for research and ethics: standard setters, sources of authorities, citations, hierarchies of authority, and database search techniques.

**TENTATIVE** **POINTS ASSIGNED FOR EACH COURSE ELEMENT:**

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| ***Points*** | ***Topic*** | *Points* | *Topic* |
|  25  25 30 60 | Tax research memo-1 - draftTax research memo-1 – finalTax research memo -2Exam |  15  15 15 15 | Tax ReturnClass participation Other homeworkQuiz  |
| 200 | TOTAL MAXIMUM POINTS |

**RESEARCH MEMOS AND REQUIRED WRITING INTENSIVE ASSIGNMENTS
(40% OF COURSE GRADE):**The writing is in addition to the writing completed in Acc 460B. Each memo (and draft for Memo-1) will require at least four pages: (1) a one-page business cover-letter in a less technical style which emphasizes bottom line results and planning suggestions, (2) two pages single-spaced for substantively addressing each of the two problems (with a blank line between paragraphs), and (3) a one-page self-assessment of what you learned. Submit these in one Microsoft word file with a maximum of seven pages (comments will get added and track changes maybe used). Please include your name in both the electronic file name and on the business letter page of the file.

**MEMO GRADING:** An ability to communicate effectively will affect the grade. The [AICPA](http://www.aicpa.org/)'s six characteristics of effective writing are: (1) cogent organization, (2) conciseness, (3) clarity,
(4) use of standard English, (5) responsiveness, and (6) appropriateness for the reader. Tax memos require using a tax database (Checkpoint) for research, such as to examine annotations and explanations to locate relevant cases or rulings.

**CLASS PARTICIPATION/ OTHER HOMEWORK:**
Business and accounting firms have asked the SOA faculty to help make the students more assertive. Class participation points encourage assertiveness and good communication skills.
The grading for in-class participation uses the following guidelines:

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|  15 points = excellent job of volunteering in class and submitting good work 12 points = satisfactory participation when called upon and submitting acceptable work 10 points = participation needs more work and a deficiency exists in some submitted work |

 **TENTATIVE SCHEDULE for ALL 460E SECTIONS (conducted 2nd half of semester)**

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| ***Thursday*** | ***Session*** | ***TOPIC*** | ***HOMEWORK DUE*** |
| 10/19 | Week 1 | Discuss tax research using the Code and Regs |  |
| 10/26 | Week 2 | Issue spotting, memo writing, & cover letter | Initial Research Due  |
| 11/2 | Week 3 | Case law research and using a citator | **Memo 1 Draft Due** |
| 11/9 | Week 4 | Revenue Rulings and administrative sources | TBE |
| 11/16 | Week 5 | Tax Returns, Professional Work, and Penalties | **Memo 1 Due**  |
| 11/30 | Week 6 | QUIZ, Ethics, and Start Review for Final Exam | Tax Return Due |
| 12/7 | Week 7 | Practice for Final Exam  | **Memo 2 Due**  |
|  | Week 8 | **FINAL EXAM – follow UHM exam schedule** |  |