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Fall 9-1-2022

### ACTG 202.03: Principles of Managerial Accounting

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## **Principles of Managerial Accounting: Fall 2022**

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ACTG 202-03

Credits: 3

In-Person: GBB L26

MW 12:30pm – 1:50pm

**Final Exam: December 13, 8:00am**

**Prerequisites:** The completion of ACTG 201 with a grade of C- or better and completion of M 115 or M 162 with a grade of C- or better. These prerequisites are strictly enforced.

**Course Description:** Principles of Managerial Accounting (“Managerial”) is the study of managerial accounting for business and other organizations. This course is executed with an emphasis on how accounting information helps managers make better decisions.

**Grading:** All sections of ACTG 202 will follow a traditional grading mode, unless otherwise directed by the University of Montana. See also section XVII.

Instructor:	Leah Diehl, CPA, PhD		
Email:	Leah.Diehl@UMontana.edu		
Office:	GBB 304		
Office Hours**:	Monday:	2:00pm – 3:30pm	GBB 304
	Wednesday:	2:00pm – 3:30pm	GBB 304

\*\* Notice will be provided for any office hour changes.

## I. Class Structure & Attendance

All sections of ACTG 202 are listed as in-person (face-to-face) learning courses for the Fall 2022 semester.

### **Attendance: *face-to-face modality***

Attendance is a component of each student's grade (see Participation in section XVII). Any class recordings will **not** be posted to Moodle for general consumption. If you miss class due to a university excused absence, please contact me for further instructions on catching up.

### **Learning and work expectations**

I expect you to be cognitively present for each class – accounting is hard and requires focus. I expect that your work will be your own (see also section XI).

### **Remote learning (just in case): *hybrid or remote modalities***

Although a shift to remote learning is not expected at the time this syllabus was drafted, it is possible exogenous events could shift this course for one or more days to a remote learning platform. The university describes remote learning as “students and faculty working together synchronously through web-based communication technology.”

In the event of a cancellation, content may be posted online for asynchronous consumption.

## II. Tools for Success & Email Policy

The #1 way to succeed in this course is to attend class. Unless special circumstances arise, **there will not be a recording of my class available online**. Attendance is a requirement for the course and a component of your grade for the class. Note: I will **not** provide populated (completed) handouts from class. It is your responsibility to attend and be prepared for class.

**\*\* I strongly suggest making friends with your classmates. \*\***

### **Contacting Me & Email Policy:**

The absolute best way to contact me is to visit office hours. **I will not offer academic assistance via email**. Academic assistance is available via my office hours and via an extensive offering of tutoring services, including: (1) a dedicated accounting department tutor, (2) UM Study Jam tutoring, (3) Beta Alpha Psi tutoring.

If you are emailing me with a question that was addressed in class or that is addressed in the syllabus or on the course Moodle page, expect that I will direct you to those resources. I do not guarantee that I will read or reply to emails after 6pm or on weekends. I do not have voicemail on my office phone.

### III. Course Materials

1. **Textbook** \*\*\* *You will not need a textbook for the first week*\*\*\*

Financial and Managerial Accounting, **14<sup>th</sup> Edition** (2018) by Warren, Reeve, and Duchac  
**with** CengageNOW -or- CengageUnlimited online book and CengageNOW

Cengage course URL: see Moodle

\*\*Most homework will be submitted through Cengage or on Moodle.

2. **Handouts**

Blank handouts will be provided in class and online.

\*\* I will **not** post completed handouts online.

3. **Moodle - required**

Class syllabus, articles, and other materials will be posted on the course website.

4. **Email - required**

Access to your official University of Montana email account. Messages will be emailed to students here. FYI: I will pull the course email list from Cyberbear.

5. **Four-function calculator - required**

For computational assistance, only a four-function calculator will be permitted with exams.

6. **Computer/document and spreadsheet software – access required**

Several assignments will require the use of a computer as well as a document and/or spreadsheet tool. I expect everyone to have access to either Microsoft suite (Word and Excel) or Google's free online suite (Google Docs and Google Sheets).

**Support:** \* *details on Moodle* \*

Study Jam Tutoring (*free!*) <https://www.umt.edu/study-jam/>

Beta Alpha Psi (*free!*)

Dedicated ACTG 201 and 202 Graduate Assistant Tutoring (*free!*)

#### **IV. Disability Equity for Students (Formerly DSS)**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Equity for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Equity, please contact Disability Equity in Lommasson Center 154 or by phone at (406) 243-2243. I will work with you and Disability Equity to provide an appropriate modification. For more information, visit the Disability Equity website at [www.umt.edu/disability](http://www.umt.edu/disability).

To avoid an administrative burden, please notify the instructor of accommodations as soon as possible and at least 24 hours in advance of any assignment, quiz, or exam.

#### **V. Emergency Procedures**

In the event of a campus emergency during class, please follow instructions provided by your instructor or the UM emergency alert system. Failure to do so could hamper efforts to resolve the emergency situation in a safe, timely manner.

#### **VI. Mission Statements and Assurance of Learning**

The College of Business at the University of Montana creates transformative, integrated, and student-centric learning experiences, propelling our students to make immediate and sustained impact on business and society. We nurture our students' innate work ethic to develop confident problem solvers and ethical decision makers. We pursue thought leadership and collectively create opportunities for a better life for our students, faculty, and staff.

COB Core Values:

- Students first: We educate the whole person
- Experiential learning: We create experiences that matter
- Thought leadership: WE create rigorous and relevant knowledge
- Stewardship: We value people, planet and profit

Learning Goals: As part of our assessment process and assurance-of-learning standards, the COB has adopted the following learning goals for our undergraduate students:

Learning Goal 1: COB graduates will possess fundamental business knowledge in the core disciplines of Accounting, Finance, Management Information Systems, Management and Marketing.

Learning Goal 2: COB graduates will be able to integrate business knowledge.

Learning Goal 3: COB graduates will be effective communicators.

Learning Goal 4: COB graduates will possess problem-solving skills.

In addition, the Department of Accounting and Finance prepares ethically aware decision makers with effective analytical and qualitative business knowledge and skills to become professionals in their respective fields. We commit to high quality teaching and applying scholarship to professional practice and theory.

The undergraduate accounting program prepares students to apply accounting and business knowledge and analytical skill and tools in dynamic organizations. The accounting faculty have adopted the following learning goals for our undergraduate accounting students:

Learning Goal 1: Accounting majors will possess fundamental accounting knowledge.

Learning Goal 2: Accounting majors will be effective writers.

Learning Goal 3: Accounting majors will critically analyze and solve problems, using technology where appropriate.

Learning Goal 4: Accounting majors will understand the importance of ethics to the accounting profession and demonstrate ethical decision making.

## **VII. Course Learning Goals**

After completing this course, students will possess basic skills to complete their understanding of principles of financial accounting and to understand the basic practice and tools utilized in managerial accounting. This includes an understanding of:

*Managerial accounting:*

- Introduction to managerial accounting
- Job-order costing
- Cost-volume-profit relationships
- Budgeting
- Standard costing and variance analysis for decision making
- Decision making using differential analysis
- Describe capital budgeting for programs and projects
- Introduction to personal finance

## **VIII. Drops and Incomplete Grades**

This course follows published UM policies on drop dates and incomplete grades. These are excerpted below.

### **Drop dates**

The drop policy and instructions are available at:

<http://www.umt.edu/registrar/students/dropadd.php>

## Incompletes

Policies related to receiving an incomplete are available at:

<http://www.umt.edu/withdrawal/stories/incomplete.php>

Per the UM catalog: “Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*”

## IX. JOB & CERTIFICATION OPPORTUNITIES: CMA, CIA, CPA

Overall, this course should enable you to increase the knowledge base needed to successfully prepare for the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) examinations.

The CMA and CIA only require a bachelor's degree in accounting. If you want to become a CPA, a candidate must have at least 150 college credit hours, including at least 30 credit hours of accounting (in most states). You can get the 150 credit hours by taking extra undergraduate hours or by combining your undergraduate degree with a Master's degree.

**Most accounting employers will interview students in the fall semester for the next year's hiring, so get a resume together early and get ready to interview.**

For information about becoming a CPA: [www.aicpa.org](http://www.aicpa.org)  
For information about becoming a CMA: [www.imanet.org](http://www.imanet.org)  
For information about becoming a CIA: [na.theiia.org](http://na.theiia.org)

## X. Behavior Expectations - Professionalism and Zoom

### Professionalism

Students are preparing to become professionals, and professional behavior is expected at all times. Students are expected to abide by the [COB Code of Professional Conduct](http://www.business.umt.edu/ethics/professional-conduct-code.php) (found online at <http://www.business.umt.edu/ethics/professional-conduct-code.php>). Students are also expected to treat class sessions like business meetings. Failure to adhere to these expectations may result in being asked to leave the classroom. Professionalism is a component of the participation points that contribute to each student's grade.

## **XI. Academic Misconduct**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The **University of Montana Student Conduct Code** specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” (Section V.A., available at <http://www.umt.edu/student-affairs/dean-of-students/default.php>). All students need to be familiar with the Student Conduct Code. It is the student’s responsibility to be familiar with the Student Conduct Code.

The College of Business endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career.

Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask their instructor if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit.

A partial list of situations that are considered academic misconduct includes:

- Plagiarism – using another’s words, ideas, data, or materials and representing them as your own. This includes lifting anything from the Internet and embedding it in your work without proper citation of the source. It also includes using your own work previously graded for another class, unless explicitly permitted to do so by the current course instructor.
- Cheating on an Academic Exercise – using a source that the instructor did not explicitly authorize, regardless of how you came across the source. This would include:
  - using solutions manuals, test banks, graded material from another semester, information from another student (with or without their consent), and online essays or analyses (free or purchased),
  - sharing information about exam content with a student who has not yet taken the exam,
  - removing exams from the room without authorization,



- consulting any unauthorized source during an exam, such as a cell phone, notes, the Internet, or another student's paper,
  - receiving assistance on an academic exercise without instructor permission.
- Improper Influence – calculating to influence the instructor to assign a grade other than the grade actually earned. This includes lying to the instructor in pursuit of extensions, leniency, or grade alterations.
- Facilitating Academic Dishonesty – knowingly helping another person engage in academic misconduct.

The complete code is available on the College of Business website:  
<http://www.business.umt.edu/ethics/professional-conduct-code.php>

**Syllabus Quiz:** You will be asked to complete, sign, and turn in a syllabus quiz at the beginning of the semester. The quiz confirms that you have read and understand the content of this syllabus, including the expectations, guidelines, and rules for academic integrity.

## **XII. Exams**

It is the policy for this course that the only items available to the student during an exam are the exam itself, a writing tool (pencil recommended), a four-function calculator, and any other materials provided by the instructor (or allowed by the instructor, in the case of an online exam) for calculations.

**\*\* Time management is a component of the exams for this course. \*\***

## **XIII. Grievance Procedures**

The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime after course grading is concluded. *Students with concerns or complaints during the semester should first communicate these to the instructor.* This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the College of Business.

#### **XIV. Basic Needs and Campus Services**

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources:

##### **Food Pantry Program**

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College).

For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the pantry's website (<https://www.umt.edu/uc/food-pantry/default.php>) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).

##### **ASUM Renter Center**

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity here: <http://www.umt.edu/asum/agencies/renter-center/default.php> and here: <https://medium.com/griz-renter-blog>.

Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

##### **TRiO Student Support Services**

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can check their eligibility for TRiO services online here: <http://www.umt.edu/trioss/apply.php#Eligibility>.

Please contact me any time for help if you are comfortable doing so. I will do my best to help connect you with additional resources.

#### **XV. PSA - Title IX, Counseling Center**

*No person in the United States, on the basis of sex, shall be excluded from participation, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.*

- Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in the university's programs and activities. Sexual harassment, including sexual violence, and retaliation are forms of discrimination prohibited by Title IX. The University of Montana does not tolerate sex discrimination, sexual harassment, or retaliation and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in university programs or activities. If you have a Title IX concern, please contact:

**UM Office of Equal Opportunity & Title IX**

phone: (406) 243-5710      email: [eoaa@umontana.edu](mailto:eoaa@umontana.edu)

office: University Hall, Room 006

<http://www.umt.edu/eo/title-ix/default.php>

As an instructor, one of my responsibilities is to create a safe learning environment for all my students. I have an open door/email policy, but you should know that the University of Montana, following national guidance from the Office of Civil rights, requires that faculty follow UM policy as a **mandatory reporter** of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the UM Health Center link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate channels within 24 hours to help ensure that the student's safety and welfare is being addressed, **even if the student requests that the disclosure not be shared.**

University policy states, *"...all University employees must report within 24 hours, the information they have about alleged or possible sex-based discrimination, sexual harassment, and sexual misconduct involving students to the Office of Equal Opportunity and Title IX."*

For counseling support and assistance, please see either the resources below or the Student Advocacy Resource Center at UM's Curry Health Center: [www.umt.edu/sarc](http://www.umt.edu/sarc)

UM has a free 24-hour phone line that provides **free** and **confidential** peer counseling and crisis intervention to student survivors of sexual and relationship violence as well as support and information for family and friends. Services are available to survivors at all stages of recovery, from initial crisis intervention to healing, through support groups and peer counseling. To reach this group, call this number any time: (406) 329-6559

The YWCA of Missoula has a Pathways program that offers safe shelter, crisis counseling, and support for survivors of domestic and sexual violence. They can provide emergency shelter, walk-in peer counseling, support groups, and legal, personal, and medical advocacy.

Phone: (406) 542-1944 -or- 1-800-483-7858    web: [www.ywcaofmissoula.org/services/](http://www.ywcaofmissoula.org/services/)

Providence St. Patrick Hospital's First STEP Resource Center offers specially trained nurses or nurse practitioners who will meet clients/assault victims at a private, safe clinic. First STEP offers a comprehensive medical assessment, evidence collection, lab tests, and medication as needed, and education and information. First STEP provides on-site access to community advocates and law enforcement as requested. 24 hour hotline: (406) 329-5776  
[www.montana.providence.org/hospitals/st-patrick/services/first-step/](http://www.montana.providence.org/hospitals/st-patrick/services/first-step/)

UM Women's Center provides education and awareness of women's issues and referrals for domestic violence, gay and lesbian issues, psychological support, eating disorders and reproductive health. Phone: (406) 243-4153

Additional resources: [https://www.umt.edu/eo/\\_docs/resources.pdf](https://www.umt.edu/eo/_docs/resources.pdf)

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If you or someone you know is having suicidal thoughts, regardless of what you may be facing, reaching out for help from a counselor or calling a hotline is a great place to start.

To Write Love on Her Arms resource link: <https://twloha.com/find-help/local-resources/>

National Suicide Prevention Lifeline: 1-800-273-8255 (or text: TWLOHA to 741-741)

The Trevor Project (specializes in the LGBTQ community): 1-866-488-7386

## **XVI. Diversity and Inclusion**

In the spirit of healing, I acknowledge and honor the Salish and Kalispel people and all of the original Indigenous peoples of the land upon which the University of Montana now stands.

Furthermore, the University of Montana's diversity initiatives aspire to:

- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

The university's diversity resources can be found here: <http://www.umt.edu/diversity/>

I welcome diversity in all forms in my classroom, including, but not limited to, diversity of: race, ethnicity, gender, age, disability status, socioeconomic status, gender identity and expression, sexual identity, sexual orientation, religion, and regional or national origin.

As your instructor, I am committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion, participation, or the accurate assessment of your performance and achievement, please let me know.

## **XVII. Course Schedule**

The following is a **tentative** schedule for this course and is subject to change at the discretion of the instructor and/or per weather or university-related events. See Moodle for detailed schedule and updates:

Chapter 15: Introduction to Managerial Accounting  
Chapter 16: Job Order Costing  
Chapter 19: Cost-Volume-Profit Analysis  
Chapter 21: Budgeting  
Chapter 22: Standard Cost and Variances  
Excel Spreadsheets: Basic Concepts and Excel Applied to Budgetary Accounting  
Personal Finance  
Chapter 25: Capital Investment  
Chapter 24: Differential Analysis

## XVIII. Course Assessment and Grading

Students' mastery of the course material is assessed through homework, assignments, quizzes, participation, and exams. Final course grades are non-negotiable, regardless of secondary consequences. Course grades are comprised of the following components and weights:

### Grading

Exam 1 - Intro and Ch 15, Ch 16	80
Exam 2 - Chapterd 19, 21, 22	100
Exam 3 - Chapters 24, 25 and PF	100
Chapter Assignments	
Ch 15 - Cengage	7
Ch 16 - Cengage	7
Ch 19 - Cengage	7
Ch 21 - Hard copy	8
Ch 22 - Cengage	7
Ch 24 - Cengage	7
Ch 25 - Cengage	7
Excel Assignments	
Cash Receipts	20
Bleezer's Budget	30
Participation	15
Career Trailhead (from Laura)	5
<b>Total Points</b>	<b>400</b>

**NOTE:** All ACTG courses are listed in the course catalog as "T" courses, which means they must be taken for a traditional letter grade. CR/NCR grading is not an option for this course. Grades are assigned based on the total points accumulated in the course. This course is offered for a traditional letter grade only with plus/minus grading. Final course grades are not negotiable.

A – Excellent*	90% - 100%
B – Good	80% - 89%
C – Satisfactory	70% - 79%
D – Poor	60% - 69%
F – Failure	Below 60

\* The verbal descriptions for each letter grade are excerpts from the University of Montana Academic Policies and Procedures catalog, available here: <https://montana-catalog.coursedog.com/academics/policies-procedures>