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ACTG 410.01: Cost Management Accounting I

Elizabeth Kohl

University of Montana, Missoula, elizabeth.kohl@umontana.edu

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Cost Management Accounting: Fall 2022

ACTG 410-01
Credits: 3
In-Person: GBB 222
TR 2:00pm – 3:20pm
Final Exam: December 15, 3:20pm

Prerequisites: Junior standing in the College of Business or consent of the instructor as well as successful completion of Principles of Financial Accounting (ACTG 201) and Principles of Managerial Accounting (ACTG 202).

Course Description: Cost Management Accounting (“Cost”) is the study of cost management for business and other organizations. This course is executed with an emphasis on how information about costs helps managers make better decisions.

Grading: All sections of ACTG 410 will follow a traditional grading mode, unless otherwise directed by the University of Montana. See also section XVII.

Instructor:	Professor Kohl, MBA, PhD		
Email:	Elizabeth.Kohl@UMontana.edu		
Office:	GBB 325		
Office Hours**:	Monday: 8:30pm – 9:30pm	Zoom	
	Tuesday: 3:45pm – 5:00pm	GBB 325	
	Thursday: 8:00am – 9:00am	GBB 325	

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

I. Class Structure & Attendance

All sections of ACTG 410 are listed as in-person (face-to-face) learning courses for the Fall 2022 semester.

Per the University of Montana Course Catalog: <https://catalog.umt.edu/academics/policies-procedures>

Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. Instructors are encouraged to notify advisors or the appropriate administrators regarding students with excessive unexcused absences. Instructors may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance, cultural or ceremonial events, or participation in a university sponsored activity.

Attendance for this course: *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.

COVID-19 Guidance: Fall 2022

As of 8/22/2022, Per Office of the Provost

- Students who test positive for COVID-19 need to isolate for at least five days, which includes not attending in-person classes. During isolation, students should stay home or follow UM Housing guidance for isolation in place, and, if they must leave for food, medicines or other essentials, wear a high-quality mask.
- After five days students can leave isolation if they are symptom-free. If symptoms persist, isolation should continue until students are symptom-free for 24 hours (without use of medications to alleviate the symptoms).
- UM Housing is no longer operating separate quarantine/isolation spaces for students in the residence halls. UM Housing will provide guidance for students isolating in place in the residence halls.

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. **Computer + document and spreadsheet software - required**

Several assignments, including the group project, 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).

2. **Handouts**

Blank handouts will be provided in class and online. While not mandatory, use of these handouts is strongly suggested.

** 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 Moodle.

5. **Zoom access - required**

You will need either a computer (recommended), tablet, or a cell phone to access any Zoom sessions for this class. Zoom links can be found on Moodle.

6. **Textbook – NOT required**

The following textbook can be used as a reference, but is **not** required:

Cornerstones of Cost Management, *Fourth Edition* (2018)
by Hansen and Mowen, Cengage (ISBN: 13: 978-1-305-97066-3 | Edition: 4)

7. **Four-function calculator**

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

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.

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 **integrated business knowledge** for the core disciplines of Accounting, Finance, Management Information Systems, Management and Marketing.

Learning Goal 2: COB graduates will be **effective communicators**.

Learning Goal 3: COB graduates will possess **problem-solving skills**.

Learning Goal 4: COB graduates will have an **ethical awareness**.

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 skills to complete their understanding managerial and cost accounting. This includes an understanding of:

- Recognize, explain and facilitate the role of managerial and cost accounting in a business environment;
- Describe basic cost management concepts, including a system framework, cost assignment, product and services costs, and external financial statements;
- Contrast functional-based and activity-based systems, describing significant differences;
- Apply a variety of costing approaches, including job-order costing, and process costing;
- Recognize and describe cost behavior, including variable, fixed, and mixed components;
- Allocate costs of support departments and joint products under the above methods;
- Prepare budgets for planning and control, including operating budgets, financial budgets, and flexible budget applications;
- Describe, construct, and analyze standard costing; including variance analysis of direct materials and labor and indirect overhead;
- Distinguish between relevant and non-relevant costs in various decision-making scenarios;
- Describe the potential problems that arise from using external financial reporting information for internal decision making.

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
For information about becoming a CMA: www.imanet.org
For information about becoming a CIA: na.theiia.org

X. Behavior Expectations - Professionalism

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 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 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, 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>.

Montana 211 Support

Montana 211 provides information and connects people to resources for non-emergency needs. Dialing 211 on your phone will connect you to support in *some* areas of Montana. Otherwise, help is provided via the website at <https://montana211.org/index.php>

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, Crisis Support

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

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 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.”

Please know – I value every student’s wellbeing and physical and mental health. College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, please consider seeking support. Helpful, effective resources are available on campus.

CRISIS SUPPORT RESOURCES:

For counseling support and assistance, please consider the resources below:

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 -or- (406) 243-6559 www.umt.edu/sarc

SARC 2022: If you have experienced sexual assault, relationship violence, bullying, intimidation, or discrimination and are looking for help, consider contacting the Student Advocacy Resource Center (SARC) 24/7 support line 406-243-6559

UM – General Counseling Support is offered at Curry Health Center Counseling. To make a counseling appointment call 406-243-4712 or go online to the Curry Health Portal to schedule an appointment.

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/

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/

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

The Strong Hearts Native Help Line: a 24/7 safe, confidential and anonymous domestic, dating and sexual violence helpline for Native Americans and Alaska Natives, offering culturally-appropriate support and advocacy. Phone: (844) 762-8483
<https://strongheartshelpline.org/get-help>

The Steve Fund: a group designed to address the mental health and wellbeing of young people of color and ensure they have equal opportunity to thrive in their academic and career pursuits. Steve Fund Crisis line for persons of color feeling down, stressed, or overwhelmed.
Text: STEVE to 741741 <https://www.stevelfund.org/crisistextline/>

UM Accommodations: If you feel you need accommodations for a mental health concern, reach out to the Office of Disability Equity (ODE) at 406-243-2243

UM Wellness: If you feel that you would benefit from general wellness skills to support your overall stress reach out to CHC-Wellness at 406-243-2809

911: If you are experiencing a mental health crisis and seeking immediate help, call 911, go to the nearest hospital emergency room or call Campus Safety at 406-243-4000

Additional resources: 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: Phone: 1-800-273-8255
Text: TWLOHA to 741741

The Trevor Project (specializes in the LGBTQ community): Phone: 1-866-488-7386
Text: START to 678678

US 988 Suicide Crisis Lifeline: Text or call 988

(Note: This lifeline was started in 2022 and unlike the resources above, you may experience a delay in reply as this lifeline is still developing and sometimes experiences staff shortages. *Updated 8/2022*)

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:

Ch 1: Introduction to Cost Accounting	Cost Analysis and Regression Modeling
Ch 2: Basic Cost and Inventory	Ch 1: Just-in-Time Inventory
Ch 3: Cost Behavior	Ch 9: Standard Costing & Variance Analysis
Ch 5: Job Order Costing	Process Costing
Ch 8: Budgeting & Team Project	
Advanced Excel for Cost Management	

XVIII. Course Assessment and Grading

Students' mastery of the course material is assessed through homework, assignments, participation, and exams. Final course grades are non-negotiable, regardless of secondary consequences.

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.

Grading

Exam 1	15%
Exam 2	15%
Exam 3 - Final	10%
Team Project	20%
Homework	20%
Case Studies	10%
Participation	5%
Trailhead	5%

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>