

MBA 210 (Section 1) – 30883
Managerial Accounting for Managers
Course Syllabus – Spring 2016

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| Instructor: | Hugh Pforsich, PhD, MBA | Classroom: | Tahoe Hall 1003 |
| Office: | 2098 Tahoe Hall | Class times: | Thurs. 6:00-8:50pm |
| Phone: | (916) 216-0082 | Office hours: | Wed 10:30-12noon |
| Email: | pforsich@csus.edu | | Thurs 4:00-6:00pm |

Websites:

Course Website: <http://www.csus.edu/indiv/p/pforsichh/mba210.htm>

Online HW/Quizzes (Connect Register & Login): <http://connect.mheducation.com/class/pforsich-spring2016-mba210>

Noreen 3e Textbook Website: http://highered.mcgraw-hill.com/sites/0077432312/student_view0/

Required Text:

- Noreen, Brewer, Garrison **Managerial Accounting for Managers**, [hard cover]
 - 3rd ed., (2014) McGraw-Hill Irwin; ISBN -- 978-0-07-802542-6
 - Older, used versions or the e-text are acceptable (and cheaper!)
- **CONNECT online access code** (for online homework, LearnSmart, quizzes, exams, e-book)
 - with e-text (\$125)
- Goldratt -- **The Goal: A Process of Ongoing Improvement**, 3rd Revised Edition, The North River Press, ISBN: 0-88427-178-1
 - [New or used paperbacks available at Amazon.com](#) (about \$20 new; \$10 used)
 - Optional: [Excellent audio version at Audible.com](#) – (length 11 hrs, 44 mins)

Course Catalog Description:

MBA 210. Managerial Accounting. Management accounting data characteristics and application to internal decisions made by managers. Topics cover management accounting as a tool of business management. Topics generally include product costing, managers' use of accounting data in specific decision frameworks, performance evaluation, and relevant versus strategic analysis. Class participation is encouraged. **Graded:** Graded Student. **Units:** 3.0

Business Context / Key Concepts:

Emphasizing the concept of “different costs for different purposes,” this course focuses on cost accounting strategy and the decision making process. After successfully completing this course, students should have knowledge of:

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|--|---|
| <ul style="list-style-type: none"> • Cost concepts • Cost behavior • Cost estimation • Theory of constraints | <ul style="list-style-type: none"> • Cost-volume-profit (break-even) analysis • Activity-based costing • Relevant/differential costs for decision making • Capital Budgeting • Profit Planning |
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Grading:

| <u>Grading:</u> | <u>Points</u> | <u>Percentage</u> |
|--|----------------------|--------------------------|
| • Attendance (12 class meetings; 5pts lost per absence) | 40 | 8 % |
| • LearnSmart (6 chapters X 5pts each) | 30 | 6 % |
| • Quizzes/Homework (6 drop 1 = 5 X 30pts each) | 150 | 30 % |
| • Cases (5 cases X 10pts each) | 50 | 10 % |
| • Learning Journal | 130 | 26 % |
| • Final Exam (bring Scantron Form 882-E) | <u>100</u> | <u>20 %</u> |
| | 500 | 100% |

| Wk | Mtg Date | Chap | Topic | Homework | Homework Due | Learn Smart | Chap Quiz | Quiz Due | Case PPT Presentations |
|----------------------------------|---|---|-----------------------|--------------------------------|--------------------------|-------------|-----------|--------------------------|--|
| 1 | Thurs 1/28/16 | X | Course Introduction | | | | | | |
| 2 | Thurs 2/4/16 | 2 | Cost Concepts | Ex 2:6,7,9,11,12 Prob 2:18 | Sat., 2/6/16 11:59pm | LS 2 | Q2 | Sun., 2/7/16 11:59pm | |
| 3 | Thurs 2/11/16 | 2 | Cost Concepts | | | | | | 3 Mini-Cases from Noreen 3e, Chapter 2 |
| 4 | Thurs 2/18/16 | 3 | CVP | Ex 3:5,6,11,15,18 Prob 3:21 | Sat., 2/20/16 11:59pm | LS 3 | Q3 | Sun., 2/21/16 11:59pm | |
| 5 | Thurs 2/25/16 | 3 | CVP | | | | | | CVP Case -- Bridgestone Behavioral Health Center |
| 6 | Thurs 3/3/16 | 6 | ABC | Ex 6:5,9,11 Prob 6:17 | Sat., 3/5/16 11:59pm | LS 6 | Q6 | Sun., 3/6/16 11:59pm | |
| 7 | Thurs 3/10/16 | 6 | ABC | | | | | | ABC Case -- Appaloosa County Day Care Center, Inc. |
| 8 | Thurs 3/17/16 | 7 | Differential Analysis | Ex 7:1,2,3,4,6,7,13 | Sat., 3/19/16 11:59pm | LS 7 | Q7 | Sun., 3/20/16 11:59pm | |
| Spring Break (March 21-26, 2016) | | | | | | | | | |
| 9 | Read The Goal (no class on Thursday, 3/31/16) | | | | | | | | |
| 10 | Thurs 4/7/16 | 7 | Differential Analysis | | | | | | Relevant Costing Case -- Newport Home: Multichannel Merchandising and Inventory Management |
| 11 | Thurs 4/14/16 | 8 | Capital Budgeting | Ex 8:3,9,12 Prob 8:17,22,26 | Sat., 4/16/16 11:59pm | LS 8 | Q8 | Sun., 4/17/16 11:59pm | <i>(Discussion of The Goal; Chapter 8 Lecture)</i> |
| 12 | Thurs 4/21/16 | 8 | Capital Budgeting | | | | | | Capital Budgeting Case -- A Green Winter: Jiminy Peak Mountain Resort Wind Turbine |
| 13 | Thurs 4/28/16 | 9 | Profit Planning | Ex 9:6,12,13,14 Prob 9:16 | Sat., 4/30/16 11:59pm | LS 9 | Q9 | Sun., 5/1/16 11:59pm | Conceptual Exam (Chapters 2,3,6,7,8,9); bring Scantron 882E |
| 14 | Thurs 5/5/16 | No Class | | | | | | | |
| 15 | Thurs 5/12/16 | No Class | | | | | | | |
| 16 | Tues 5/17/16 | Learning Journals Due (emailed to me: pforsich@csus.edu) by 11:59pm, Tuesday, 5/17/16 | | | | | | | |

LearnSmarts and Case PPTs due by Thursday, 6pm of assigned week

1. Grading Method -

- Each student begins the semester with 30 attendance points which will be reduced by 5 points for each unexcused absence and 5 points for each late LearnSmart assignment.
- The difficulty level of the chapter quizzes is medium to high. These quizzes consist of 10 quantitative multiple-choice problems covering the main topics of the chapter. The quiz is worth 20 points which will be added to the weekly homework score (10 points possible). The total will be recorded as a chapter score (30 points possible). The single lowest chapter score will be dropped at the end of the semester when calculating final course scores and grades.
- A conceptual final exam (no calculations) worth 100 points, 20 percent of the your final score.
- The Course Learning Journal is the capstone assignment and is worth 130 points, 26 percent of your final score. It will be graded subjectively according to the description below.

Course Learning Journal

- ❖ Your ability to develop a personal learning journal is the capstone of the course. The learning journal will provide a framework for you to think about what you learned in the course and an opportunity to continually examine your personal development as a financial analyst, critical thinker, and executive decision-maker.
- ❖ The construction of your learning journal begins with a **daily journal** that evolves as you read about, discuss, and experience the implementation of different ideas presented in the course.
- ❖ Overall, the learning journal should capture the daily snapshots of your: 1) personal values (how you view the information offered throughout the course), 2) concepts and ideas that you have accumulated, and 3) personal reflections on your experiences, perspectives, competencies, weaknesses, and biases that the course caused you to address.
- ❖ The **final document** that you turn in should:
 - Be a condensed summary of your daily entries, organized in a manner that is easy to follow.
 - Include a cover sheet and an error-free text body that does not exceed 15 pages.
 - Be written in a business-writing format that is crisp, to the point, and adequately supported by examples, anecdotes, and facts.
- ❖ Your learning journal will be evaluated based on your thoughtfulness and thoroughness in addressing the following points:
 - **Growth:** Give examples of how your original ideas/concepts/beliefs about managerial accounting were challenged and adjusted. Growth may include:
 - New knowledge that has been learned but has yet to be applied.
 - Contrary notions that have trumped your old ideas/concepts/beliefs.
 - Reinforcements and extensions to tried-and-true ideas/concepts/beliefs that you continue to retain.
 - **Application:** Apply lessons learned in the course to your own real-world experiences/environment.
 - These applications may have already occurred in your experience or you may point out potential applications that you are now able to foresee.
 - Go further than merely telling how a particular idea/concept/lesson would be applied.
 - In addition, give compelling reasons why this particular application is appropriate and will likely be successful.
 - **Analysis:** Give examples of how your analytical skills were developed and put to use.
 - Analysis is a systematic approach to problem solving.
 - Complex problems are made simpler by separating them into more understandable elements.
 - This involves the identification of purposes and facts, the statement of defensible assumptions, and the formulation of conclusions.
 - Analytical skills involve seeing relationships, determining if-then causalities, finding evidence to support a theory, and making judgments and decisions using a set of criteria.
 - **Synthesis:** Give examples of how you were able to put together separate ideas to form or establish new relationships.
 - Synthesis involves putting together ideas and knowledge in a new and unique form.
 - This is where innovations truly take place. It is the process of bringing the pieces of an analysis together to make a whole.

2. **Academic Honesty** - Students are required to follow the guidelines regarding academic honesty: <http://www.csus.edu/umannual/student/STU-0100.htm>
3. **Reasonable Accommodation** - For services or information, please consult with the instructor and Services to Students with Disabilities <http://www.csus.edu/SSWD/> no later than *end of the third week of semester* so to ensure provision of the necessary accommodation and assistance in a timely fashion. Students with other types of accommodation requirements, including language development, are invited to discuss them with the instructors to facilitate understanding and the best learning experience for all. All information will remain confidential.
4. **Learning Objectives (Noreen, 3e text)** -
- **Chapter 2 – Managerial Accounting and Cost Concepts**
 - LO 2–1 Identify and give examples of each of the three basic manufacturing cost categories.
 - LO 2–2 Distinguish between product costs and period costs and give examples of each.
 - LO 2–3 Understand cost behavior patterns including variable costs, fixed costs, and mixed costs.
 - LO 2–4 Analyze a mixed cost using a scattergraph plot and the high-low method.
 - LO 2–5 Prepare income statements for a merchandising company using the traditional and contribution formats.
 - LO 2–6 Understand the differences between direct and indirect costs.
 - LO 2–7 Understand cost classifications used in making decisions: differential costs, opportunity costs, and sunk costs.
 - **Chapter 3 – Cost-Volume-Profit Relationships**
 - LO 3–1 Explain how changes in activity affect contribution margin and net operating income.
 - LO 3–2 Prepare and interpret a cost-volume-profit (CVP) graph and a profit graph.
 - LO 3–3 Use the contribution margin ratio (CM ratio) to compute changes in contribution margin and net operating income resulting from changes in sales volume.
 - LO 3–4 Show the effects on net operating income of changes in variable costs, fixed costs, selling price, and volume.
 - LO 3–5 Determine the level of sales needed to achieve a desired target profit.
 - LO 3–6 Determine the break-even point.
 - LO 3–7 Compute the margin of safety and explain its significance.
 - LO 3–8 Compute the degree of operating leverage at a particular level of sales and explain how it can be used to predict changes in net operating income.
 - LO 3–9 Compute the break-even point for a multiproduct company and explain the effects of shifts in the sales mix on contribution margin and the break-even point.
 - **Chapter 6 – Activity-Based Costing: A Tool to Aid Decision Making**
 - LO 6–1 Understand activity-based costing and how it differs from a traditional costing system.
 - LO 6–2 Assign costs to cost pools using a first-stage allocation.
 - LO 6–3 Compute activity rates for cost pools.
 - LO 6–4 Assign costs to a cost object using a second-stage allocation.
 - LO 6–5 Use activity-based costing to compute product and customer margins.
 - **Chapter 7 – Differential Analysis: The Key to Decision Making**
 - LO 7–1 Identify relevant and irrelevant costs and benefits in a decision.
 - LO 7–2 Prepare an analysis showing whether a product line or other business segment should be added or dropped.
 - LO 7–3 Prepare a make or buy analysis.
 - LO 7–4 Prepare an analysis showing whether a special order should be accepted.
 - LO 7–5 Determine the most profitable use of a constrained resource.
 - LO 7–6 Determine the value of obtaining more of the constrained resource.
 - LO 7–7 Prepare an analysis showing whether joint products should be sold at the split-off point or processed further.
 - **Chapter 8 – Capital Budgeting Decisions**
 - LO 8–1 Evaluate the acceptability of an investment project using the net present value method.
 - LO 8–2 Evaluate the acceptability of an investment project using the internal rate of return method.
 - LO 8–3 Evaluate an investment project that has uncertain cash flows.
 - LO 8–4 Rank investment projects in order of preference.
 - LO 8–5 Determine the payback period for an investment.

- LO 8–6 Compute the simple rate of return for an investment.
- **Chapter 9 – Profit Planning**
 - LO 9–1 Understand why organizations budget and the processes they use to create budgets.
 - LO 9–2 Prepare a sales budget, including a schedule of expected cash collections.
 - LO 9–3 Prepare a production budget.
 - LO 9–4 Prepare a direct materials budget, including a schedule of expected cash disbursements for purchases of materials.
 - LO 9–5 Prepare a direct labor budget.
 - LO 9–6 Prepare a manufacturing overhead budget.
 - LO 9–7 Prepare a selling and administrative expense budget.
 - LO 9–8 Prepare a cash budget.

5. A note on the hybrid nature of the course

The CBA is committed to excellence in teaching. In order to ensure that this hybrid course provides students with an excellent learning experience, the following learning components have been installed:

- All office hours will be held in my office on campus. During non-office hours in which I am off campus, students are encouraged to call me on my cell phone. Students are also encouraged to email me anytime and will normally receive a prompt response, at least within 48 hours.
- As a full-time CBA faculty member I am actively involved in the Sacramento State campus life. I am in my office several hours every day and welcome my students to drop in during non-office hours.
- I participate in workshops that present best practices for online and/or hybrid classes.
- In order to promote a quality learning experience, I present unique value to my students through my classes lessons in the following areas:
 - The textbook publisher's material is supplemented by video lectures that I have created for each textbook chapter.
 - An interactive component is built into the online portion of the class to accommodate student questions, learning and discussion.
 - Online homework settings are configured to allow students to check the answers to their work, link to relevant e-book sections for further reading and study, and receive helpful hints when requested by the student.
 - After a homework assignment is completed, students are given detailed online feedback on each assignment.
 - Online quizzes include a feedback component that provides students with their results to be in compliance with the university's student rights policy.
 - In-class lessons review the material covered in online video lectures and demonstrate how to solve practice quiz problems. Students are encouraged to ask questions and discuss the course material during these in-class lessons. I also post my hand-written solutions to practice quiz questions and problems that are demonstrated in class.