Course Syllabus
ACCT 4250-M50/6250-M50
Accounting Ethics/Regulation
Spring Term, 2019
3.0 Credit Hours

Instructor: Jeff Nevels
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Office Hours: Tuesday & Thursday 11:00 am to 1:00 pm
Other times by appointment

Course Overview:
Accounting ethics/regulations will explore the foundations of ethics including integrity, objectivity, independence, ethical reasoning, ethical decision-making, and ethical dilemmas from the point of view of a professional accountant. The course will cover legal topics, codes of professional conduct relating to accounting profession and accountancy regulatory bodies, and related national and state regulatory requirements. Case studies on topics of professional accounting responsibility will be used to develop students’ critical thinking skills.

Co-Requisites:
ACCT 4240 – Audit/Assurance Services

Required Texts (and Related Materials):
• Ethical Obligations and Decision Making in Accounting, Text and Cases Accounting, Fourth Edition, Mintz and Morris.
• Connect – Connect is packaged with the textbook if the textbook is purchased through the university or Tiger bookstore. You will receive an access code which you’ll use in order to register with Connect. With Connect, you also get access to an eBook, an online edition of the text.
  o If you purchase a used textbook, you will still need to purchase Connect through the eCourseware course page. Connect is required to successfully complete this course! Further instructions on how to use Connect are detailed in a separate presentation in eCourseware under “Content” then “Getting Started.”
  o The most economical means of acquiring the textbook is through Connect using only the eBook. Though a hard copy of the book is helpful, it is not required, and a loose-leaf version is available at a reduced cost once you purchase Connect.
• Barron’s *Business Law, Sixth Edition*, Emerson
• Ethical Lens Inventory Assessment. **A $25 fee applies.**
• Papers and other readings as assigned

**Required course materials - Online class only**
Exams are taken online using the McGraw-Hill Education Tegrity software. Required materials for online students include a computer with the capability of downloading and installing the Tegrity software and a functioning camera and microphone attached to the computer. You will be required to take a picture of yourself holding up your student ID before each test and you are required to use the Tegrity software to video and record your screen during the taking of each exam and other assignments as designated by your instructor. Note that if you fail to use Tegrity while taking exams, you will receive a grade of zero. Also, you are not permitted to use any online resource during exams; failure to adhere to this requirement will also result in a grade of zero. There is no fee for this software.

**Keys to Success in this Course**
This is an internet-based, distance-learning course. Online computer assisted learning (CAL) is asynchronous (i.e., takes place outside the classroom). If this is your first on-line course, it is different from any course you've ever taken. Your first task is to completely alter your mindset as to your role as a student and mine as your instructor. Your role as a student in this course is to be an **active learner**. This should be contrasted with passive learning in which you sit in a classroom listening to a lecture. This is different even from other, more traditional modes of non-passive learning such as group participation or discussion seminars. Active learning entails aggressively seeking and assimilating the packets of knowledge.

My role as instructor is to guide, focus, and critique your learning experience. I do this by assigning questions and projects that test your reading comprehension and direct your attention to specific accounting issues identified in the textbooks and supplemental material designed for this course. As an active learner, you seek out the information you need to appropriately address the issues. Similar to a traditional lecture classroom, modules or chapters must be completed according to the syllabus schedule. Assignments and projects are scheduled to close (end access) according to the designated dates. **Once an assignment or project closes, it will not be opened again and, if missed, will result in a zero for that grade.**
The main reason students fail an online course is because they do not have the self-discipline required to complete an online course. Be sure you plan for the unexpected. Complete the assignments as early as possible. Inevitably, when you wait until the end of the due date, something will occur resulting in your missing the deadline. **Most importantly, pay attention to the timeline set in the syllabus!**

**Location of Course Materials:**
This is an online course. All support course materials (PowerPoint slides, notes, news, etc.) are located on the [eCourseware website](#).

**To successfully complete each module’s assignments:**
1. **Read the Sections’ Instructions and Due Dates.** This document gives an overview of the reading, videos, Connect, and other project requirements for each Section. A Section consists of two or more chapters. **Be sure and set reminders of due dates!**
2. **Download and print the chapter notes, download and print the slides, and read the chapter in the book.** The notes give the chapter objectives, an outline of the chapter (including notating sections of the chapter you are not responsible for learning), and extra review tests to test your reading comprehension.
3. **Open Connect and work the quiz and required assignment for the chapter.** You have two chances to get the quiz correct. Incorrect answers are displayed after completing the quiz the first time. You may work the required assignment as many times as you can up until the due date. The highest grade counts.
4. **‘Classroom’ participation.** eCourseware contains a discussion area that each student should become familiar with and use frequently. The discussion area is a means of contacting other students in the class and is an appropriate place to discuss assignments, project questions, etc. I will be monitoring the discussion board every day or two and will intervene with comments and corrections as necessary. I encourage you to help your classmates out if you know the answer to their question. There is an Introduction Forum in the Discussion area. **Please log on and introduce yourself.**

**Course Objectives:**
After successful completion of this course the student should be able to:
1. Describe how the pillars of character support ethical decision-making.
2. Demonstrate an understanding of various aspects of moral reasoning and explain how moral reasoning is used for ethical decision-making.
3. Explain how professional judgment and skepticism influences ethical decision-making.
4. Explain the underlying theory of ethics, professionalism, and corporate governance as they pertain to accounting.
6. Understand legal liability issues that accountants face and the impact that such issues have on professional ethics.
7. Explain the characteristics of ethical leaders.
Fogelman College: Learning Outcomes for Your Degree

The Fogelman College has established the following learning goals for all students successfully completing the BBA degree:

- Graduates will be effective communicators.
- Graduates will demonstrate critical thinking skills.
- Graduates will be knowledgeable about ethical factors in the business environment.
- Graduates will be knowledgeable about the global business environment.
- Graduates will be proficient users of business presentation and analysis technology.

Additional learning goals for students who successfully complete the BBA in Accounting degree:

- Graduates will demonstrate a satisfactory understanding of financial and managerial accounting concepts.
- Graduates will demonstrate a satisfactory understanding of systems and auditing concepts.
- Graduates will demonstrate a satisfactory understanding of U.S. tax laws and regulations related to financial reporting.

Professor’s Expectations:

This is not your typical accounting course that requires knowledge of Generally Accepted Accounting Principles (GAAP) or an understanding of cost behavior. This course is about doing the right thing while practicing professional accounting. One part of doing the right thing is thinking about and knowing what you are expected to do in various situations. Another part of doing the right thing involves persuasion when professionals disagree. The hardest part of doing the right thing is recognizing and avoiding ethical hazards with conflicting expectations. Accountants have special obligations beyond those of other business practitioners so this course develops the ethical analysis beyond philosophy ethics courses and beyond business ethics courses. While Accountancy Boards may require ethics education, to enter the profession, or even sit for the CPA exam, this course is aimed at your whole career (even your whole life) rather than coaching for ethics coverage on examinations.

This course emphasizes critical thinking beyond memorizing vocabulary, facts, skills, or procedures. There are three main types of learning this semester and different methods are appropriate for each:

1. Ethical Decision Analysis – being able to express reasoning for which alternatives are more or less ethical and for which arguments will be persuasive to other professional accountants, other business colleagues and to society as well. We will learn about corporate ethical decision making by reading, thinking, and writing using logic and evidence rather than authority, intuition, or stubbornness.

2. Expectation Awareness – being able to recognize the names and meanings of the society’s and the profession’s expectations for those authorized to practice the profession of accounting. We will rely heavily on independent reading to become familiar with what ought to be done and especially what might be difficult to do.

3. Rehearsal – being able to recognize, avoid, and react to ethical decision situations is improved most effectively by experience. Since we cannot actually place ourselves in possible ethical trouble during the semester we will rely on case situations where students attempt to identify with characters and react to the situation as if it were theirs.

In summary, I expect you to think.
My final and most important expectation is that you will take stock of your own leadership skills and seek to improve them by thinking through where you are and where you need to be as ethical leaders. Competent ethical leaders demonstrate the courage to do the right thing and influence others to do so as well...that's who we all need to become!

**Student's Expectations of the Professor:**
In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within one business day, and feedback on all work submitted within 3-5 business days of the due date.

**Grading and Evaluation Criteria:**
Over the semester, you will have a variety of opportunities to earn points towards your final (overall) letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how final letter grades will be computed.

Points earned on the assessed activities will be distributed as follows:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Lens Inventory (ELI) Project</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Homework assignments (Connect)</td>
<td>80</td>
</tr>
<tr>
<td>Chapter Cases (Connect)</td>
<td>160</td>
</tr>
<tr>
<td>Sarbanes-Oxley (SOX) and Dodd-Frank assignment (Connect)</td>
<td>50</td>
</tr>
<tr>
<td>AICPA Code of Professional Conduct assignment (Connect)</td>
<td>50</td>
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<tr>
<td>TN Rules of Professional Conduct (Connect)</td>
<td>40</td>
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<tr>
<td>Contracts, Commercial Paper &amp; Agency (Connect)</td>
<td>50</td>
</tr>
<tr>
<td>Exam 1 (Chapters 1-4)</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2 (Chapters 5-8)</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td>780</td>
</tr>
</tbody>
</table>

Your final grade will be determined based on the total points earned, as follows:

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Assigned Grade</th>
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<tbody>
<tr>
<td>700 or above</td>
<td>A</td>
</tr>
<tr>
<td>625 - 699</td>
<td>B</td>
</tr>
<tr>
<td>550 - 624</td>
<td>C</td>
</tr>
<tr>
<td>470 - 549</td>
<td>D</td>
</tr>
<tr>
<td>469 or below</td>
<td>F</td>
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</tbody>
</table>
Ethical Lens Inventory (ELI) Project
The Ethical Lens Inventory (ELI) is an online assessment tool designed to provide feedback on your preferred lens, your ethical strengths and weaknesses and how they influence your decision making process. Additional details can be found in “Other Course Materials” in eCourseware.

Chapter Homework Assignments
Homework assignments for each chapter are all in Connect and consist of multiple-choice questions. These assignments are worth 10 points for each chapter and you may work the homework as many times as you like up to the cutoff date for each set of chapters. The highest grade is recorded and you have unlimited attempts. The material on the exams will be very similar to the material in the homework.

Chapter Cases
At the end of each chapter there are several cases used to reinforce the chapter topic and promote critical thinking. Up to three cases will be assigned from each chapter for assessment with multiple choice questions in Connect. These assignments are worth 20 points for each chapter. The cases have stated end dates and will not be available after the end date. You are allowed only one attempt on these assignments.

Sarbanes-Oxley (SOX) Act of 2002 Assignment
This 20-question 50-point assignment is designed to get you familiar with the Sarbanes-Oxley Act of 2002 and the Dodd-Frank act of 2010. SOX is a United States federal law that set new or expanded requirements for all U.S. public company boards, management, and public accounting firms. Its purpose is to protect shareholders and the general public from accounting errors and fraudulent practices in the enterprise, as well as improve the accuracy of corporate disclosures. Dodd-Frank made changes in the American financial regulatory environment that affect all federal financial regulatory agencies and almost every part of the nation's financial services industry. Read the syllabus carefully to determine which sections you are to read.

AICPA Code of Professional Conduct Assignment
This 20-question 50-point assignment is designed to get you familiar with the American Institute of Certified Public Accountants (AICPA) Code of Professional Conduct. The code is a collection of codified statements that outline a CPA’s ethical and professional responsibilities. It establishes standards for auditor independence, integrity and objectivity, responsibilities to clients and colleagues, and acts discreditable to the accounting profession. Read the syllabus carefully to determine which sections you are to read.

Tennessee Rules of Professional Conduct
This is a brief 10-question 40-point exercise to introduce you to the Tennessee State Board of Accountancy Rules of Professional Conduct that relies heavily on the AICPA Code of Professional Conduct.

Contracts, Commercial Paper & Agency
While also found in a business law class, these are core subjects found on the CPA exam and are worth another look (or a first look as the case may be).
Exams
Exams will consist of multiple-choice questions in Connect. **Exams must be taken during the scheduled time of availability using the Tegrity software previously discussed.** No late exams will be given except for official university-approved activities. **You must have an average exam grade of 65 to pass this class!**

Final Paper
More information will be provided as the time for the paper nears. The paper involves a written assessment of a major case at the end of the textbook and is worth 50 points.

Course Policies:
E-Mail
All students are required to maintain and access their University of Memphis (@memphis.edu) email account – this will be my primary method of correspondence with you. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Adding / Dropping
If you have questions about adding or dropping classes, please refer to this page on the **Registrar’s website.**

Academic Integrity:
The University of Memphis has clear codes regarding cheating and classroom misconduct. Academic misconduct is considered unethical behavior and students should not compromise their integrity. Refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ **Office of Student Conduct website.** If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the **Fogelman College’s Website on Academic Integrity.**

Instructional Assistance
**ESP Online Tutoring** is available free for all accounting students Sunday - Thursday from 8:00 p.m. until 10:00 p.m. You may post questions 24 hours a day, 7 days a week and the questions will be responded to the available time listed. Instructions for ESP Online Tutoring can be found at [http://www.memphis.edu/esp/onlinetutoring.php](http://www.memphis.edu/esp/onlinetutoring.php).

However, because this is an online course your best option is to post questions on the discussion board or e-mail or set up a phone call with me. **I am here to help you succeed!**

Technical Assistance
- For information on how to prepare your browser for your online course, go to: [https://umdrive.memphis.edu/g-alc/alc_website_public/eCourseware-linked.pdf](https://umdrive.memphis.edu/g-alc/alc_website_public/eCourseware-linked.pdf)
- If you are unfamiliar with eCourseware, student guides are located at: [https://umdrive.memphis.edu/g-alc/alc_website_public/ecourseware-student-user-guides.pdf](https://umdrive.memphis.edu/g-alc/alc_website_public/ecourseware-student-user-guides.pdf).
- If you need additional eCourseware assistance, you may email [alcsupport@memphis.edu](mailto:alcsupport@memphis.edu).
• General questions can be answered by going to Ask Tom: http://asktom.custhelp.com/app/answers/list.

Student Services:
Please access the FCBE Student Services page for information about:
• Students with Disabilities
• Tutoring and other Academic Assistance
• Advising Services for Fogelman Students
• Technical Assistance

Final notes:
• January 27, 2019 – Last day to drop with no grade
• March 15, 2019 – Last day to drop with a grade of “W”
• April 24, 2019 – Last day of classes

This syllabus is subject to change due to circumstances beyond control of the instructor. I will make every effort to inform you of changes as soon as they occur.

Final thoughts:
You should have noticed that one of the learning outcomes of your degree is that you will demonstrate critical thinking skills. Here are a few thoughts as to what that means. The well cultivated critical thinker:
• Raises vital questions and problems, formulating them clearly and precisely;
• Gathers and assesses relevant information, evidence, and facts, using abstract ideas to interpret them effectively, and comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
• Thinks open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences; and
• Communicates effectively with others in finding solutions to complex problems.

Be that person!

Summary Statement:
The great Greek philosopher Aristotle wrote that good character and ethical behavior are learned by practice, and as we practice ethical behavior, it becomes easier and more natural to make ethical choices. Regardless of your personal history prior to this class, let this semester be a time that you engage in an intentional practice of good character and ethical behavior. Your future happiness and well-being, as well as the trusting public, will be better off if you do.

The integrity of the upright guides them, but the crookedness of the treacherous destroys them.
~A Proverb
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1/14/2019</td>
<td>Start of classes</td>
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</tr>
<tr>
<td>1/15</td>
<td>Class Orientation</td>
<td>Read through course syllabus and “Getting Started” under Content at eCourseware.</td>
</tr>
<tr>
<td>1/17</td>
<td>Ethical Reasoning: Implications for Accounting</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>
| 1/22       | Ethical Reasoning: Implications for Accounting | Chapter 1  
Homework assignment due January 27  
Case assignments due February 3 |
| 1/24       | Cognitive Processes and Ethical Decision Making in Accounting | Chapter 2                                                                     |
| 1/29       | Cognitive Processes and Ethical Decision Making in Accounting | Chapter 2  
Homework assignment due February 3  
Case assignments due February 10 |
| 1/31       | Organizational Ethics and Corporate Governance | Chapter 3                                                                     |
| 2/5        | Organizational Ethics and Corporate Governance | Chapter 3  
Homework assignment due February 10  
Case assignments due February 17 |
| 2/7        | Ethics and Professional Judgment in Accounting | Chapter 4                                                                     |
| 2/12       | Ethics and Professional Judgment in Accounting | Chapter 4  
Homework assignment due February 17  
Case assignments due February 17 |
| 2/14       | Review Chapters 1 - 4                       |                                                                             |
| 2/19       | Exam #1 Chapters 1-4                        | Exam #1 on Connect open February 18 & 19                                     |
| 2/21       | Fraud in Financial Statements               | Chapter 5                                                                     |
| 2/26       | Fraud in Financial Statements               | Chapter 5  
Homework assignment due March 3  
Case assignments due March 17 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2/28</td>
<td>Legal, Regulatory, and Professional Obligations of Auditors</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>3/4-10</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>3/12</td>
<td>Legal, Regulatory, and Professional Obligations of Auditors</td>
<td>Chapter 6</td>
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<tr>
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<td>Homework assignment due March 17</td>
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<td>Case assignments due March 24</td>
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<tr>
<td>3/14</td>
<td>Sarbanes-Oxley (SOX) Act of 2002</td>
<td>Read Sections: 104, 201, 203, 204, 206, 302, 303, 401, 901-904, 906</td>
</tr>
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<td></td>
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<td>SOX/DF assignment due March 31</td>
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<tr>
<td>3/21</td>
<td>AICPA Code of Professional Conduct</td>
<td>Read Sections: 0.300, 1.000-1.300, 1.400-1.800, 2.000, 2.100</td>
</tr>
<tr>
<td>3/26</td>
<td>TN Rules of Professional Conduct</td>
<td>Read all.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AICPA Code and TN Rules assignment due March 31</td>
</tr>
<tr>
<td>3/28</td>
<td>Earnings Management</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>4/2</td>
<td>Earnings Management</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework assignment due April 7</td>
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<tr>
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<td></td>
<td>Case assignments due April 14</td>
</tr>
<tr>
<td>4/4</td>
<td>Ethical Leadership and Decision-Making in Accounting</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>4/9</td>
<td>Ethical Leadership and Decision-Making in Accounting</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td></td>
<td>Homework assignment due April 14</td>
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<td></td>
<td></td>
<td>Case assignments due April 14</td>
</tr>
<tr>
<td>4/11</td>
<td>Review Chapters 5 - 8</td>
<td></td>
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<tr>
<td>4/16</td>
<td><strong>Exam #2 Chapters 5-8</strong></td>
<td>Exam #2 on Connect open April 15 &amp; 16</td>
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<tr>
<td>4/18</td>
<td>Contracts</td>
<td>Barron’s Business Law Chapters 4-8</td>
</tr>
<tr>
<td>4/23</td>
<td>Commercial paper &amp; Agency</td>
<td>Barron’s Business Law Chapters 10, 11 &amp; 14</td>
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<td></td>
<td></td>
<td>Contracts, Commercial Paper &amp; Agency assignment due April 26</td>
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<tr>
<td>4/25</td>
<td><strong>Study Day</strong></td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>Final Paper</td>
<td>Final paper due April 29 – place in eCourseware dropbox</td>
</tr>
</tbody>
</table>