Course Objectives

Managerial accounting is concerned with the use of accounting information by managers to plan and control (evaluate) personnel and operations of the firm. This course is intended as an introduction for individuals who will make business decisions, evaluate business opportunities, and evaluate others (or be evaluated) through the use of accounting systems. Throughout the course, we will discuss two general topics: planning information systems and managerial control systems each described below.

Planning information systems provide information about the benefits and costs of the goods and services sold by the firm to help facilitate the decisions of managers. We will discuss and apply principles which will guide our evaluation and design of planning information systems. Next, we will observe that financial accounting systems require that information be accumulated in particular ways for external reporting which are often not helpful for managerial decision making. Thus, we will learn techniques to enhance the usefulness of financial accounting and other information for managerial decision making. Moreover, we will apply these techniques to facilitate short-term operational and long-term strategic decisions.

Managerial control systems assist in the motivation and coordination of individuals and organizational units by measuring and rewarding/punishing performance. When discussing managerial control systems, we will explicitly recognize that individuals respond to methods used for performance measurement and reward. We will also discuss systems that have widespread use, examine the motivation and theoretical underpinnings for that use, and identify how and when the misuse of these systems leads to dysfunctional outcomes for the firm.

In addition to enhancing understanding of managerial accounting systems, this course will help to develop other essential skills critical to achieving success in the business environment. In particular, we will work to enhance analytical skills, written and oral communication skills, and the ability to work on a team.

Required Materials

- **Course Packet** – Contains all business cases required for the course.
- **Financial Calculator** – HP10bII+ Financial Calculator is recommended. You may NOT use calculators that have text memory (e.g. for programs) or cell-phone calculators to take exams.
Grading

Class participation 10%
Homework assignments (lowest 2 dropped) 15%
Group project (Proposal 15%; Presentation 5%) 20%
Midterm Exam 25%
Final Exam (cumulative) 30%
Total 100%

Grades in this class have been about evenly split between A’s (i.e., A & A-) and B’s (i.e., B+ & B). Grades below B HAVE been earned. You may assess your performance based on the traditional grade cutoffs of 90% = A-, 80% = B-, 70% = C-, 60% = D-, and below 60% = F.

There will be no opportunity to raise your course grade by doing "extra credit" work either before or after the end of the semester.

Grade Appeals

If you believe a grading error has occurred, you must appeal within one week after the related grade has been posted on Canvas. Please submit a written explanation of your concern to me. After one week has passed, no appeals will be considered.

Exams

Exams will be individually-completed, closed-book exams. The exams will emphasize fundamental managerial accounting techniques and concepts as covered in assigned chapters from the text, cases, and class discussions. They typically consist of multiple choice questions, essay questions, and short answer questions.

The midterm exam will be administered in the evening for all sections of ACC 312H. Students with a regularly scheduled class during the exam time will be permitted to take the exam earlier on the exam day. Otherwise, no make-up exam will be given. Medical emergencies and family emergencies are the only valid reasons for missing the exam. In such instances, and you must provide prompt notification and documentation to Student Emergency Services (http://deanofstudents.utexas.edu/emergency/). If you miss the exam and you have a valid and documented reason for missing it, your final exam will replace the missing midterm exam grade.

The final exam will also be administered in the evening for all sections, but will NOT be given on the dates and times listed in the UT course schedule. The date and time of the exam will not be finalized by the university until later in the semester. The final exam is cumulative, but will emphasize material covered after the midterm.

The final exam grade, if better, will be averaged with the midterm exam grade and will replace the midterm exam grade. This gives students a final opportunity to improve their overall grade. However, I would not rely on this policy. Because the final exam is cumulative and the material in the last part of the course is more difficult, it is not common for students’ final exam to be appreciably higher than their midterm exam grade.
Homework Assignments

A homework assignment will be due before the start of most class sessions. The purpose of the homework assignments is to prepare you to learn the important lessons of the class session. Accounting is best learned by “doing” and keeping up on a daily basis is the best strategy for both learning and preparing for examinations. Overall, diligently preparing the homework assignments will allow you to get the most out of our class time together.

There will be a total of 24 homework assignments. Homework assignments are described in the course schedule at the end of the syllabus. Please be prepared to hand in a physical copy of your completed assignment. All assignments will be collected at the beginning of each class.

The homework assignments are challenging. You will be responsible for giving them your best effort and not necessarily for discovering the “correct” answer. Submissions judged to be completed with care will receive a grade of 3. Assignments completed with care will use a reasonable approach to problems and any discussion, when requested, will be thoughtful and well-written (i.e., written in complete, well-crafted sentences). Submissions that are incomplete or do not present a reasonable, well-written approach in the judgment of the TA or me will receive lesser grades. Late assignments will not be accepted and will receive a score of zero. Your lowest two scores will be dropped and the scores on the remaining twenty-two assignments will count towards your final grade.

Verbal collaboration on homework is allowed. However, the prepared assignment should be your own work (do NOT borrow, copy, or transfer answers or files from anyone else). Completing your own homework assignment is the only way you will learn the material.

Group Project

You will be randomly assigned to a three or four-member group at the beginning of the semester. Your group will write and present a proposal to start a new business venture on campus. There are three key learning objectives associated with this project. First, you will learn to apply the course material to a “real-world” setting. This allows you to better appreciate the different business decisions that managers face and how management accounting systems can help managers make more informed decisions. Second, you will learn to collaborate with others and work in a team. In any future career that you choose to pursue, you will have to work well with others who may be different from yourself. (See Tips for Working in a Group on Page 5-6) Third, you will gain practice in giving formal business presentations. The ability to present well is a skill that is critical to your future success.

Group Proposal (15%)

As a group, you will write a business proposal to showcase the various management accounting methods and techniques you have learned throughout this course. The detailed requirements of the proposal will be posted separately on Canvas. The proposal should be no longer than 15 pages.

The proposal will be graded based on the quality and accuracy of the analyses performed, the sufficiency of the detailed support for the assumptions underlying those analyses, the organization and clarity of the writing, and the practicality and creativity of the proposed business.

An executive summary of the proposal will be due on 3/3. The full proposal will be due on 4/26. Please refer to the course schedule for further details.
**Group Presentation (5%)**

Each group will give a 15-minute presentation of its proposal on either 4/26, 4/28, or 5/3 (see course schedule). Every member of the group should participate in the presentation equally. Your peers will act as potential investors, and your goal is to convince them to invest in your proposed business.

The group presentation will be graded based on the organization and flow of the presentation, the group’s level of preparation and subject knowledge, the clarity and effectiveness of the oral delivery and use of visual aids, and the level of audience engagement.

**Peer Evaluations**

With a few exceptions, all group members will receive the same grade on the group proposal and presentation. Therefore, all group members should play an active role in the project. You will have the opportunity to conduct peer evaluations of your group members which, at my discretion, will be used to adjust individual grades.

**Class Participation**

Your class participation grade will be determined based on your in-class contribution, both during lecture sessions and especially on case study sessions. The purpose of the business cases is to prepare you for important decisions that you could face in your future career. To enhance the learning environment, everyone MUST actively participate in the class discussions, providing summaries of issues, analyses, recommendations, and sharing personal experiences related to the course topics. My role is primarily to facilitate your analysis and discussion. I will cold call as a standard practice. After each class, I will make class participation notes, with particular attention to the quality of comments, not the quantity.

Being an active participant in class discussions requires preparation of the case and reading assignments. Moreover, to facilitate your preparation, I will provide several questions about each case that will serve as important points of discussion during the class. Please spend time answering each question and working through any analyses needed to support your answer.

Often, an assigned case will represent your first exposure to a particular issue or problem. Moreover, you will find that many of the important performance management and control problems we address are both difficult and lacking clear-cut or “correct” solutions. Do not let this discourage you! Developing answers to case questions before the class discussion greatly enhances the learning process about the materials.

**Communication**

The use of Canvas is required for this course. It is your responsibility during the first week of class to ensure that you can access the class site on Canvas. At least a week before each class, I will post the related class notes on Canvas. Printing out the class notes and bringing them to class will allow you to better follow along with our class discussions.

I will frequently make announcements and communicate with the class via email. I will use your email address posted on Canvas. If you want to update this email address, go to your UT Direct page and, under personal info/all my addresses, change your email address.

My TA and I have regularly scheduled office hours for consultation on matters pertaining to the course. Students are encouraged to take advantage of these hours to discuss their problems and to secure assistance where needed throughout the semester. An appointment for office hours or a telephone
conference outside of the regularly scheduled times can be made. You can also email me or the TA with any questions you have at anytime.

**McCombs Classroom Professionalism Policy**

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Business Honors Program experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each class session. Students are expected to be professional in all respects. The BHP classroom experience is enhanced when you:

- **Arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect to others and enhances learning by reducing avoidable distractions.

- **Minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.

- **Prepare fully for each class.** Much of the learning in the BHP program takes place during classroom discussions. When participants are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.

- **Attend the class section to which you are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality classroom experience. If, on a particular day, you need to attend a section other than the one to which you are registered, please inform me prior to class.

- **Respect the views and opinions of your colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

- **Turn off all electronic devices.** Close all laptops, cell phones, tablets, and other electronic devices. All class participants are expected to devote their full attention to the topic at hand. When participants become a distraction to themselves and others, they are doing themselves and their peers a major disservice.

**Tips for Working in a Group**

The ability to work effectively in a team environment with others who may be different from yourself is an essential skill. Below are some important tips that are adapted from the late Professor Randy Pausch:

- **Meet people properly.** Exchange contact information, and make sure you know how to pronounce everyone’s names. Exchange phone #s, and find out what hours are acceptable to call during.

- **Find things you have in common.** You can almost always find something in common with another person, and starting from that baseline, it’s much easier to then address issues where you have differences. If nothing else, you probably have in common things like the weather.

- **Make meeting conditions good.** Have a large surface to write on, make sure the room is quiet and warm enough, and that there aren’t lots of distractions. Make sure no one is hungry, cold, or tired. Meet over a meal if you can; food softens a meeting. That’s why they “do lunch” in Hollywood.

- **Let everyone talk.** Even if you think what they’re saying is stupid. Cutting someone off is rude, and not worth whatever small time gain you might make. Don’t finish someone’s sentences for him or
her; they can do it for themselves. Remember: talking louder or faster doesn’t make your idea any better.

- **Check your egos at the door.** When you discuss ideas, immediately label them and write them down. The labels should be descriptive of the idea, not the originator: “the troll bridge story,” not “Jane’s story.”

- **Praise each other.** Find something nice to say, even if it’s a stretch. Even the worst of ideas has a silver lining inside it, if you just look hard enough. Focus on the good, praise it, and then raise any objections or concerns you have about the rest of it.

- **Put it in writing.** Always write down who is responsible for what, by when. Be concrete. Arrange meetings by email, and establish accountability. Remember that “politics is when you have more than two people” – with that in mind, always CC (carbon copy) any piece of email within the group, or to me, to all members of the group. This rule should never be violated; don’t try to guess what your group mates might or might not want to hear about.

- **Be open and honest.** Talk with your group members if there’s a problem, and talk with me if you think you need help. Working with others is not always easy. If we all go into it knowing that’s an issue, we should be comfortable discussing problems when they arise. Be forgiving when people make mistakes, but don’t be afraid to raise the issues when they come up.

- **Avoid conflict at all costs.** When stress occurs and tempers flare, take a short break. Clear your heads, apologize, and take another stab at it. Apologize for upsetting your peers, even if you think someone else was primarily at fault; the goal is to work together, not start a legal battle over whose transgressions were worse. It takes two to have an argument, so be the peacemaker.

- **Phrase alternatives as questions.** Instead of “I think we should do A, not B,” try “What if we did A, instead of B?” That allows people to offer comments, rather than defend one choice.

**Other Important Notifications**

**Students with Disabilities**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [http://ddce.utexas.edu/disability/accommodations-and-services/](http://ddce.utexas.edu/disability/accommodations-and-services/).

**Religious Holy Days**

Per the UT Austin General Information Catalog, you must notify me “as far in advance as possible” (I expect at least 14 days advance written notice) of your pending absence due to the observance of a religious holy day. If you must miss an examination or other assignment in order to observe a religious holy day, and you notify me appropriately, you will be given an opportunity to complete the missed work within a reasonable time after the absence. [http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/](http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/).

**Policy on Scholastic Dishonesty**

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA
Program’s Statement on Scholastic Dishonesty at http://www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear to you in any way, it is your responsibility to ask me for clarification.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Dishonesty harms the individual, all other students, the integrity of the University, and the value of our academic brand, so policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Scholastic dishonesty includes, but is not limited to: copying work on tests or assignments, representing (copying) the work of another person as one’s own or allowing another person to represent your work as their own, collaborating without authority with another student during an exam or in preparing academic work, using or having on your desk unauthorized material or aids to complete a quiz, group exercise, or exam (e.g., cheat sheets, solutions, graphing or programmable calculators, cell phones, etc.).

IT’S NOT WORTH IT! ALL acts of academic dishonesty receive significant penalties and are reported to Student Judicial Services and attach to your record. This record is consulted as part of application processes at UT (e.g., study abroad applications) and after (e.g., law school and MBA applications, which generally require you to provide access to this record).

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: http://www.utexas.edu/emergency.
# Course Schedule (Sections 02435, 02440)

Accounting 312H: Fundamentals of Managerial Accounting – Spring 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>No.</th>
<th>Topic</th>
<th>Pre-Class Reading</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. Jan 19</td>
<td>1</td>
<td>Introduction</td>
<td>Ch. 1</td>
<td>No assignment due.</td>
</tr>
<tr>
<td>Thurs. Jan 21</td>
<td>2</td>
<td>Identifying Costs and Benefits</td>
<td>Ch. 2</td>
<td>2.37, 2.55 Odd Cost # only</td>
</tr>
<tr>
<td>Tues. Jan 26</td>
<td>3</td>
<td>Cost Flows and Cost Terminology</td>
<td>Ch. 3</td>
<td>3.38, 3.52</td>
</tr>
<tr>
<td>Thurs. Jan 28</td>
<td>4</td>
<td>Estimating Fixed and Variable Costs</td>
<td>Ch. 4</td>
<td>4.32, 4.55</td>
</tr>
<tr>
<td>Tues. Feb 2</td>
<td>5</td>
<td>Cost-Volume-Profit Analysis</td>
<td>Ch. 5</td>
<td>5.56, 5.58</td>
</tr>
<tr>
<td>Thurs. Feb 4</td>
<td>6</td>
<td>Decision Making in the Short Term</td>
<td>Ch. 6</td>
<td>6.37, 6.46</td>
</tr>
<tr>
<td>Tues. Feb 9</td>
<td>7</td>
<td><strong>CASE:</strong> Precision Worldwide</td>
<td>Case study</td>
<td>Write a brief (less than one page) memo describing what action you believe Hans Thorborg should take. Please provide support for your recommendation.</td>
</tr>
<tr>
<td>Thurs. Feb 11</td>
<td>8</td>
<td>Operating Budgets</td>
<td>Ch. 7</td>
<td>PotteryFarm budget problem (to be posted on Canvas)</td>
</tr>
<tr>
<td>Tues. Feb 16</td>
<td>9</td>
<td><strong>CASE:</strong> Hanson Ski Products</td>
<td>Case study</td>
<td>Prepare a cash budget for the quarter ending 6/30/86.</td>
</tr>
<tr>
<td>Thurs. Feb 18</td>
<td>10</td>
<td><strong>CASE:</strong> Codman &amp; Shurtleff</td>
<td>Case study</td>
<td>In less than one page, please evaluate the planning and control system in use at Johnson &amp; Johnson. What are its strengths and weaknesses?</td>
</tr>
<tr>
<td>Tues. Feb 2</td>
<td>11</td>
<td>Budgetary Control and Variance Analysis</td>
<td>Ch. 8</td>
<td>8.49, 8.59</td>
</tr>
<tr>
<td>Thurs. Feb 4</td>
<td>12</td>
<td><strong>CASE:</strong> Berkshire Toy Company</td>
<td>Case study</td>
<td>Calculate the direct material and direct labor variances for Berkshire Toy Company (see template on Canvas). Based on your group #, assume that you are either in the production department (Groups 1-3), marketing department (Groups 4-7), or purchasing department (Groups 8-11). Please list three highlights (i.e., positive factors) of your department's performance and three reasons the overall company performed poorly.</td>
</tr>
<tr>
<td>Tues. Mar 1</td>
<td>13</td>
<td>Midterm Exam Review</td>
<td></td>
<td>Group project - In your assigned groups, write a one to two page executive summary that provides an overview of the proposed business venture, including discussions of major costs involved in starting and running the business as well as key management accounting decisions that must be considered. No analyses need to be performed.</td>
</tr>
</tbody>
</table>
### MIDTERM EXAM
Wednesday, 3/2, 7-9pm / Room TBA (Seats assigned in advance)
No class on Thursday

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Mar 2</td>
<td>14</td>
<td>Cost Allocations</td>
<td>Ch. 9</td>
<td>9.50, 9.52</td>
</tr>
<tr>
<td>Thurs. Mar 10</td>
<td>16</td>
<td>CASE: Bridgeton Industries</td>
<td>Case study</td>
<td>Consider two products in the same product line: <strong>Product 1</strong>: Expected selling price = $62; Material Cost = $16; Direct Labor cost = $6, <strong>Product 2</strong>: Expected selling price = $54; Material Cost = $27; Direct Labor cost = $3. Calculate the expected gross margins as a percentage of selling price for each product based on the 1988 and 1990 model year budgets assuming selling price, material and labor costs do not change from standard. Considering the analysis above, describe briefly whether you believe the product costs reported by the cost system are appropriate for use in the strategic analysis being performed by Bridgeton Industries.</td>
</tr>
<tr>
<td>Mar 14-18</td>
<td>No Class – Spring Break</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tues. Mar 22</td>
<td>17</td>
<td>Activity-based Costing and Management</td>
<td>Ch. 10</td>
<td>10.59, 10.64</td>
</tr>
<tr>
<td>Thurs. Mar 24</td>
<td>18</td>
<td>CASE: Wilkerson</td>
<td>Case study</td>
<td>Develop an activity-based cost model using the information in the case. Provide your best estimates about the cost and profitability of Wilkerson’s three product lines. What difference does your cost assignment have on reported product costs and profitability? What causes any shifts in cost and profitability? Please limit discussion to less than a page.</td>
</tr>
<tr>
<td>Tues. Mar 29</td>
<td>19</td>
<td>CASE: Owens and Minor</td>
<td>Case study</td>
<td>Evaluate the impact cost-plus pricing has on distributors, customers, and suppliers. What effect will activity-based pricing have on customer behavior? What type of customers will adopt activity-based pricing first? Please provide no more than one page of discussion.</td>
</tr>
<tr>
<td>Thurs. Mar 31</td>
<td>20</td>
<td>Capital Budgeting</td>
<td>Ch. 11 (incl. Appendix A)</td>
<td>11.58, 11.61</td>
</tr>
<tr>
<td>Tues. Apr 5</td>
<td>21</td>
<td>CASE: Component Technologies</td>
<td>Case study</td>
<td>Answer questions 1a and 1b from the case (use Excel).</td>
</tr>
<tr>
<td>Thurs. Apr 7</td>
<td>22</td>
<td>Performance Evaluation</td>
<td>Ch. 12</td>
<td>12.54, 12.60</td>
</tr>
<tr>
<td>Tues. Apr 12</td>
<td>23</td>
<td>CASE: Birch Paper</td>
<td>Case study</td>
<td>Based on your group #, assume that you represent the interests of either in the Thomson Division (Groups 1-5) or the interests of the Northern Division (Groups 6-11). The Division Manager (your boss) has asked you to investigate the situation presented in the case and to identify the transfer price that is in the best interest of your division. Prepare a one-page memo to the Commercial Vice President making your argument for this transfer price. Remember, divisional profits and your bonus depend on the transfer price that the VP decides to use so be convincing!</td>
</tr>
<tr>
<td>Date</td>
<td>No.</td>
<td>Topic</td>
<td>Type</td>
<td>Notes</td>
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<tr>
<td>Thurs. Apr 14</td>
<td>24</td>
<td>Strategic Planning and Control</td>
<td>Ch. 13</td>
<td>13.44, 13.62</td>
</tr>
<tr>
<td>Tues. Apr 19</td>
<td>25</td>
<td><strong>CASE: Citibank</strong></td>
<td>Case study</td>
<td>Assume the role of Lisa Johnson. Prepare a brief (less than one page) memo to Frits Seegers that gives your recommendation regarding whether James McGaran should be given an overall rating of “below par”, “par” or “above par.” Be sure to support your recommendation.</td>
</tr>
<tr>
<td>Thurs. Apr 21</td>
<td>26</td>
<td><strong>CASE: Store24</strong></td>
<td>Case study</td>
<td>Prepare a memo to Bob Gordon regarding whether you believe Ban Boredom is a bad strategy for Store24, or a good strategy that was poorly implemented. In light of this position, recommend whether Store24 should: (a) drop Ban Boredom, (b) continue to implement ban boredom, or (c) continue to implement Ban Boredom in some stores but drop it in others. Use the information in the case to support your recommendation. To aid you in this assignment, refer to an Excel file with data from the case on Canvas.</td>
</tr>
<tr>
<td>Tues. Apr 26</td>
<td>27</td>
<td>Group presentations (Groups 1-3)</td>
<td>Group project</td>
<td>Group project - All proposals due.</td>
</tr>
<tr>
<td>Thurs. Apr 28</td>
<td>28</td>
<td>Group presentations (Groups 4-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues. May 3</td>
<td>29</td>
<td>Group presentations (Groups 8-11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs. May 5</td>
<td>30</td>
<td>Final Exam Review</td>
<td></td>
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<tr>
<td>TBA</td>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
<td><strong>Date / Time / Room TBA (Seats assigned in advance)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The FINAL EXAM will NOT be held on the dates listed in the course schedule. There will be a common final exam for all sections of ACC 312H, and the university will not confirm the time and place of the exam for us until later in the semester. Please do not make travel arrangements until you are certain of your exam schedule. No early exams will be given for any reason.</strong></td>
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</tbody>
</table>