THE CAMERON SCHOOL OF BUSINESS
UNIVERSITY OF ST. THOMAS

ACCT 5399  Professional Ethics & Social Responsibility  Spring 2018

Classes Meet Mondays and Wednesdays 7 to 9:45 PM
March 8 through May 2 (CTB ) in Robertson 213
Prerequisites: All Required Program Proficiencies and ACCT 5313

Instructor:  Dr. David D. Schein           Office: 224 Welder
            Phone:  713-942-5936*          Skype: ProfDSchein1
            Email: scheind@stthom.edu      Emergency: 713-880-9563
            *Please do not leave voicemails. If you get voicemail, send me an email.

Submit all quizzes and tests, including the Final Exam, when due through Blackboard. There will be NO EXCEPTIONS for failure to submit your quizzes and final exam when they are due as noted in the Syllabus.

Spring 2018 Office Hours:
Tuesdays:  1:00 - 3:30 PM, 5:00-5:30 and 6:45 to 7 PM
Wednesdays:  1:30 - 3:30 PM and 6 to 7 PM on Mondays and Wednesdays during CTB
Thursdays:  1:00 - 3:30 PM, 5:00-5:30 and 6:45 to 7 PM

Other times by appointment. I am on campus a great deal, so let me know if you need to meet at a time other than listed. As Director of Graduate Programs, I attend many meetings, so often on campus, but not in my office. Please email me to confirm your time and day. Skype is now an option for students, as well. Contact me through my Skype address to initiate contact, and I will accept your invite, and then we can Skype.

Text:
- Title: Business and Professional Ethics for Directors, Executives & Accountants
  Author(s): Lenord J. Brooks and Paul Dunn
This book is required for the course and you must either have at least an e-copy of this text or you may purchase a hard copy of the book. You are not required to have a hard copy, but you must have access to the book. Other learning aids are available at the textbook site.
• Additional resources will be posted to the Blackboard course site. Please check it often and check your UST email for updates emailed to you.

Course Description

The purpose of this course is to gain a thorough understanding of the following concepts: ethical reasoning, integrity, objectivity, and independence. Topics include the examination of core values, professional codes of conduct for accountants, other rules governing the accounting profession, and the responsibility of the profession to the public, not limited by traditional accounting rules.

Program Goals and Objectives

_The Master of Science in Accounting has five goals. When students complete the MSA at the University of St. Thomas:_

1. They will be critical thinkers:
   Objective 1 – Students will synthesize and analyze information resulting in improved business practices.
   Objective 2 – Students will demonstrate an understanding of the economic and financial consequences of accounting policy decisions

2. They will be ethical leaders:
   Objective 1 - Students will identify accounting dilemmas, citing relevant ethical and moral authority.
   Objective 2 - Students will apply accounting ethical standards in business situations.

3. They will work effectively in teams towards achievement of goals:
   Objective 1 – Students will work effectively towards team objectives.
   Objective 2 – Students will effectively lead a team in a group project.

4. They will communicate effectively:
   Objective 1 – Students will deliver professional business presentations.
   Objective 2 – Students will prepare coherent and professional business writings.
   Objective 3 – Students will conduct professional research on accounting issues.

5. They will be equipped to succeed in the accounting profession.

Course Learning Objectives

Skills Emphasized as Part of the Learning Process:
Ethical understanding and reasoning; Critical thinking; written communication; oral communication; reflective thinking skills; professional research; and teamwork.

a. To acquire an understanding of the current state of the profession and the implications for the future of the accounting profession;
b. To acquire the tools and techniques for analyzing ethical situations and using these tools to make ethical decisions including identification of the stakeholders, the issues involved;

c. The process for making ethical decisions;

d. To review professional codes of conducts for accountants outside the realm of public accounting. For example, the Institute of Management Accountants (IMA), the Institute of Internal Auditors (IIA), and the International Standards Boards (IASB);

e. To understand legal liability issues which accountants face and the impact that such issues have on professional ethics; and

f. To probe the relationships between corporate citizenship, business ethics, and corporate governance.

**Topics Covered:**

- Ethical reasoning / Ethical theory
- Integrity, objectivity, and independence of accountants
- Examination of core values
- Professional codes of conduct for accountants
- Rules governing the accounting profession
- The responsibility of the accounting profession to the public

CSB anticipates developing a Comprehensive Test for the MSA program which would cover all core subjects in the MSA program and would be administered in the capstone course of the MSA program. Questions on topics from the core/required courses – including this course - will appear on the CSB Comprehensive Test, once developed.

**Class Design / Instructional Methods**

**Class Design:**

Class format uses an adult learning model. It is highly interactive and participatory with its success, depth and breadth contingent upon student willingness to contribute. In each class, we will discuss the readings. The focus of this class is on conversation and discussion at a level that promotes critical thinking and ethical analysis of business management issues.

**Grading:** The following assignments comprise student grades as based on a straight scale:

- **Thorough Class Preparation & Participation** 10 points
- **Quizzes – 4 at 10% each** 40 points
- **Case Discussion Leadership - 2 at 10% each** 20 points
- **Final Exam** 30 points
Grade distribution:

- 95-100 = A
- 94-90 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 79-77 = C+
- 74-76 = C
- 70-73 = C-
- 69 or less = F

**Thorough Class Preparation and Participation:** Given the interactive design of this course, it is critical for students to participate and contribute their voice. The Detailed Class Schedule below identifies the topics for each class meeting. See Blackboard for readings and other materials related to the topics being covered in that class.

Participation points include: (1) Student attendance will be noted and counted toward the determination of the final grade. Excessive absences, tardiness and/or leaving early will lower the grade by one-half to one full grade; (2) Your participation in class is critical. **Simply showing up does not get you an A grade in class participation.** You should be prepared to answer questions about the scheduled materials. If you are asked a question about the scheduled readings and you do not have a good response, that will count against your participation grade. Ask questions of your professor and classmates. (3) Class comportment: laptops and smart phones and pads being used to review course material are fine for class. Using such devices while in class, but for other purposes, is not appropriate and may lower your participation grade.

**Quizzes and Final Exam**

- Quizzes help to keep you on track and prepare you for the final exam. Quizzes will be spaced throughout the course. Most quizzes will have multiple-choice questions.
- The Final Exam is comprehensive and will cover all the course material.
- Blackboard’s Test Module will be used to administer the quizzes and final exam. Keep in mind that the Blackboard tests are timed and are closed book. If you try to look up the answers while taking the quizzes or final exam, you will not be able to complete the work in the assigned time. There will be no extensions. If you have a technical issue while testing, contact Dr. Schein via email immediately, providing as much information as possible.

**Please Note:** All assignments are due on the dates/times listed in the Detailed Course Schedule. There is a penalty of one letter grade per day for any work that is submitted later. There are no make-up assignments. All assignments are graded in absolute terms and in relationship to your colleague’s work. The professor reserves the right to tailor class activities based on student involvement and interest. The class schedule may be amended due to weather circumstances or other scheduling needs beyond the instructor’s control.

**Detailed Course Schedule**

It is the instructor’s intention to stay on this schedule as much as possible, but it is not guaranteed. It is your responsibility to read this schedule and check Blackboard on a regular basis.
basis to stay up on your school work and prepare for class and other assignments. Spring Break will immediately precede the first class meeting. Due to the compressed schedule, reading ahead is highly recommended to stay on the track.
<table>
<thead>
<tr>
<th>Day. Date</th>
<th>Topics/Notes</th>
<th>Area of lecture or tasks being completed in class</th>
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| Mon. 03/19 | The Study of Ethics Ethical Theories | In Class: Review of syllabus, answer questions, discuss objectives for course. Cover readings. Readings:  
• Syllabus (Blackboard, Course Documents)  
• Supplemental Ethics Slides  
• Read Text Chapter 3  
Be prepared to ask questions and actively participate in discussion of this material. |
| Wed. 03/21 | Ethical Theories Application of Ethics to Business Quiz 1 due next Monday night. | In Class: Continue review Text Chapter 3 and review Chapter 4. Readings:  
• Text Chapters 3 & 4  
Be prepared to ask questions and actively participate in discussion of this material. |
| Mon. 03/26 | Everyday Ethics Quiz 1 Due | In Class: Review Chapter 1  
Readings:  
• Text Chapter 1  
Be prepared to ask questions and actively participate in discussion of this material.  
**Quiz 1 Due by Midnight – Chapters 3 & 4** |
| Wed. 03/28 | Ethics and Government Practice Case Analysis Quiz 2 Due next Monday night | In Class: Chapter 2  
Readings:  
• Read Text Chapter 2 and designated cases on pp. 40-71  
Be prepared to ask questions and actively participate in discussion of this material.  
In Class: Chapter 5  
Readings:  
• Text Chapter 5  
Be prepared to ask questions and actively participate in discussion of this material.  
**Quiz 2 on Chapters 1 & 2 Due at Midnight** |
<p>| Mon. 04/02 | Corporate Accountability Quiz #2 due | |</p>
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<th>Date</th>
<th>Course</th>
<th>Activity</th>
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<tr>
<td>Wed. 04/04</td>
<td>Corporate Accountability</td>
<td>Case Presentations</td>
<td>In Class: Conclude review of Chapter 5. Case presentations.</td>
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<td>Readings:</td>
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<td>● Text Chapter 5</td>
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<td>● Cases 1&amp; 2</td>
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<td>Be prepared to ask questions and actively participate in discussion of this material.</td>
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<td>Mon. 04/09</td>
<td>Professional Accounting</td>
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<td>In Class: Review Chapter 6</td>
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<td>Readings:</td>
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<td>● Text Chapter 6</td>
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<td>Be prepared to ask questions and actively participate in discussion of this material.</td>
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<td>Wed. 04/11</td>
<td>Case Presentations</td>
<td>Quiz 3 due next Monday night</td>
<td>In Class: Case Presentations</td>
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<td>Readings:</td>
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<td></td>
<td>● Cases 3, 4, 5, 6 &amp; 7</td>
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<td>Be prepared to ask questions and actively participate in discussion of this material.</td>
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<td>Mon. 04/16</td>
<td>Managing Risks</td>
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<td>In Class: Review Chapter 7</td>
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<td>Readings:</td>
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<td>● Text Chapter 7</td>
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<td>Be prepared to ask questions and actively participate in discussion of this material.</td>
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<td>Wed. 04/18</td>
<td>Subprime Meltdown</td>
<td>Quiz 4 due next Monday night</td>
<td>In Class: Text Chapter 8</td>
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<td>● Text Chapter 8</td>
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<td>● Cases 8, 9, 10 &amp; 11</td>
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<td>Be prepared to ask questions and actively participate in discussion of this material.</td>
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| Mon. 04/23 | Case Presentations | In Class: Case Presentations  
Readings:  
- Cases 12, 13, 14, & 15  
Be prepared to ask questions and actively participate in discussion of this material.  
**Quiz 4 Due Midnight on Chapters 7 & 8** |
|---|---|---|
| Wed. 04/25 | Case Presentations | In Class: Case Presentations  
Readings:  
- Cases 16, 17, 18 & 19  
Be prepared to ask questions and actively participate in discussion of this material. |
| Mon. 04/30 | Case Presentations | In Class: Case Presentations  
Readings:  
- Cases 20, 21, 22 & 23  
Be prepared to ask questions and actively participate in discussion of this material. |
| Wed. 05/02 | **Last Class**  
Case Presentations | In Class: Case Presentations  
Readings:  
- Cases 24, 25 & 26  
Be prepared to ask questions and actively participate in discussion of this material. |
| Wed. 05/09 | Final Examination via Blackboard | **Your Final Examination covering all course material will be due via Blackboard by 9:30 PM tonight, the end of the Final Exam period scheduled by the university for your class. No exceptions.** |

**Available Support Services:**

- **Tutorial Services Center (TSC)**
The Tutorial Services Center offers assistance to all current UST students in a variety of content areas, including academic subjects, general concepts, and writing skills. Tutors are available anytime the center is open. The TSC offers on-site tutoring, online tutoring, and tutorial workshops. Office hours and schedules can be found at http://www.stthom.edu/public/index.asp?page_ID=100289. Please contact the center at 713-525-3878 or tutoring@stthom.edu.

- **CSB Tutorials**

The Cameron School of Business offers tutoring in business subjects. Please visit http://libguides.stthom.edu/cameron (under the “CSB Tutorial Services” tab) for the most current tutorial schedule and available subjects.

- **Information Technology Services**

The UST IT Solution Center offers assistance with technical issues related to general computer issues, software, email, passwords, MyStThom, and blackboard.

Manuals, contact information, and discounted software and hardware purchase information may be found at http://www.stthom.edu/Offices_and_Services/Information_Technology/Index.aqf.

**Tips for Better Classroom Presentations**

- Your presentation should be well organized so that the content fits in the time allowed. Leave time for questions, if that is indicated in the assignment.
- A key aspect of an oral presentation is the selection of the material you present.
- When presenting slides, keep in mind that the audience can only absorb so much. A few more slides, with each having a little less material, is more effective.
- Do not let technology overwhelm your message. Content is most important.
- Speak with a clear voice and look at your audience. Avoid reading your presentation.

**Seven Steps for Moral Decision Making**

1. Determine the relevant facts.
2. Identify the ethical issues.
3. Develop alternatives for resolving the issues.
4. Define the stakeholders for each alternative.
5. Evaluate the ethics of each alternative.
6. Take stock of the practical constraints.
7. Decide on and plan implementation of an alternative.

Based on: Velasquez, Manuel, “Conducting an Ethics Case Discussion,” Copyright 1992 Arthur Anderson & Co. SC.
The Cameron School of Business at the

University of St. Thomas

MISSION STATEMENT

Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

ACADEMIC HONESTY

Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual’s honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

The tests/exams will be individual efforts. Student may work together on homework assignments, but must submit their own assignments.

The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

ACCOMMODATIONS

The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Croocker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.

**Some Suggestions for Writing Better Papers**

After grading many student papers, I have developed a list of suggestions for students striving to write better papers and to receive higher grades for their efforts:

- Understand the difference between first person, (“I”), second person, (“You”), and third person, (“He”). Formal writing is generally in the third person. For your written assignments, however, when you are making reference to your own involvement or views, that should be written in the first person.
- Avoid contractions in all formal writing, unless the contraction is actually included in the material you are citing.
- Avoid colloquialisms. Again, this is formal writing. Your paper should make sense regardless of who is grading or reading your paper.
- Write short, concise sentences, wherever possible. “Run-on sentences” are very common in student papers and it makes them difficult to read.
- Follow generally accepted writing techniques. Make an outline before you begin writing. Have an introductory section. Then, in the body of the paper, you should present evidence and argument relying on your evidence. End your paper with a conclusion that logically flows from the body of the paper. You will find a great deal of helpful information in the American Psychological Association ("APA") *Publication Manual, 6th Edition.*
- Student papers often misuse citations. Every statement of another, whether a direct quote or not, should have a citation in APA form identifying the source of the information. Your opinion should be differentiated from your statement of information from others. The current APA citation form does not use the traditional footnote/endnote format for citations. Endnotes/footnotes are now used only for information that is not appropriate for inclusion in the text, and should be avoided in your papers.
- The quality of your research is illustrated by the quality of the sources you cite. Try to find original research on your subject, “primary sources,” not just an interpretation in a general magazine or newspaper, “secondary sources.”
- Vary your sources of information. Different types of publications should be cited. Even if there is a journal that contains a number of helpful articles, do not rely on that one publication for most or all of your citations.