ACCT-125: MANAGERIAL ACCOUNTING - PRINCIPLES OF ACCOUNTING II

Also listed as: ACCT-125H

Effective Term
Fall 2024

BOT Approval Date
12/15/2022

Discipline
ACCT - Accounting/Bookkeeping
Course Number
125

Course Title
Managerial Accounting - Principles of Accounting II

Short Title
Prin of Accounting II

Credit Status (CB 04)
D - Credit - Degree applicable

Units

Lecture Units
3.00

Total Units
3.00

Hours

Lecture Contact Hours
48-54
Out of Class Hours Lecture
96-108

Total Contact Hours
48 - 54

Total Out of Class Hours
96 - 108

Total Student Learning Hours
144 - 162

Distance Education
Yes

Distance Education

Distance Education Type
Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:
a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Link to VPAT

https://www.cengagegroup.com/accessibility/vpat/

Attach VPAT

cnowv2-voluntary-product-accessibility-template-w180000585367.pdf

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods: • Orientation - Students must be oriented to the online and face-to-face portions at the start of the course. • Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc. • Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

ACCT-125H

C-ID (Admin Only)

C-ID ACCT 120

CB 00

CCC000635187

Course Title

Honors Managerial Accounting - Principles of Accounting II

Approved Cal-GETC Area

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ACCT 120

Catalog Description

This is the study of how managers use accounting information in decision-making, planning, directing operations and controlling. This course focuses on cost terms and concepts, cost behavior, cost structure and cost-volume-profit analysis. Course coverage includes issues relating to cost systems, cost control, profit planning, and performance analysis in manufacturing and service environments.

Attach Supporting Documents

template_240.doc

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)
ACCT-124 (with a grade of C or better).

Codes

TOP Code (CB 03)

0502.00* - *Accounting

CIP Code

52.0301 - Accounting.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Evaluate the primary activities and information needs of managers in a manufacturing environment.
2. Classify various cost terms, concepts, and behaviors and evaluate their relevancy for different decision-making purposes.
3. Distinguish between product and period costs and develop a Schedule of Cost of Goods Manufactured, Schedule of Cost of Goods Sold, and Income Statement.
4. Compile traditional and contribution-margin income statements.
5. Appraise the feasibility of a capital investment proposal utilizing cost-volume-profit analysis, degree of operating leverage, and margin of safety.
6. Compare alternative approaches to assigning costs to units produced, including job-order, process, and activity-based costing.
7. Evaluate the purposes of budgeting, prepare a master budget and its component schedules, and relate the budget to planning and control. Include budgeting for inclusion, diversity, equity, and accessibility.
8. Develop standard costs and flexible budgets and interpret variance analysis reports as they relate to responsibility accounting and control.
9. Evaluate the nature of and need for segment reporting and the relationship with cost, revenue, profit, and investment centers; prepare and analyze related segment reports.
10. Contrast absorption costing and variable costing, prepare income statements using both methods, and reconcile the resulting net incomes.
11. Appraise the nature of capital expenditure decisions and evaluate various methods used in making these decisions; including the time value of money.
12. Evaluate the ethical implications inherent in managerial accounting and reporting and apply strategies for addressing them, including potential inequities or biases with respect to inclusion, diversity, equity, and accessibility.

Honors Objectives

1. Evaluate practice, use, and value of managerial accounting information and commonly used analytical measures.

2. Synthesize ideas from professionals including both private and public accountants, management accountants and others on how they analyze and use managerial accounting information.
3. Engage in dialogue with other honors students and/or accounting professionals regarding the effectiveness of accounting practices and the current issues affecting the accounting profession.
4. Evaluate the formal and informal analytical techniques currently in use by accounting professionals.
5. Recommend, to management, innovations and/or changes to improve current accounting practices.
6. Compare alternative approaches for measuring financial condition of companies from a user's perspective.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate the ability to identify and/or differentiate direct materials, direct labor, and factory overhead costs.
2. Students will demonstrate the ability to journalize entries to materials, work in process, and finished goods inventories.
3. Students will consider issues of inclusion, diversity, equity, and accessibility as they relate to budgeting and ethics in a manufacturing environment.

Program Learning Outcomes

Learning Outcome
1. Students will analyze data to determine relevant information needed to produce reports, visual presentation and other business documents.
2. Students will communicate effectively through appropriate modes of communication (listening, speaking, reading writing) as they pertain to the business environment with emphasis on the use of computer technology.
3. Students will identify and solve business problems, assess results, and determine alternative courses of action.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Content

Course Lecture Content

1. INTRODUCTION TO MANAGERIAL ACCOUNTING
    a. Managerial Accounting
        i. Differences Between Managerial and Financial Accounting
        ii. Managerial Accounting in the Organization
        iii. Uses of Managerial Accounting Information
    b. Manufacturing Operations
        i. Nature of Manufacturing
        ii. Direct and Indirect Costs
        iii. Manufacturing Costs
    c. Financial Statements for a Manufacturing Business
        i. Balance Sheet
        ii. Income Statement
2. JOB ORDER COSTING
    a. Cost Accounting Systems Overview
        i. Job Order Cost Systems
        ii. Process Cost Systems
    b. Job Order Cost Systems for Manufacturing Businesses

        i. Materials
        ii. Factory Labor
        iii. Factory Overhead
        iv. Work in Process
        v. Finished Goods
        vi. Sales and Cost of Goods Sold
        vii. Period Costs
    c. Job Order Cost Systems for Service Businesses
        i. Types of Service Businesses
        ii. Flow of Costs in a Service Job Order Cost System
3. PROCESS COST SYSTEMS
    a. Process Manufacturers
        i. Comparing Job Order and Process Cost Systems
        ii. Cost Flows for a Process Manufacturer
    b. Cost of Production Report
        i. Step 1: Determine the Units to Be Assigned Costs
        ii. Step 2: Compute Equivalent Units of Production
        iii. Step 3: Determine the Cost per Equivalent Unit
        iv. Step 4: Allocate Costs to Units Transferred Out and Partially Completed Units
        v. Preparing the Cost of Production Report
    c. Journal Entries for a Process Cost System
    d. Using the Cost of Production Report
4. ACTIVITY-BASED COSTING
    a. Product Costing Allocation Methods
    b. Single Plantwide Factory Overhead Rate Method
    c. Multiple Production Department Factory Overhead Rate Method
        i. Department Overhead Rates and Allocation
        ii. Distortion of Product Costs
    d. Activity-Based Costing Method
        i. Activity Rates
        ii. Allocating Costs
        iii. Distortion in Product Costs
        iv. Dangers of Product Cost Distortion
    e. Activity-Based Costing for Selling and Administrative Expenses
    f. Activity-Based Costing in Service Businesses
5. SUPPORT DEPARTMENT AND JOINT COST ALLOCATION
    a. Support Departments
    b. Support Department Cost Allocation
        i. Single Plantwide Rate
        ii. Multiple Production Department Rates
        iii. Activity-Based Costing
6. COST-VOLUME-PROFIT ANALYSIS
    a. Cost Behavior
        i. Variable Costs
        ii. Fixed Costs
        iii. Mixed Costs
    b. Cost-Volume-Profit Relationships
    c. Contribution Margin
    d. Contribution Margin Ratio
    e. Break-Even Point
    f. Target Profit
    g. Cost-Volume-Profit (Break-Even) Chart
    h. Operating Leverage
    i. Margin of Safety
7. VARIABLE COSTING FOR MANAGEMENT ANALYSIS

   a. Operating Income: Absorption and Variable Costing
      i. Absorption Costing
      ii. Variable Costing
   b. Using Absorption and Variable Costing
      i. Controlling Costs
      ii. Pricing Products
      iii. Planning Production
   c. Analyzing Market Segments
      i. Sales Territory Profitability Analysis
      ii. Product Profitability Analysis
      iii. Salesperson Profitability Analysis
   d. Variable Costing for Service Businesses
      i. Reporting Income
      ii. Analyzing Segments
8. BUDGETING
   a. Nature and Objectives of Budgeting
   b. Budgeting Systems
      i. Static Budget
      ii. Flexible Budget
   c. Master Budget
   d. Operating Budgets
      i. Sales Budget
      ii. Production Budget
      iii. Direct Materials Purchases Budget
      iv. Direct Labor Cost Budget
      v. Factory Overhead Cost Budget
      vi. Cost of Goods Sold Budget
      vii. Selling and Administrative Expenses Budget
      viii. Budgeted Income Statement
   e. Financial Budgets
      i. Cash Budget
      ii. Capital Expenditures Budget
   f. Budgeting for diversity, equity, and inclusion
      i. Diversity
      ii. Equity
      iii. Inclusion
9. EVALUATING VARIANCES FROM STANDARD COSTS
   a. Standards
      i. Setting Standards
      ii. Types of Standards
   b. Budgetary Performance Evaluation
      i. Budget Performance Report
      ii. Manufacturing Cost Variances
   c. Direct Materials and Direct Labor Variances
      i. Direct Materials Variances
      ii. Direct Labor Variances
   d. Factory Overhead Variances
      i. The Factory Overhead Flexible Budget
      ii. Variable Factory Overhead Controllable Variance
      iii. Fixed Factory Overhead Volume Variance
      iv. Factory Overhead Account
   e. Recording and Reporting Variances from Standards
10. EVALUATING DECENTRALIZED OPERATIONS
   a. Centralized and Decentralized Operations
      i. Advantages and Disadvantages of Decentralization
      ii. Responsibility Accounting

   b. Responsibility Accounting for Cost Centers
   c. Responsibility Accounting for Profit Centers
      i. Support Department Allocations
      ii. Profit Center Reporting
   d. Responsibility Accounting for Investment Centers
      i. Return on Investment
      ii. Residual Income
   e. Transfer Pricing
      i. Market Price Approach
      ii. Negotiated Price Approach
      iii. Cost Price Approach
11. DIFFERENTIAL ANALYSIS AND PRODUCT PRICING
   a. Differential Analysis
      i. Lease or Sell
      ii. Discontinue a Segment or Product
      iii. Make or Buy
      iv. Replace Equipment
      v. Process or Sell
      vi. Accept Business at a Special Price
   b. Setting Normal Product Selling Prices
      i. Cost-Plus Methods
      ii. Product Cost Method
      iii. Illustration
      iv. Target Costing Method
   c. Production Bottlenecks
      i. Managing Bottlenecks
      ii. Pricing Bottleneck Products
12. CAPITAL INVESTMENT ANALYSIS
   a. Nature of Capital Investment Analysis
   b. Methods Not Using Present Values
      i. Average Rate of Return Method
      ii. Cash Payback Method
   c. Methods Using Present Values
      i. Present Value Concepts
      ii. Net Present Value Method and Index
      iii. Internal Rate of Return Method
   d. Factors That Complicate Capital Investment Analysis
      i. Income Tax
      ii. Unequal Proposal Lives
      iii. Lease versus Capital Investment
      iv. Qualitative Considerations
13. LEAN MANUFACTURING AND ACTIVITY ANALYSIS
   a. Lean Principles
      i. Reducing Inventory
      ii. Reducing Lead Times
      iii. Reducing Setup Time
      iv. Emphasizing Product-Oriented Layout
      v. Emphasizing Employee Involvement
      vi. Emphasizing Pull Manufacturing
      vii. Emphasizing Zero Defects
      viii. Emphasizing Supply Chain Management
   b. Lean Accounting
      i. Fewer Transactions
      ii. Combined Accounts
      iii. Nonfinancial Performance Measures
      iv. Direct Tracing of Overhead

    c. Activity Analysis
        i. Costs of Quality
        ii. Quality Activity Analysis
        iii. Value-Added Activity Analysis
        iv. Process Activity Analysis
14. THE BALANCED SCORECARD AND CORPORATE SOCIAL RESPONSIBILITY
    a. Performance Measurement Systems
    b. The Balanced Scorecard
        i. Performance Perspectives
        ii. Strategic Objectives
        iii. Performance Metrics
        iv. Strategic Initiatives
        v. Performance Targets
    c. Using the Balanced Scorecard
        i. Strategy Maps
        ii. Measure Maps
        iii. Strategic Learning
        iv. Scorecard Cascading
        v. Cognitive Biases
    d. Corporate Social Responsibility
        i. CSR Reporting
        ii. Corporate Social Responsibility and the Balanced Scorecard
        iii. Encouraging Corporate Social Responsibility
        iv. Social responsibility regarding diversity, equity, and inclusion

Honors Content

The topics to be covered in ACCT125H are the same as those covered in ACCT125. In addition, honors students will analyze, apply, and interpret managerial accounting principles and practices that focus on topics such as (but not limited to) the following:

1) cost measurement, analysis and source for decision-making.

2) alternative performance evaluation methods.

3) current issues in managerial accounting.

4) ethical and social issues in managerial accounting, including IDEA-inclusion, diversity, equity, and accessibility.

Methods of Instruction

Method

Activity

Integration

Activities will be used for students to complete for reinforcement of the managerial concepts and objectives covered in class, including capital budgeting, cost systems, and investment decision making.

DE Adaptations for MOI

Activities will be completed using the CMS and/or publisher's site for which the instructor has access to supervise course content and objectives.

Method

Papers and Reports

Integration

Essay questions and written reports will be used to explore managerial accounting concepts and objectives including ethical issues, cost-volume-profit analysis, activity based costing, job order cost systems, and issues of inclusion, diversity, equity, and accessibility in the managerial accounting environment.

DE Adaptations for MOI

Students will submit their findings using available CMS assignment tools.

Method

Discussion

Integration

Group discussions will be used for peers to apply managerial accounting concepts together with instructor supervision covering the course content and objectives. Examples include job order and process costing, budgeting, activity based costing, and issues of inclusion, diversity, equity and accessibility.

DE Adaptations for MOI

Group discussions will take place using available CMS discussion tools.

Method

Lecture

Integration

Lecture and demonstration will be used to discuss and illustrate the concepts to solve managerial accounting problems covered in the course content and objectives. Examples include cost systems, cost-volume-profit analysis, capital budgeting, and investment decision making.

DE Adaptations for MOI

Lecture and demonstration will take place using available CMS lecture and demonstration tools.

Additional Methods of Instruction for Honors

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity to present their research projects to their honors colleagues and/or to the regular class to facilitate the development of their presentation and communication skills.

DE Adaptation: Oral Presentations in the honors course will be done via the CMS in the form of recorded video or at mutually agreed upon convenient times via teleconferencing methods.

Method: Instructor-student Meetings, Small-group Discussion

Integration: Instructor-student and/or small group discussions in the honors course will enable honors students to analyze and interpret assigned projects to gain a deeper understanding of the assignments and/or material. These discussions can also cover student progress and practices, overall honors experience, and student progress and/or peer-reviews of assignments related to the assigned projects. There will be a minimum of three instructor-student meetings.

DE Adaptation: Instructor-student and/or small group discussions in the honors course will take place at mutually agreed upon convenient times via teleconferencing methods.

Methods of Evaluation

Method

Papers

Integration

Essay questions and written reports will be used to assess and measure competency of the managerial accounting content and course objectives covered including ethics issues, issues of inclusion, diversity, equity, and accessibility, cost-volume-profit analysis, activity based costing, and job order cost systems. The essay questions and written reports will be evaluated based knowledge of subject matter including appropriate use of content, terminology and the ability to differentiate costs and benefits of the material.

DE Adaptations for MOE

Essay questions and written reports will be submitted using available CMS assignment tools.

Method

Exams/Tests

Integration

Exams will be used to assess and measure competency of the managerial accounting content and course objectives covered including cost systems, cost-volume-profit analysis, capital budgeting, and investment decision making. Exams will be evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter including appropriate use of content and terminology.

DE Adaptations for MOE

Exams will be evaluated using available CMS evaluation tools.

Method

Projects

Integration

Projects will be used to assess and measure competency of course content and objectives discussed with peers and instructor including job order and process costing, budgeting, and activity based costing. Assessment will be based on the accurate completion of the elements for the specified project including demonstrated proficiency in problem solving, knowledge of subject matter and appropriate use of content and terminology.

DE Adaptations for MOE

The projects will be submitted via the course management system.

Method

Homework

Integration

Homework including case studies and problem sets will be used to measure competencies in applying concepts to the solution of assigned problems, linking competencies to simulated business transactions covered in course objectives. The case studies and problem sets will be evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter including appropriate use of content and terminology.

DE Adaptations for MOE

Homework will be completed and submitted using available CMS assignment tools.

Evaluation of Honors assignments

In addition to being evaluated according to the requirements and criteria of the regular course, honors students will be evaluated on the supplemental assignments. The instructor will provide the honors students with a grading rubric along with the assignment instructions.

At a minimum, written reports will be evaluated on the depth of research and analysis, level of topic comprehension, utilization of sources, and proper English grammar and mechanics.

DE Adaptation: Written reports will be submitted via the CMS and evaluated by the instructor following the same guidelines as stated previously.

Oral presentations will be evaluated based on depth of research and analysis, level of topic comprehension, and utilization of visual aids.

DE Adaptation: Oral presentations will be submitted via the CMS in the form of recorded video or at mutually agreed upon convenient times via teleconferencing methods. This will be determined on a case-by-case basis. They will be evaluated by the instructor following the same guidelines as stated previously.

Calculations of financial data will be evaluated on the depth of research and analysis, level of topic comprehension, accuracy and presentation.

DE Adaptation: Calculations of accounting data will be submitted via the CMS and evaluated by the instructor following the same guidelines as stated previously.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Analyze marginal revenues and costs and prepare a differential analysis report to help management decide whether to sell rough-cut lumber as is, or process it further. Based on your analysis, provide your recommendation to management in a separate paragraph supporting your decision-making process. This assignment will be evaluated based on a rubric that includes quantitative (e.g. calculations of differential revenue, cost, and income) and qualitative (e.g. impact on the local environment, equity and diversity in the workforce) considerations.

How assignment will be adapted in online format

Analysis and recommendation will be submitted using available CMS assignment tools.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page paper addressing issues related to inclusion, diversity, equity and accessibility (IDEA) regarding the procurement of materials for a guitar manufacturer. Select and review a particular type of raw material that has a global market, e.g. wood (rosewood, mahogany, ash, maple, ebony, spruce), fret wire, components (truss rod, volume pots, magnetic pickups). Describe at least one potential issue related to IDEA which may be present in procuring the materials. Thinking flexibly, suggest at least two strategies to address the issue and mitigate the potential inequity or bias related to IDEA. The paper will be evaluated based on accuracy in describing the procurement process, flexibility demonstrated in addressing potential IDEA issues, and writing proficiency.

How assignment will be adapted in online format

The paper will be submitted using available CMS assignment tools.

Assignment Type

Other

In-class and/or outside of class
In-class

Formative or Summative
Formative

Assignment
Part 1) The class will view the video "The Making of the Little Sister Guitar" at https://youtu.be/D5BSokD9h70

As you watch, identify the various manufacturing costs that go into the building of an acoustic guitar.

Part 2) Break up into small groups. As a group, compare and contrast the various costs that were identified in part 1 and classify them as either direct materials, direct labor, or factory overhead. Summarize your classification of costs in a 1-2 page paper. The paper will be evaluated based on a rubric that includes participation and the proper differentiation of direct materials, direct labor, and factory overhead costs.

How assignment will be adapted in online format
Students will submit their findings using available CMS assignment tools.

Assignment Type
Reading

In-class and/or outside of class
Outside of class

Formative or Summative
Formative

Assignment
Read the section of the text pertaining to transfer pricing. Pay particular attention to transfer pricing between divisions of multinational companies and the ethics of transferring costs to divisions in countries with higher tax rates in order to avoid income taxes. Come to class prepared to discuss this material in small groups.

Performance for this assignment will be evaluated based on participation in the group discussion.

How assignment will be adapted in online format
The reading and small-group discussion will take place within the CMS.

Honors Assignments

Assignment
Honors students will complete the regular course requirements of ACCT125 and be graded in accordance with the criteria used for the rest of the class. In addition, honors students will be required to complete two honors assignments. All students are required to complete assignment A below, and may select assignment B, C, or D for their secondary assignment.

Required or Optional
Required

Assignment
A) Interview a minimum of three individuals in the managerial accounting profession to determine the importance of internal financial cost data to the end users in reference to company planning, directing, controlling and performance evaluation. The individuals interviewed should have an accounting degree or certification (ex: CMA or CPA). Also, consider any issues regarding IDEA -- inclusion, diversity, equity, and accessibility. Summarize your findings, assumptions, and conclusions in a written report (8-12 pages in the main

body). Follow either APA or MLA formatting guidelines for the written report and include a minimum of three to four commonly used accounting-related sources, such as the American Institute of Management Accountants, in addition to the individuals interviewed.

DE Adaptation: Interviews in the honors course will take place at mutually agreed upon convenient times via teleconferencing methods. Written reports will be submitted via the CMS and evaluated by the instructor following the same guidelines as stated previously.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement
Inclusivity

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment provides the opportunity to do additional research of interest and apply concepts learned in the course in an authentic manner.

Justify how the assignment reflects the Engagement Core Value

The assignment provides the opportunity to engage with professionals in the field and apply concepts learned in the course in an authentic manner.

Justify how the assignment reflects the Inclusivity Core Value

By addressing IDEA, the student will internalize the importance of including people of diverse racial and cultural backgrounds when referencing workers, managers, clients/customers, and end users of managerial accounting data.

Assignment

B) Develop a presentation (20-30 minutes) to the class on any topic discussed in class. Present this lecture, demonstration, group exercise, etc. to the class. For example, research and expand on the advantages and disadvantages of performance evaluation in decentralized and centralized operations providing examples. The oral presentation must be accompanied by a written report (3-5 pages in the main body). The information should be derived from commonly used accounting-related sources such as American Institute of Management Accountants. Follow either APA or MLA formatting guidelines for the written report and include a minimum of three supporting sources.

DE Adaptation: Instructor-student and/or small group discussions in the honors course will take place at mutually agreed upon convenient times via teleconferencing methods. Presentation will take place using available CMS presentation tools.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment provides the opportunity to research further into material learned in the course and apply concepts learned in the course in an authentic manner.

Justify how the assignment reflects the Engagement Core Value

The assignment provides the opportunity to engage with classmates and apply concepts learned in the course in an authentic manner.

Assignment

C) Arrange a tour of a local manufacturing facility, winery, brewery, or other production facility. Keep a journal of the tour. In the journal, consider and respond to production topics you have learned about in class and appraise the general level of inclusivity throughout the production facility.

DE Adaptation: Students will submit their findings using available CMS assignment tools.

Required or Optional

Optional

Honors Core Values

Engagement
Inclusivity

Justify how the assignment reflects the Engagement Core Value

The assignment provides the opportunity to engage with manufacturing workers and apply concepts learned in the course in an authentic manner.

Justify how the assignment reflects the Inclusivity Core Value

The assignment provides the opportunity to gauge the atmosphere of inclusivity at a local production facility.

Assignment

D) Read a book about diversity and inclusion in the workplace (a simple online search will return dozens). Write a 3-5 page reflection paper summarizing what you learned.

DE Adaptation: Students will submit their reflection paper using available CMS assignment tools.

Required or Optional

Optional

Honors Core Values

Inclusivity

Justify how the assignment reflects the Inclusivity Core Value

The student will internalize the importance of including people of diverse racial and cultural backgrounds in the workplace.

Course Materials

Textbooks

Warren, Jones, and Tayler (2023), available March 2022. Financial and Managerial Accounting 16e, with CengageNOWv2, Cengage Learning. ISBN-10: 0357714067 | ISBN-13: 9780357714065. Also available using the subscription option of Cengage Unlimited.

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Inclusion, diversity, equity, and accessibility (IDEA) has been infused/integrated into the course by addressing ethical considerations with regard to IDEA and how corporate responsibility may impact IDEA. More specifically, IDEA has been included in learning objectives addressing budgeting, performance evaluation, and corporate responsibility. This carries through to content, MOIs, MOEs, and a assignments. The impact of IDEA will include various forms such as gender, culture, race, and sexuality.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course has integrated a number of aspects to address diverse learners and promote an equitable course. IDEA has been addressed in areas such as ethics, budgeting, and performance evaluation. The course offers several methods of instruction to address diverse learning styles including activities, projects, papers/reports, discussion, and lecture. Some of these will involve the whole class, some a small group, and some an individual. Similarly, methods of evaluation will address diverse learning styles by including individual homework, small group projects, papers, and exams/tests. There will be both formative and summative assignments and assessments and some will involve reading, some writing, and some small group. Interactions will be incorporated for all forms including student-to-student, instructor-to-student, student-to-content, and student-to-self. These will ensure the student has opportunities to work with each other, the content, the instructor, and themselves in the form of reflection activities.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses will consist of asynchronous discussions in separate discussion areas in the CMS and will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and asked to examine and evaluate certain accounting concepts covered in course objectives including cost-volume-profit analysis, capital budgeting, and performance evaluation. Then, each group will report out to the class their group's findings. The same discussion questions will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via Zoom. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor question discussion. Further, instructor-led interactions will occur during face-to-face classes on a regular classroom basis and individual email, inbox messages. Instructor-to-student exchange in online courses will occur through asynchronous activities such as announcements, discussions, separate email and inbox messages, and direct personal feedback on assignments. These interactions will involve course material such as cost analysis, differential analysis, activity based costing, capital budgeting, or variance analysis as studied within the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities that promote students' active participation in knowledge construction processes. Active learning activities will, include but are not limited to, hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be given an assignment to create and analyze manufacturing costs from data presented within a team. The team members' interpretation of the statements and findings would provide an opportunity to resolve their differences through additional content gathering and more active participation by the students.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, periodically students will be asked to complete a reflective assignment or discussion board activity related to particular course material. For example, students will have opportunities to think about the material they are learning and how they may want to utilize the material in the workplace. This material can range from specific account types studied in the course, their presentation on financial statements, and using analytical skills such as ratio analysis on financial statements

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