ACCT-740: ACCOUNTING FOR NON-ACCOUNTANTS AND ENTREPRENEURS

Effective Term
Fall 2023

BOT Approval Date
04/14/2022

Discipline
ACCT - Accounting/Bookkeeping
Course Number
740

Course Title
Accounting for Non-Accountants and Entrepreneurs

Short Title
Accounting for Non-Accountants

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

Units

Lecture Units
3.00

Total Units
3

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

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?

No

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.

Catalog Description
This course covers accounting topics of interest to managers and entrepreneurs with emphasis on interpreting and using the information to assist in decision making and problem solving. The course includes an overview on how the accounting data is organized and presented, but excludes actual preparation of financial statements. Emphasis is placed on the integrative and cross-functional nature of both financial and managerial accounting within the business environment.

Codes

TOP Code (CB 03)

0502.00* - *Accounting

CIP Code

52.0305 - Accounting and Business/Management.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Minimum Qualifications	And/Or
Letter grade OR P/NP	End

Minimum Qualifications

Accounting (Masters Required)

Learning Objectives

Learning Objective
1. Develop comprehensive understanding of the role of accounting as an integrative information system in the business environment.

2. Differentiate, consider and identify the accounting needs for decision-making and problem solving for various business structures, industries, operations and basis.
3. Relate, understand, and interpret the financial statements of a business, including the asset, liability, and equity sections.
4. Apply a variety of analytical methods and metrics, including global and component analysis, to financial statements to solve problems, assess results, and determine alternative courses of action.
5. Analyze and evaluate cost-volume-profit, budgeting, differential analysis, capital investment, and internal control techniques and processes used in planning, control, and decision making.
6. Calculate, interpret and manage variances from budgets, performance evaluations, and operations.
7. Collect, organize and communicate relevant accounting information to stakeholders through appropriate formats and modes of communication, including but not limited to reports, spreadsheets, visual presentations and other business documents.
8. Explain, develop and assess professional responsibility with an equity lens and ethical standards applicable to accounting in the business environment.
9. Examine issues related to racial/cultural diversity and potential inequities or bias in regards to performance evaluation of responsibility centers and individuals in the organization.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will analyze analytical measures to financial statements.
2. Students will calculate and manage budget variances.
3. Students will explain ethical standards applicable to the use of accounting information.
4. Students will think flexibly.

Program Learning Outcomes

Learning Outcome
1. 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.
2. Analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.
3. Identify and solve business problems, assess results, and determinate 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.
Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

1. Role of Accounting in Business
    a. What is Accounting and Its Role in Business
    b. Types of Business Structures
    c. Business Stakeholders
    d. Financial Statements
    e. Accounting Concepts
    f. Metric-Based Analysis
    g. Responsible Reporting

        i. Role of managers in reporting
        ii. Impact of diversity, equity and inclusion in reporting
2. Basic Accounting Systems
    a. Cash Basis vs. Accrual Basis reporting and impact
    b. Accounting for Service Operations
    c. Accounting for Retail Operations
3. Asset: Cash
    a. Sarbanes-Oxley Act (SOX) 197
        i. Management responsibility and punishment
        ii. Impact and equitable enforcement of SOX
    b. Internal Control
        i. Objectives and Elements
        ii. Risk Assessment
        iii. Control Procedures
        iv. Monitoring
        v. Information and Communication
        vi. Limitations on Internal Control
    c. Financial Statement Reporting of Cash
4. Asset: Receivables and Inventories
    a. Classification of Receivables
    b. Uncollectible Receivables
        i. Financial Statement Effects
    c. Inventory Costing Methods and Flow Assumptions
        i. Financial Statement Effects
    d. Financial Statement Reporting of Receivables and Inventories
5. Asset: Fixed, Natural Resources and Intangibles
    a. Classifying Costs
    b. Depreciation, Amortization and Depletion
        i. Factors in Computing
        ii. Comparing Methods
        iii. Depreciation for Federal Income Tax
    c. Financial Reporting for Fixed Assets, Natural Resources and Intangibles
6. Liability: Current and Long Term
    a. Financing Corporations – Debt
    b. Contingent Liabilities
        i. Probable and Estimable
        ii. Probable and Not Estimable
        iii. Disclosure of Contingent Liabilities
    c. Financial Reporting for Liabilities
7. Equity: Stockholders
    a. Financial Reporting for Equity
8. Metric-Analysis of Financial Statements
    a. Analysis of Financial Statements
        i. Usefulness
        ii. General economic and business environment
        iii. Methods of Analysis
    b. Global Analysis
        i. Horizontal Analysis
        ii. Vertical Analysis
        iii. Common-Sized Statements
    c. Component Analysis
        i. Liquidity Metrics
        ii. Solvency Metrics
        iii. Profitability Metrics
    d. Corporate Annual Reports
        i. Management's Discussion and Analysis
            1. Factors contributing to bias information

        ii. Report on Internal Control
        iii. Audit Report
9. Accounting System: Manufacturing Operations
    a. Types of Operations
    b. Types of Costs
        i. Direct vs. Indirect
        ii. Prime vs. Product
    c. Types of Cost Systems
        i. Job Cost
        ii. Process Cost
        iii. Just-in-Time
    d. Activity-Based
10. Cost-Volume-Profit Analysis
    a. Cost Behavior Concepts
        i. Variable
        ii. Fixed
        iii. Mixed
    b. CVP Relationships and Equations
        i. Contribution Margin
        ii. Break-Even Point
        iii. Target Profit
        iv. Sales Mix
        v. Operating Leverage
11. Differential Analysis and Product Pricing
    a. Nature of Differential Analysis
    b. Applying Differential Analysis
    c. Contribution Margin
    d. Production Constraints and Profits
    e. Production Constraints and Pricing
12. Budgeting and Standard Costs
    a. Nature and Objectives of Budgeting
        i. Objectives of Budgeting
        ii. Human Behavior and Budgeting
            1. Diversity, equity and inclusion in budgeting
        iii. Budgeting Systems
        iv. Computerized Budgeting Systems
        v. Types of Budgets
    b. Standards
        i. Setting and Types
        ii. Reviewing and Revising
        iii. Criticisms of Standard Costs
            1. Influence of diversity, equity and inclusion
    c. Budgetary Performance Reporting
        i. Influence of diversity, equity and inclusion in reporting
    d. Variance Reporting
13. Decentralized Operations
    a. Operational Responsibility
        i. Centralized vs. Decentralized
    b. Responsibility Accounting
        i. Identifying Centers and Objectives
            1. Cost Centers
            2. Profit Centers
            3. Investment Centers
        ii. Performance Measurement Schemes
        iii. Performance Evaluation

        1. Centers vs. Individuals
        2. Issues of racial/cultural diversity, equity and inclusion
        3. Potential inequities or bias
    c. Metric-Based Analysis: Balanced Scorecard
    d. Transfer Pricing
14. Capital Investment Analysis and Decision-Making
    a. Nature and Methods
    b. Factors That Complicate the Analysis
    c. Capital Rationing

Methods of Instruction

Method

Discussion

Integration

Discussions as a class, or in smaller groups will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For examples, students will be able to discuss their budgeting techniques and variance interpretations to construe alternative courses of action. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of professional responsibility, ethical standards, and racial/cultural diversity effects on performance evaluation of responsibility centers and individual in the organization. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

Discussions as a class, or in smaller groups utilizing the CMS discussion boards will be used to encourage exchange of ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For examples, students will be able to discuss their budgeting techniques and variance interpretations to construe alternative courses of action. Additionally, discussion will provide opportunities to exchange ideas and validate understanding of professional responsibility, ethical standards, and racial/cultural diversity effects on performance evaluation of responsibility centers and individual in the organization. The discussions will be accomplished through the regular use of the discussions in the CMS; or through the chat, conversations, or group features within the CMS. The instructor will participate in discussions and respond to student questions in the CMS as needed.

Method

Lecture

Integration

Lectures will be used to highlight key concepts related to the role of accounting as an integrative information system in various industry settings covered in the course objectives. Lectures will provide information and examples for students to critically and flexibly interpret and respond to business situations and needs, including inherent inequities and biases. Examples include fundamental accounting concepts and objectives, including cost-volume-profit, budgeting, differential analysis, capital investment, internal controls, and analytical methods and metrics.

DE Adaptations for MOI

Using the CMS, accessible audio-visual lecture materials will be delivered to highlight key concepts related to the role of accounting as an integrative information system in various industry settings covered in the course objectives. Lecture material will provide information and examples for students to critically and flexibly interpret and respond to business situations and needs, including inherent inequities and biases. Examples include fundamental accounting concepts and objectives, including cost-volume-profit, budgeting, differential analysis, capital investment, internal controls, and analytical methods and metrics.

Method

In-class Exercises

Integration

In-class exercises will be used to cover analytical methods and metrics and work cooperatively in applying concepts and linking competencies to business cases and practices covered in course objectives. Examples include applying and analyzing the financial statement of a business, including the asset, liability and equity sections, to determine appropriate courses of action for planning, control and decision making.

DE Adaptations for MOI

Students will participate in group exercises to cover analytical methods and metrics and work cooperatively in applying concepts and linking competencies to business cases and practices covered in course objectives. Examples include applying and analyzing the financial statement of a business, including the asset, liability and equity sections, to determine appropriate courses of action for planning, control and decision making. Students will discuss their responses in a group setting. This will be accomplished through the use of the group discussions in the CMS; or through the chat or other accessible conferencing tools.

Method

Film/video Viewing and Discussion

Integration

Audio visual materials will be used to stimulate discussions on the accounting needs for decision-making and problem solving covered in the course objectives. Examples include comparing and contrasting the accounting needs of various business structures, industries, operations and basis. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

DE Adaptations for MOI

Students will view, analyze and discuss accessible audio-visual material addressing the accounting needs for decision-making and problem solving covered in the course objectives. Examples include comparing and contrasting the accounting needs of various business structures, industries, operations and basis. This will be accomplished by posting the videos and related assignment information in the assignment area of the CMS through regular use of the discussion area, chat, conversations, or other group features. All video or multimedia will meet accessibility requirements. All video or multimedia will meet accessibility requirements, such as accessible and downloadable slide presentations and PDFs.

Method

Papers and Reports

Integration

Papers and reports will be used to measure competencies covered in course objectives. A sample topic could include examining financial statements, calculating analytical measures and interpreting the findings, including communicating those findings to managers to assist in decision making and problem solving. Also, diverse and equitable methods of communication to report those findings will be explored.

DE Adaptations for MOI

Papers and reports will be used to measure competencies covered in course objectives. A sample topic could include examining financial statements, calculating analytical measures and interpreting the findings, including communicating those findings to managers to assist in decision making and problem solving. Also, diverse and equitable methods of communication to report those findings will be explored. Instructions for completing the assignment will be posted in the assignments area in the CMS. In addition, the assignment will be uploaded into the CMS to allow for instructor feedback and grading.

Methods of Evaluation

Method

Papers

Integration

Papers and reports will be used to measure competencies covered in course objectives. A sample topic could include examining financial statements, calculating analytical measures and interpreting the findings, including communicating those findings to managers to assist in decision making and problem solving. Another topic could include identifying, interpreting and evaluating companies that embed racial/cultural diversity and inclusion into performance evaluation of responsibility centers and individuals in their organization. Also, identifying the potential inequities and biases that if management addressed would give diverse voices equal attention and infuse a “speak up” culture potentially leading to increase profitability and/or increase industry recognition. The paper will be evaluated based on the student’s ability to incorporate information from the course material, written composition, correctness of calculations and data support for findings.

DE Adaptations for MOE

Students will be instructed to submit paper assignments using the CMS for instructor evaluation. Papers and reports will be used to measure competencies covered in course objectives. A sample topic could include examining financial statements, calculating analytical measures and interpreting the findings, including communicating those findings to managers to assist in decision making and problem solving. Another topic could include identifying, interpreting and evaluating companies that embed racial/cultural diversity and inclusion into performance evaluation of responsibility centers and individuals in their organization. Also, identifying the potential inequities and biases that if management addressed would give diverse voices equal attention and infuse a “speak up” culture potentially leading to increase profitability and/or increase industry recognition. The paper will be evaluated based on a rubric developed by the instructor to include student’s ability to incorporate information from course material, written composition, correctness of calculations and data support for findings. Grading and feedback will be provided within I week of the due date via the CMS grade book, chat, or other accessible conferencing tools.

Method

Exams/Tests

Integration

Exams will be used to measure competency of fundamental accounting concepts and objectives, including cost-volume-profit, budgeting, differential analysis, capital investment, internal controls, and analytical methods and metrics. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated by the instructor based on the student’s ability to incorporate information from the course material, clarity, precision, completeness, written composition, correctness of calculations and data support for findings.

DE Adaptations for MOE

Exams will be used to measure competency of fundamental accounting concepts and objectives, including cost-volume-profit, budgeting, differential analysis, capital investment, internal controls, and analytical methods and metrics. Exams will include multiple-choice, short-answer and/or essay questions. Exams will be evaluated by the instructor based on the student’s ability to incorporate information from the course material, clarity, precision, completeness, written composition, correctness of calculations and data support for findings. Graded exams will utilize the online grading system within the CMS. Feedback will be provided within 1 week of the due date via the grade book, chat, or other accessible conferencing tools.

Method

Group Projects

Integration

Students will participate in group projects that examine and evaluate budgeting techniques and variance interpretations to construe alternative courses of action. Additionally, group projects will be used to measure understanding of professional responsibility and ethical standards. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories.

DE Adaptations for MOE

Students will participate in group projects that examine and evaluate budgeting techniques and variance interpretations to construe alternative courses of action. Additionally, group projects will be used to measure understanding of professional responsibility and ethical standards. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. Instructions for completing the project will be posted in the assignments or group discussions area in the CMS. Students will be evaluated on the rationale, accuracy, and thoroughness of their responses supported by learned concepts and theories. Finished projects will be posted within the group discussion area in the CMS, or presented via other conversations features such as Zoom. Instructor feedback will be provided within 1 week of the due date via the CMS grade book, chat, or other accessible conferencing tools.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative
Formative

Assignment
Read and analyze the financial statements of the Esmeralda Paint Company show in the illustrative problem at the end of chapter 9. This company primarily operates in the Exterior Residential Painting Contractor business/industry within the Construction-Special Trade Contractors sector. Study the analytical methods and metrics applied to these statements, then, come to class prepared to discuss your findings and assumptions. You should name and define at least five of the ratios, and be prepared to discuss them in a small group setting. Additionally, be prepared to discuss the quantitative effect of changes to one of the components. In your small group also discuss any trends and interrelationships among the analytical measures. While analytical measures are a useful starting point for analyzing a company's liquidity, solvency and profitability, they are not a substitute for sound judgement. Also discuss the general economic and business environment that should be considered in analyzing the analytical methods and metrics.

How assignment will be adapted in online format
Read and analyze the financial statements of the Esmeralda Paint Company show in the illustrative problem at the end of chapter 9. This company primarily operates in the Exterior Residential Painting Contractor business/industry within the Construction-Special Trade Contractors sector. Study the analytical methods and metrics applied to these statements, then, come to class prepared to discuss your findings and assumptions. You should name and define at least five of the ratios, and be prepared to discuss them in a small group setting. Additionally, be prepared to discuss the quantitative effect of changes to one of the components. In your small group also discuss any trends and interrelationships among the analytical measures. While analytical measures are a useful starting point for analyzing a company's liquidity, solvency and profitability, they are not a substitute for sound judgement. Also discuss the general economic and business environment that should be considered in analyzing the analytical methods and metrics. Each group will use the small group discussion area of the CMS to communicate. The instructor will provide feedback 1 week after the due date in the small group discussion area in the CMS.

Assignment Type
Writing

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

Formative or Summative
Summative

Assignment
Write a two-page self-evaluation appraising your growth during this course. Include evaluating your overall performance in your professional accounting responsibility. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so.

How assignment will be adapted in online format
Write a two-page self-evaluation appraising your growth during this course. Include evaluating your overall performance in your professional accounting responsibility. Also, elaborate on your skillset growth in ethical standards and personal biases. Finally, include three skills you intend to develop in your self-evaluation and a plan to do so. Upload the completed assignment into the CMS. The instructor will evaluate and provide personalized feedback 1 week after the due date in the CMS grading area.

Assignment Type
Writing

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

Formative or Summative
Summative

Assignment
Using research methods, identify, interpret and evaluate companies that embed racial/cultural diversity and inclusion into performance evaluation of responsibility centers and individuals in their organization. Also, identify the potential inequities and

biases that if management addressed would give diverse voices equal attention and infuse a “speak up” culture potentially leading to increase profitability and/or increase industry recognition. You may research and select a variety of real-life companies, including minority or women owned companies, for this assignment. Prepare a two-page analysis of your findings, and then complete an oral presentation using this information to the class. You will be required to locate at least two web sites as reliable sources of information.

How assignment will be adapted in online format

Using research methods, identify, interpret and evaluate companies that embed racial/cultural diversity and inclusion into performance evaluation of responsibility centers and individuals in their organization. Also, identify the potential inequities and biases that if management addressed would give diverse voices equal attention and infuse a “speak up” culture potentially leading to increase profitability and/or increase industry recognition. You may research and select a variety of real-life companies, including minority or women owned companies, for this assignment. Prepare a two-page analysis of your findings, and then complete an oral presentation using this information to the class. You will be required to locate at least two web sites as reliable sources of information. Students will record their presentation in a video using CMS tools, present it in a group discussion forum, and provide feedback to one another in the CMS discussion areas. Additionally, upload the completed assignment into the CMS. Students will be evaluated using the CMS grading feedback. The instructor will provide feedback 1 week after the due date.

Course Materials

Textbooks

Warren, C., Farmer, A. (2021), Survey of Accounting, 9th Edition Cengage Learning. ISBN: 9780357132647

Other Resources

OER resources can be utilized for supplemental instruction.

Open Educational Resources

“Survey of Corporate Financial Accounting: Complete Series.” OER Commons, 06 Dec. 2020, www.oercommons.org/courses/survey-of-corporate-financial-accounting-complete-series.

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.

Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

• Learning objectives includes examining issues related to racial/cultural diversity and potential inequities and bias in regards to performance evaluation of responsibility centers and individuals in the organization.
• Course content moves the studying of performance evaluations beyond “the numbers” by incorporating the effects and results of diversity, inclusion and equity have on evaluations of responsibility centers and individuals in the organization.
• Instruction includes discussion that incorporates a learning environment that allows all students to feel safe expressing their views and being respected as individuals and members of a group while discussing deferring views on budget variances, professional responsibility, ethical standards and racial/cultural diversity.
• Assignments area includes an assignment providing an opportunity for students to research companies embedding diversity and inclusion in their evaluation practices. Furthermore, a focal point of the assignment is the studying of potential inequities and bias in the organization if diverse voices are not allowed to “speak up.”

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

Through a variety of teaching methods and materials, the course has been contextualized for diverse learners promoting an equitable course. For example:

• Assignments have been made more equitable by infusing flexibility and variety. For example, students have the flexibility to research a variety of real-life companies, including minority or women owned companies, to study the effects of diversity on performance evaluation of responsibility centers and individuals in the organization. Flexibility and variety allow students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type. Additionally, the greater diversity of content promotes an equitable course.
• Course content has been designed with equity in mind to ensure that all students have optimal conditions and opportunities to demonstrate their learning. First, content will be delivered in a variety of methods, including but not limited to, class or small group discussions, lecture, and audio-visual materials. Additionally, content will include videos, blogs, slide presentations, accessible and downloadable PDFs, and a variety of websites that feature real-life examples reflecting diverse viewpoints and backgrounds. Infusing variety promotes an equitable course by allowing students to work with their unique scheduling, technological, and personal needs, breaking barriers to access.
• Evaluation methods in the course are designed to promote an equity by incorporating variety in the types of assessments. For example, exams/texts will include multiple-choice, short-answer and/or essay questions. Papers will be evaluated based on the student's ability to incorporate information from the course material, allowing students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type.

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 during asynchronous discussions and a separate discussion area in the CMS 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 ask to examine and evaluate accounting concepts covered in course objectives including budgeting techniques and variance interpretations to construe alternative courses of action. Then, each group will report out to the class their group's findings. The same discussion question 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 in person or virtually using the CMS to promote student learning and satisfaction. First, the instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives in this accounting for non-accountants course. The goal of the pre-course announcement is to set an inviting and collaborate tone for future interactions. The instructor will send frequent announcements to offer instruction, comfort and encouragement. In-class announcements or through the CMS will be used by the instructor to consistently communicate with students, keep them abreast of new developments in the course and/or the accounting profession, and to summarize key concepts of previous lectures. The instructor will participate in discussion forums and respond to students' threads, as needed. The level of interaction will be dictated by the content and student's needs. The instructor will provide timely and constructive and personalized feedback on assignments, such as the two-page self-evaluation writing assignment. Online or telephone student hours and one-on-one mentoring for individual leaners who desire extra support will be provided in order for them to understand critical content, such as the effects of racial/cultural diversity on performance evaluations of responsibility centers and individual organizations. In the classroom, high-impact strategies for active learning will be incorporated to instructor-to-student interactions. For example, instructor will use discussions to interact with students asking them to discuss their budgeting techniques and variance interpretations to construe alternative courses of action. Instructor will also clarify concepts, pose questions, and/or encourage students to make connections between fundamental accounting concepts and cost-volume-profit, differential, capital investment, and analytical metrics analysis. Instructor will encourage students to make connections between course concepts and their application to real-life companies (public, private or non-profit), including minority or women owned companies.

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

Student-to-content interactions will occur through active learning activities strategies 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 of analytical methods and metrics applied to the financial statements of an illustrative problem, conflict within a team derived from two team members interpretation of the findings would provide an opportunity to resolve the 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, each week, students will be requested to complete a reflective journal assignment related to particular learning material.
For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your analytical skills in accounting is very important to your growth and effectiveness as team member. Then, write a one-page reflection on how you plan to identify your weaknesses and strengths as a member of an organization.
The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes acquired to write a one-page final reflection highlighting how the student will apply learned skills.

Key: 2989