

MASTER SYLLABUS ACCT110: MANAGERIAL ACCOUNTING

1. Course Details

Semester:	
Course Code:	ACCT 110
Course Name:	Managerial Accounting
Course Prerequisites:	ACCT 101
Course Co-requisites:	None
Credits Hours:	Three (3) credit hours
Classroom:	
Class Timing:	(45 contact hours)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

Special emphasis is placed on the collection and interpretation of data for managerial decision-making purposes. A study is made of cost concepts used in planning and control, cost-profit-volume analysis, and budgeting.

4. Course Overview

This course covers how to prepare internal accounting reports which are used by managers in making decisions. These reports are not mandated by laws, regulations or external bodies; they are prepared only at the direction of management. These reports are for internal use only; they are not included in the annual report and are not viewed by external parties.

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5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Summarize current accounting issues;
2. Prepare a statement of cost of goods manufactured;
3. Prepare an absorption income statement and a variable income statement, and explain the differences between them;
4. Explain the attributes of job-order and process cost systems;
5. Use cost-volume-profit analysis to evaluate a firm's financial position;
6. Develop basic annual budgets and flexible budgets;
7. Compute basic variance analysis;
8. Utilize technology to conduct an analysis;
9. Justify an accounting position relative to a community; and
10. Apply accounting concepts.

Assurance of Learning Validations (Linked to the BSBA Programmatic Learning Goal(s))²:

A1. Homework Problems/Data Collection: Each student must demonstrate the ability to apply accounting concepts through homework problems and exercises. Scores are given based on:

- (1) A1S1: the adequacy of data collection and relevancy (M2O1);
- (2) A1S2: the adequacy of analysis (M4O1); and
- (3) A2S3: the adequacy of concept integration (M4O2).

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant "Assurance of Learning Validations" are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom's Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

- Homework Problem/Data Collection include, but are not limited to: construction of a statement of cost of goods manufactured; construction of a variable income statement; and construction of a cash budget.

A2. Group Project: Each student will be assigned to a group. Groups must conduct a research project that is 5 pages in length, single-spaced. At least 5 sources of information must be used. The groups present their material in class during the final exam period, with a resulting final project grade given. The final grade is based on several scores:

- (1) A2S1: content and writing effectiveness (G1O1);
- (2) A2S2: influential and effective communication (G1O2);
- (3) A2S3: group dynamics of the presentation (G1O3);
- (4) A2S4: justification for the position relevant to the community that it addresses (G2O1);
- (5) A2S5: effective use of PowerPoint (M2O4); and
- (6) A2S6: conducting business research (M3O1).

- For the Group Project, possible issues include, but are not limited to, the following: problems in implementation of cost-profit-volume analysis; and problems in implementation of standard costing; problems in implementation of a job-order costing system; and problems in implementation of a process costing system.

- Formative Assessment: Groups must contribute an analysis in support of (or develop) a business plan. Instructor will give each group feedback through class discussion. This assessment is implemented to improve BSBA programmatic learning goal M4O1.

A3. Quizzes and Exams: Students will solve problems on in-class quizzes. Each quiz is a basic problem that covers a requisite problem solving methodology. Quizzes are given at the end of the class following the completion of the topic, each consisting of one short problem to be completed in 10 minutes. They will be scored for:

- (1) A3S1: problem solving ability (M1O2).

Quiz topics for ACCT 110 are:

- a. Basic Cost Concepts for Managers
- b. Statement of Cost of Goods Manufactured
- c. Job-Order Costing
- d. Process Costing
- e. Cost-Volume-Profit Analysis
- f. Absorption and Variable Income Statement
- g. Cash Budget

- h. Schedule of Cash Collections
- i. Production Budget
- j. Variance Analysis: Materials and Labor
- k. Variance Analysis: Manufacturing Overhead

To improve problem solving ability (M1O2), additional homework problems and exercises related to this content will assigned.

(B) Contextualized (Globalized) Learning Goal(s):

None

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

None

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (ACCT110), four (4) prioritized teaching and learning strategies focus on:

1. in-class interactive discussions;
2. integrating principles of ethics/social responsibility;
3. faculty-student interaction; and
4. frequent feedback.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The instructor was responsive to student questions.
8. The instructor was available for course related consultation and advice.
9. The instructor graded and returned student work and exams promptly.
10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
18. The instructor was responsive to student needs and concerns.
21. The instructor assigned challenging course work.
22. The instructor provided helpful, constructive feedback on assignments and course work.
23. The instructor acknowledged cultural differences and diversity among students.
24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric

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driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

7. Required Resource(s)

Weygandt, J., Kimmel, P., and Keiso, D., (2012). *Managerial Accounting*. 6th Edition. John Wiley and Sons, Inc. ISBN: 978-1-118-09689-5.

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002063.html>

8. Reference Resource(s)

Brewer, P., Garrison, R. and Noreen, E. (2009). *Introduction to Managerial Accounting*. 4th Edition. McGraw-Hill International Edition. ISBN: 978-0-07-128763-0.

9. Assessment Methodology and Grading Guidelines

Instrument	Points (i.e. weights)	Time on Task ⁷
A1. Homework Problem/ Data Collection	12.5 points	20 hours
A2. Group Project Formative Assessment	12.5 points 0 points	20 hours
A3. Quizzes	25 points (6.25 points each)	20 hours
A3. Exams (two tests administered in class)	50 points (25 points each)	40 hours (20 hours each)
TOTAL	100 points	100 hours

10. Grading Guidelines: N/A

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. . Deductions for Late Arrival, Early Departure, and Unexcused Absences:

13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations maybe requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.
- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. 15 Week Topical Class Schedule

Week	Topic	Chapter
Wk 1	Basic Cost Concepts for Managers	Ch. 1
Wk 2	Job-Order Costing	Ch. 2
Wk 3	Job-Order Costing	Ch. 2
Wk 4	Process Costing	Ch. 3
Wk 5	Cost-Volume-Profit Analysis	Ch. 5
Wk 6	Cost-Volume-Profit Analysis	Ch. 5
Wk 7	Review MID-TERM EXAM	Ch. 1, 2, 3, 5 Ch. 1, 2, 3, 5
Wk 8	Variable Costing	Ch. 7
Wk 9	Variable Costing	Ch. 7
Wk 10	Budgetary Planning	Ch. 9
Wk 11	Budgetary Planning	Ch. 9
Wk 12	Standard Costs	Ch. 10
Wk 13	Standard Costs	Ch. 11
Wk 14	Review	Ch. 7, 9, 10, 11
Wk 15	FINAL EXAM/GROUP PRESENTATIONS	

18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.