

Course Form *(One form per course, lab, or recitation)*

NORTHEAST Integrated Curriculum Committee



Date: 6/30/2022

1. **Contact person:** Loren F. Selznick, J.D., Chairperson
Phone: 570-389-4899 **Email:** lselznic@bloomu.edu
2. **Department:** Accounting and Business Law
Program: Accounting
3. **Tracking #** *(For Provost office use only)*
4. **CIP#** *(For Provost office use only)*
5. **Select which actions you are requesting for** Undergraduate Graduate
 Course Modified for Integration Course Not Previously Offered at any campus
6. **Click modalities that the course may be offered (80% +)**
 Face-to-Face/In person Online (100%) Interactive TV Multi-modal

New University Course Prefix	New University Course Number	New University Course Title
ACCT	223	Managerial Accounting
Current University Course Prefix	Current University Course Number	Current University Course Title
ACCT	223	Managerial Accounting
<i>*Only list Current Courses that are equivalent to the New Course</i>		
BU:	ACCT 223	Managerial Accounting
LHU:	ACCT 115	Management Accounting
MU:	ACC 1111	Principles of Accounting II

New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

Faculty at all three campuses; interactive TV would require additional equipment, but there are no current immediate plans to offer the course this way

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input checked="" type="checkbox"/> LHU	<input checked="" type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:

No changes from BU course. BU program AACSB approved. Other campuses will adopt BU curriculum

10. Indicate Semester and Year Course will be implemented:
Fall 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:
Students begin learning to analyze and communicate financial information for decision making. Students also learn about professional and ethical standards imposed by law and licensing associations.

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces):
Managerial Acctg

13. Course Description for Catalog (Maximum 75 words -start with an action verb.):
Focuses on the accounting, other quantitative, and qualitative analyses and information needed to foster optimal management decision making and reporting. Students will study various management accounting concepts, processes, and techniques available to provide that relevant information. Students are expected to be proficient in the use of computerized spreadsheet and word-processing software. For non-accounting majors only. Three hours lecture per week.

14. Credit(s): 3

Clock Hours: **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

Contract Hours: **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

15. Prerequisites (*Courses completed prior to taking this course*):

ACCT220 Financial Accounting or ACCT222 Principles of Accounting 2 and ITAN175 Spreadsheet Analysis

16. Co-requisites (*Courses which must be taken simultaneously with other courses*):

None

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*): Intended for nonaccounting majors only.

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

If yes, list the course prefix and number.

If dual-level, indicate content, assignments, and assessments for graduate and undergraduate courses on two separate Master Course Syllabus forms. Cross-Listed is across multiple departments/programs.

20. Estimated Frequency of Offering:

How often will the course be taught for a two-year cycle? It is estimated that the course will be offered 8 times in a two-year cycle--every fall and spring semester, winter and summer session.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

Recommended class size is 34 students for traditional class setting and 25 for the distance education setting based on analysis of this course and the required support for instructional activities.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):

Choose an item.

GE-2: How does your course fit into the General Education *Curricular Theme* and *Program Goal* to which you are applying (be sure to address all of the required areas of the selected *Program Goal*)?

- Caution, these terms *Curricular Themes* and *Program Goals* are specific to this General Education Program, See Ship Guide pages 6-12 for clarification
https://www.ship.edu/globalassets/gec/handbook_generaleducationship_2018_09_25.pdf
- [A *program goal* is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment. For example in the **Curricular Theme** of Diversity, a **Program Goal** is to Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.]

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme and Program Goal* and explain how your course will meet each one of these Course Objectives. *Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.*

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	Loren F. Selznick	June 30, 2022

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** June 30, 2022
2. **PREPARED BY:** Loren F. Selznick, J.D., Chairperson
3. **DEPARTMENT:** Accounting and Business Law
Program: Accounting
4. **COURSE PREFIX & NUMBER** (*without space in-between*): **ACCT223**
5. **COURSE TITLE:** Managerial Accounting
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 34
8. **PREREQUISITES/CO-REQUISITES:** ACCT220 Financial Accounting or ACCT222 Principles of Accounting 2 and ITAN175 Spreadsheet Analysis
9. **COURSE DESCRIPTION FOR CATALOG:** Focuses on the accounting, other quantitative, and qualitative analyses and information needed to foster optimal management decision making and reporting. Students will study various management accounting concepts, processes, and techniques available to provide that relevant information. Students are expected to be proficient in the use of computerized spreadsheet and word-processing software. For non-accounting majors only. Three hours lecture per week.

10. CONTENT DESCRIPTION: The following areas of study will be included:

- Introduction to Managerial Accounting
 - o Identify managers' three primary responsibilities
 - o Distinguish financial accounting from managerial accounting
 - o Describe the roles and skills required of management accountants within the organization
 - o Describe the role of the Institute of Management Accountants (IMA) and apply its ethical standards
 - o Discuss the business trends and regulations affecting management accounting
- Building Blocks of Managerial Accounting
 - o Distinguish among service, merchandising, and manufacturing companies
 - o Describe the value chain and its elements
 - o Distinguish between direct and indirect costs
 - o Identify product costs and period costs
 - o Prepare the financial statements for service, merchandising, and manufacturing companies
 - o Describe costs that are relevant and irrelevant for decision making
 - o Classify costs as fixed or variable and calculate total and average costs at different volumes
- Job Costing
 - o Distinguish between job costing and process costing
 - o Understand the flow of production and how direct materials and direct labor are traced to jobs
 - o Compute a predetermined manufacturing overhead rate and use it to allocate MOH to jobs
 - o Determine the cost of a job and use it to make business decisions
 - o Compute and dispose of overallocated or under-allocated manufacturing overhead
 - o Prepare journal entries for a manufacturer's job costing system

- Activity Based Costing
 - o Develop and use departmental overhead rates to allocate indirect costs
 - o Develop and use activity-based costing (ABC) to allocate indirect costs
 - o Understand the benefits and limitations of ABC/ABM systems
 - o Describe lean operations
 - o Describe and use the costs of quality framework
- Cost Behavior
 - o Describe key characteristics and graphs of various cost behaviors
 - o Use cost equations to express and predict costs
 - o Use account analysis and scatterplots to analyze cost behavior
 - o Use the high-low method to analyze cost behavior
 - o Use regression analysis to analyze cost behavior
 - o Describe variable costing and prepare a contribution margin income statement
- Cost-Volume-Profit Analysis
 - o Calculate the unit contribution margin and the contribution margin ratio
 - o Use CVP analysis to find breakeven points and target profit volumes
 - o Use CVP analysis to measure the impact of changing business conditions
 - o Find breakeven and target profit volumes for multiproduct companies
 - o Determine a firm's margin of safety, operating leverage, and most profitable cost structure
- Relevant Costs
 - o Describe and identify information relevant to short-term business decisions
 - o Describe and apply different approaches to pricing
 - o Decide whether to accept a special order
 - o Decide whether to discontinue a product, department, or store
 - o Factor resource constraints into product mix decisions
 - o Analyze outsourcing (make-or-buy) decisions
 - o Decide whether to sell a product "as is" or process it further
- The Master Budget
 - o Describe how and why managers use budgets
 - o Prepare the operating budgets
 - o Prepare the financial budgets
 - o Prepare budgets for a merchandiser
- Performance Evaluation
 - o Understand decentralization and describe different types of responsibility centers
 - o Develop performance reports
 - o Calculate ROI, sales margin, and capital turnover
 - o Describe strategies and mechanisms for determining a transfer price
 - o Prepare and evaluate flexible budget performance reports
 - o Describe the balanced scorecard and identify KPIs for each perspective
- Standard Costs and Variances
 - o Explain how and why standard costs are developed
 - o Compute and evaluate direct materials variances
 - o Compute and evaluate direct labor variances
 - o Explain the advantages and disadvantages of using standard costs and variances
 - o Compute and evaluate variable overhead variances
 - o Compute and evaluate fixed overhead variances
- Capital Investment Decisions and the Time Value of Money
 - o Describe the importance of capital investments and the capital budgeting process

- o Use the payback and accounting rate of return methods to make capital investment decisions
- o Use the time value of money to compute the present and future values of single lump sums and annuities
- o Use discounted cash flow models to make capital investment decisions
- o Compare and contrast the four capital budgeting methods

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme and Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words *Choose an item*, then click on the arrow and select one option):

Choose an item.

11. Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)	12. Student Assessment <i>Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)</i>
Calculate manufacturing overhead and prepare an income statement for manufacturing firms.		Exams, applied projects, case studies, assignments
Prepare all of the budgets contained in a master budget.		Exams, applied projects, case studies, assignments
Prepare the calculations necessary for the analysis of capital investment projects and interpret the results.		Exams, applied projects, case studies, assignments

**Note- Rows can be added*

13. METHODS: Traditional Class Setting: As a traditional, on-campus undergraduate class offered each semester in the Department of Accounting and Business Law, significant faculty-to-student and student-to-student interaction will facilitate a full understanding of the managerial accounting environment. Course content can be delivered via interactive lectures, team collaboration, applied and academic research, case analyses, technology-enabled

applications, and participative discussions.

Distance Education Setting: Software used could include video presentation, and meeting software (to allow for guest speakers, virtual groups, and field-based projects) as well as hands-on technology activities. A computer (desktop, laptop, tablet, etc.) and internet access are required. Collaboration could include on-line discussions, blogs, wikis, group projects, and surveys of student feedback on different topics. Web-based tools could be used for enhanced learning, depending on instructor's strategies and class objectives. The course may be taught either synchronously or asynchronously, based on the instructor. Proctored exams may be required at the discretion of the instructor.

14. COURSE ASSESSMENT: The department will collect departmentally-developed rubrics or results on exam items across all sections of the course on a regular basis. The assessment data will assist in identifying needed changes to the course to ensure greater student attainment of the Student Learning Objectives. The results of the evaluation will be reviewed by the department, and, if warranted, adjustments to the course will be made.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Organizations and Societies:

American Institute of Certified Public Accountants
Pennsylvania Institute of Certified Public Accountants
New York State Society of Certified Public Accountants
New Jersey Society of Certified Public Accountants
Institute of Management Accountants

Websites:

American Institute of Certified Public Accountants: <http://www.aicpa.org>
Pennsylvania Institute of Certified Public Accountants: <http://www.picpa.org>
New York State Society of Certified Public Accountants: <http://www.nysscpa.org>
New Jersey Society of Certified Public Accountants: <http://www.njscpa.org>
Institute of Management Accountants: <http://www.imanet.org>

Note: These are some of the recommended articles. The choice of the articles lies in the purview of the course instructor. Articles and eBooks that are available through the library.

Articles:

Baker, R. L., Bealing, W. E., Nelson, D. A, & Staley, AB. (2006). An institutional perspective of the Sarbanes-Oxley Act. *Managerial Auditing Journal*, 21(1), 22-33.

Bealing, Jr., W. E., Staley, A B., & Baker, R. L. (2009). An exploratory examination of the relationship between a short form of the Keirsey Temperament Sorter and success in an introductory accounting course: A research note. *Accounting Education: An International Journal*, 18(3), 331-339

Budding, T., Schoute, M., Dijkman, A., & de With, E. (2019). The activities of management accountants: Results from a survey study. *Management Accounting Quarterly*, 20(2), 29-37.

Hwang, D. B., Chen, Y., Staley, A. B., Tsia, Y., & Chu, C. (2013). A comparative study of the propensity of whistle-blowing: Empirical evidence from China, Taiwan, and the United States. *International Journal of Accounting and Financial Reporting*, 3(2), 202-224.

Hwang, D. B., & Staley, A. B. (2005). An analysis of recent accounting and auditing failures in the United States on US accounting and auditing in China. *Managerial Auditing Journal*, 20(3), 227-234.

Hwang, D. B., Staley, A. B., Chen, Y. T., & Lan, J. (2008). Confucian culture and whistleblowing by professional accountants: An exploratory study. *Managerial Auditing Journal*, 23(5), 504-526.

Magner, N. R., Johnson, G. G., Little, H. T., Staley, A. B., & Welker, R. B. (2006). The case for fair budgetary procedures. *Managerial Auditing Journal*, 21(4), 408-419.

Magner, N. R., & Staley, A. B. (2014). Roles of instrumental and noninstrumental voice in members' reactions toward interorganizational committees. *International Journal of Organization Theory and Behavior*, 3(17), 311-334.

Magolis, D., Staley, A. B., Usry, M., Leinbach, W., Shapeero, M., & Luck, H. (2011). Toward an understanding of audit firm rotation as public policy: A historical and theoretical perspective. *Journal of the Northeastern Association of Business, Economics and Technology*, 17(1), 13-20.

Staley, A. B., Dastoor, B., Magner, N., & Stolp, C. (2003). The contribution of organizational justice in budget decision making to federal managers' organizational commitment. *Journal of Public Budgeting, Accounting and Financial Management*, 15(4), 505-524.

Staley, A. B., & Magner, N. R. (2008). Budgetary fairness and governmental program heads' turnover intention. *Managerial Auditing Journal*, 23(4), 405-417.

Staley, A. B., & Magner, N. R. (2007). Budgetary fairness, supervisory trust, and the propensity to create budgetary slack: Testing a social exchange model in a government budgeting context. *Advances in Accounting Behavioral Research*, 10, 159-182.

Wahab, S., Teitel, K., & Smith, C. (2018). Overhead cost allocation and earnings manipulation between quarters. *Management Accounting Quarterly*, 19(3), 1-10.

Prototype Text:

Managerial Accounting, 5th ed. (2018). Braun and Tietz. Pearson

Indicate possible recommended texts for the course where appropriate, including author/editor, title, publisher, edition, and date of publication. The style of entry should consistently follow a manual such as Turabian, MLA, APA, or an accepted guide in a specific discipline.