

BUS 505 Managerial Accounting DE MASTER

2017 Section ALL 05/09/2017 to 12/31/2025 Modified 04/20/2020

Meeting Times

Online Classes

Monday, 12:00 a.m. to Sunday, 11:59 p.m. (Pacific time)

Class Length

8 weeks

Your instructor **may** schedule optional synchronous/live sessions using the Virtual Classroom (Blackboard Collaborate) meeting space. Please check your course announcements for specific dates and times. All meetings will be recorded and will be accessible in the Virtual Classroom.

Contact Information

Course Description

This course focuses on the identification, gathering, and interpretation of information for planning, controlling, and evaluating the performance of a business. The course covers measurement, analysis, and control of the costs of producing goods or services. Students analyze managerial accounting principles and systems through both process and job order costing. Additional topics include cost behavior, cost-volume-profit analysis, budgeting and standard cost systems, decentralized operations, and product pricing.

Total Course Credits:	Total Course Hours:	Lecture Hours Online:
3	45	45
Lab Hours:	Supervised Clinical/Practicum Hours:	Externship/Internship Hours:
0	0	0

Course Learning Outcomes

1. Compare and contrast managerial accounting and financial accounting.
2. Assess how managerial accounting affects various management functions.
3. Assess the role of ethical standards in an organization on the field of managerial accounting.
4. Distinguish between product costs and period costs.
5. Analyze the fundamental manufacturing cost categories.
6. Explain the job-order costing system and the process costing system and their suitability in manufacturing and non-manufacturing firms.
7. Compare and contrast traditional volume-based costing system and activity-based costing systems.
8. Assess the need for a budgeting framework in an organization.
9. Determine the criteria that decide the relevance of a cost or a benefit.
10. Explain the concepts of sunk costs, opportunity costs, and unit costs.
11. Interpret cost behavior patterns to estimate costs and assess the need for contribution approach to income statements.
12. Describe the key decision areas in capital budgeting.
13. Describe the various ways to set and assess performance standards in cost management.
14. Explain the role of responsibility accounting in achieving set goals.

Week	CLOs	PLOs	ILOs
1	1, 2, 3	1, 5	1, 2, 3, 5, 6
2	4, 5	1, 3, 4	1, 2, 3
3	6	1, 4	1, 2, 3

4	7	1, 4	1, 2, 3
5	11, 12	1, 5	1, 2, 3
6	8	3	1, 2, 3, 5
7	9, 10	1, 2, 4	1, 2, 3, 5
8	13, 14	1, 3, 5	1, 2, 3, 4, 5, 6

Program Learning Outcomes

1. Analyze and evaluate issues within a business organization and use data analytics and knowledge of business and management to formulate solutions.
2. Critique and evaluate emerging global and domestic marketing, economics, and financial trends using academic research and practical business literature.
3. Apply and integrate procedures, processes, and information systems tools to effectively manage business finances and operations.
4. Synthesize critical thinking and analytical skills to produce clear and concise business reports.
5. Apply knowledge of business law and ethics to employ effective decision-making.
6. Analyze competitor positions and market opportunities both domestically and globally.

Course Materials

Your textbook is available in the Blackboard course under the **E-Text** menu item. The textbook is delivered through the Vital Source E-Text platform. Please note that some books do have a print on demand option. Print on Demand, if available, is found in your Vital Source bookshelf.

Managerial Accounting for Managers

Author: Noreen, E. W., Brewer, P. C., & Garrison, R. H.

Publisher: McGraw-Hill

Edition: 5th

Availability: Accessed through McGraw-Hill Connect in your Blackboard course.

McGraw-Hill Connect

See Getting Started with McGraw-Hill Connect in your Blackboard course. Some assignments, readings and activities will be assessed through McGraw-Hill Connect.

A Pocket Style Manual (APA Version)

Author: Hacker, Diana

Publisher: Bedford St. Martins

Edition: 8th

Availability: Available in your Vital Source Bookshelf (from previous terms)

Evaluation

West Coast University Grading Scale (Reflective of final course grade; see associated policy in Catalog)	Grade	Points	WCU Grading Scale
	A	4	93–100

A-	3.7	90–92
B+	3.3	87–89
B	3.0	83–86
B-	2.7	80–82
C+	2.3	76–79
C	2.0	73–75
C-	1.7	70–72
D+	1.3	66–69
D	1.0	63–65
D-	0.7	60–62
F	0.0	59 or below
AU	0.0	Audit
CR	0.0	Credit
P	0.0	Pass
NP	0.0	Not Passed
I	0.0	Incomplete
TC	0.0	Transfer Credit
W	0.0	Withdrawal (Before Drop Deadline)
WF	0.0	Withdrawal (After Drop Deadline)

Note: AU, CR, P, NP, I, TC, W, and WF are used on the Academic Record but have no point values and are not computed in the [Cumulative Grade Point Average \(CGPA\)](http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average) (<http://westcoastuniversity.smartcatalogiq.com/en/Fall-2017/West-Coast-University-Catalog/Academic-Policies-and-Procedures/Calculating-the-Cumulative-Grade-Point-Average>).

A minimum passing grade is required for each course and **varies by program**. Earned grades below the minimum passing grade reflect that the course has not been successfully completed. Each academic program has unique prerequisite requirements. Please see the specific program section for additional information.

Students should review the program specific grading scale in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>).

Evaluation Criteria

The evaluation criteria consists of **Formative** and **Summative** assessments of student learning.



Formative: Assessment that occurs throughout the course to provide feedback and support for improved performance as part of an ongoing learning process.

Examples: Evidence-based research, presentations, case studies, specific class projects, weekly quizzes, homework assignments, clinical or lab assignments, practice exams



Summative: Assessment that occurs at the conclusion of the course to determine whether student learning outcomes have been achieved.

Examples: Final exam, term paper, or term project

Signature Assignments, where applicable, are course assignments designed to comprehensively measure student achievement of course and program learning outcomes.

Additional Information:

- All assignments are to be submitted via the online classroom except where otherwise noted. Email submissions will not be accepted. Grades and comments on graded items will be posted in the Blackboard Gradebook, unless otherwise specified. **All assignments submitted for each course must be created for that particular course. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course unless approved by the faculty or noted in the syllabus.**
- **Please review all rubrics in the course for assignment grading criteria, found under the My Grades tab.**
- **It is important that you save all of your completed assignments for your records.**
- Please ensure that you have saved copies of all your work on a drive such as Dropbox or a personal hard drive as you may be asked to recall these assignments as you near the end of your program.

Criteria

Assignment	Weight / Points	Week Due	Details
Formative			
Weekly Discussions	320	Weeks 1–8	See the discussion board rubric for grading criteria. Each week is worth 40 points.
Chapter Readings	110	Weeks 1–8	The chapter readings each week are adaptive and interactive in nature. Each chapter is worth 10 points and must be completed to be awarded points. Access your chapter readings through the E-Text link in your Blackboard course.
Chapter Problem Assignments	200	Weeks 1–8	Each chapter of the text has selected accounting problems to complete for each week. Access your weekly problem assignments through the assignments link and McGraw-Hill Connect in your Blackboard course. Each week is worth 25 points and due by Sunday, 11:59 p.m. (Pacific time).
Summative			
Week 4 Proposal	170	Week 4	Sweet Bites Cakes Proposal
Week 8 Opportunity	200	Week 8	Sweet Bites Cakes Opportunity (no late submissions accepted)
Total	1,000		

Course and Program Specific Policies

Discussion Board Requirements*

The Online Discussion Board is designed to stimulate class dialogue that would normally take place in a face-to-face didactic setting. Participation in the Discussion Board serves as a learning strategy to help demonstrate student knowledge of course content. Each Discussion Board post will be assessed using a rubric (located under the "My Grades" menu). In addition to reviewing the grading criteria in the rubric, please note the following Discussion Board post expectations, which must all be met to earn full weekly discussion credit:

- Discussion posts must be completed during the week they are assigned. Discussion posts made in advance of the assigned week will not count toward the weekly discussion grade. If you wish to work ahead, please compose your responses in a Word document, then post when the week arrives.
- Each week, you are required to submit a reply to each initial prompt and replies to your peers or instructors in the Discussion Board. An automatic 10% point deduction will be assessed for all late **initial** postings.

Note: There may be more than one initial prompt per week, depending on the course and material covered. It is your responsibility to reply accordingly.

The required posts per initial prompt are described as follows:

- No later than Wednesday, 11:59 p.m. (Pacific time) each week, you must post one (1) response to each initial prompt posted by the instructor AND
 - Throughout the week, and no later than the conclusion of each week, you must reply to a minimum of two (2) peers and/or instructors, per initial prompt, although replying to more is highly encouraged. Replies must be made throughout the week to show active participation.
- Any post made in the Discussion Board must be well-developed.
 - A well-developed post is meaningful, clearly demonstrates relevance to the topic, reflects critical thinking and your knowledge of the material, demonstrates *synthesis* of the subject matter, extends the discussion by building on previous posts, and includes proper source citations, when applicable. Posts limited to "I agree," "Great posting," or "Thank you" will not be assessed as well-developed and will therefore not be considered a contribution to the number of required weekly posts.

Late Discussions

Weekly discussion posts will be assessed according to the Discussion Board rubric in the My Grades area. Late postings that occur after Wednesday will reflect an automatic 10% point deduction. Discussion postings made after the week will not count toward the weekly discussion grade.

Assignments submitted after the due date will be penalized at 5% per day. Late assignments will not be accepted more than 5 days after the due date, unless preapproval from the instructor has been obtained in writing. Note due dates and times posted in the course. Be sure to contact the instructor if you believe you must submit an assignment after the due date. Contact with the instructor regarding late assignments after the allowable 5 days does not guarantee approval to submit the assignment outside this time frame. Approvals outside the 5 days are generally provided for extenuating circumstances only.



Late work is not accepted after the close of the course without prior approval from the instructor unless there are extenuating circumstances.

* Individual programs may have additional or varied discussion board requirements. Please see the program policy section of the syllabus for specific requirements.

Minimum Passing Grade

A minimum grade of a "C" will be required to receive course credit in the MBA Program. Should a student receive a "C-" grade or lower, it will not be considered a passing grade for the MBA program and the student will be required to retake the course.

Course Outline

The Course Outline below serves as a course roadmap, displaying the topics and activities intended to be covered each week. This schedule is subject to change in the event of extenuating circumstances. Please see the weekly agenda and announcements page in the Blackboard course for further information.

- **Objectives** reflect the teaching activities that, if engaged in, are intended to lead to specific, measurable student learning outcomes.
- **Course Activities and Assignments** outline the teaching strategies used and the assessment requirements that students are to fulfill throughout the duration of the course.

**Refer to the assignment rubrics in your course for specific grading criteria. Rubrics can be found in the My Grades section and/or in your assignment dropbox.*

Week	Topic	Objectives	Activities & Assignments
1	Managerial Accounting and Cost Concepts	<ul style="list-style-type: none"> Understand the cost classifications used for assigning costs to cost objects: direct costs and indirect costs. Identify and give examples of each of the three basic manufacturing cost categories. Understand the cost classifications used to prepare financial statements: product costs and period costs. Understand the cost classifications used to predict cost behavior: variable costs, fixed costs, and mixed costs. Understand the cost classifications used in making decisions: differential costs, sunk costs, and opportunity costs. Prepare income statements for a merchandising company using the traditional and contribution formats. 	<p>Assigned Reading</p> <ul style="list-style-type: none"> E-Text Chapter 1: Managerial Accounting and Cost Concepts <p>Assignments</p> <ul style="list-style-type: none"> Complete your initial discussion prompt and participate in the weekly discussion Complete and submit Week 1, Chapter 1 Problems
2	Cost Volume Profit Relationships	<ul style="list-style-type: none"> Explain how changes in activities affect contribution margin and net operating income. Prepare and interpret a cost-volume-profit (CVP) graph and a profit graph. Use the contribution margin ratio (CM ratio) to compute changes in contribution margin and net operating income results from changes in sales volume. Show the effects on net operating income of changes in variable costs, fixed costs, selling price, and volume. Determine the break-even point. Determine the level of sales needed to achieve a desired target profit. Compute the margin of safety and explain its significance. Compute the degree of operating leverage at a particular level of sales and explain how it can be used to predict changes in net operating income. Compute the break-even point for a multiproduct company and explain the effects of shifts in the sales mix on contribution margin and the break-even point. 	<p>Assigned Reading</p> <ul style="list-style-type: none"> E-Text Chapter 2: Cost-Volume-Profit Relationships <p>Assignments</p> <ul style="list-style-type: none"> Complete your initial discussion prompt and participate in the weekly discussion Complete and submit Week 2 Chapter 2 Problems
3	Job-Order Costing: Calculating Unit Product Costs Variable Costing and Segment Reporting: Tools for Management	<ul style="list-style-type: none"> Compute a predetermined overhead rate. Apply overhead cost to jobs using a predetermined overhead rate. Compute the total cost and the unit product cost of a job using a plant-wide predetermined overhead rate. Compute the total cost and the unit product cost of a job using multiple predetermined overhead rates. Explain how variable costing differs from absorption costing and compute unit product costs under each method. Prepare income statements using variable and absorption costing. Reconcile variable costing and absorption costing net operating incomes and explain why the two amounts differ. Prepare a segmented income statement that differentiates traceable fixed costs from common fixed costs and use it to make decisions. Compute company-wide and segment break-even points for a company with traceable fixed costs. 	<p>Assigned Reading</p> <ul style="list-style-type: none"> E-Text Chapter 3: Job-Order Costing: Calculating Unit Product Costs E-Text Chapter 4: Variable Costing and Segment Reporting: Tools for Management <p>Assignments</p> <ul style="list-style-type: none"> Complete your initial discussion prompt and participate in the weekly discussion Complete and submit Week 3 Chapter 3 and Chapter 4 Problems

Week	Topic	Objectives	Activities & Assignments
4	Activity-Based Costing: A Tool to Aid Decision Making	<ul style="list-style-type: none"> Understand activity-based costing and how it differs from a traditional costing system. Assign costs to cost pools using a first-stage allocation. Compute activity rates for cost pools. Assign costs to a cost object using a second-stage allocation. Use activity-based costing to compute product and customer margins. 	<p>Assigned Reading</p> <ul style="list-style-type: none"> E-Text Chapter 5: Activity-Based Costing: A Tool to Aid Decision Making <p>Assignments</p> <ul style="list-style-type: none"> Complete your initial discussion prompt and participate in the weekly discussion Complete and submit Week 4 Chapter 5 Problems Complete and submit Week 4 Assignment: Sweet Bites Cakes Proposal
5	Differential Analysis: The Key to Decision-Making and Capital Budgeting Decisions	<ul style="list-style-type: none"> Identify relevant and irrelevant costs and benefits in a decision. Prepare an analysis showing whether or not a product line or other business segment should be added or dropped. Prepare a make or buy analysis. Prepare an analysis showing whether or not a special order should be accepted. Determine the most profitable use of a constrained resource. Determine the value of obtaining more of the constrained resource. Prepare an analysis showing whether joint products should be sold at the split-off point or processed further. Determine the payback period for an investment. Evaluate the acceptability of an investment project using the net present value method. Evaluate the acceptability of an investment project using the internal rate of return method. Evaluate an investment project that has uncertain cash flows. Rank investment projects in order of preference. Compute the simple rate of return for an investment. 	<p>Assigned Reading</p> <ul style="list-style-type: none"> E-Text Chapter 6: Differential Analysis: The Key to Decision Making E-Text Chapter 7: Capital Budgeting Decisions <p>Assignments</p> <ul style="list-style-type: none"> Complete your initial discussion prompt and participate in the weekly discussion Complete and submit Week 5 Chapter 6 and Chapter 7 Problems
6	Master Budgeting and Flexible Budgets and Performance Analysis	<ul style="list-style-type: none"> Understand why organizations budget and the processes they use to create budgets. Prepare a sales budget, including a schedule of expected cash collections. Prepare a production budget. Prepare a direct materials budget, including a schedule of expected cash disbursements for purchases of materials. Prepare a direct labor budget. Prepare a manufacturing overhead budget. Prepare a selling and administrative expense budget. Prepare a cash budget. Prepare a budgeted income statement. Prepare a budgeted balance sheet. Prepare a planning budget and a flexible budget and understand how they differ from one another. Calculate and interpret activity variances. Calculate and interpret revenue and spending variances. Prepare a performance report that combines activity variances and revenue and spending variances. Prepare a flexible budget with more than one cost driver. Understand the common errors made in preparing performance reports based on budgets and actual results. 	<p>Assigned Reading</p> <ul style="list-style-type: none"> E-Text Chapter 8: Master Budgeting E-Text Chapter 9: Flexible Budgets and Performance Analysis <p>Assignments</p> <ul style="list-style-type: none"> Complete your initial discussion prompt and participate in the weekly discussion Complete and submit Week 6 Chapter 8 and Chapter 9 Problems

Week	Topic	Objectives	Activities & Assignments
7	Standard Costs and Variances	<ul style="list-style-type: none"> • Compute the direct materials price and quantity variances and explain their significance. • Compute the direct labor rate and efficiency variances and explain their significance. • Compute the variable manufacturing overhead rate and efficiency variances and explain their significance. 	Assigned Reading <ul style="list-style-type: none"> • E-Text Chapter 10: Standard Costs and Variances Assignments <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 7 Chapter 10 Problems
8	Performance Measurement in Decentralized Organizations	<ul style="list-style-type: none"> • Compute the return on investment (ROI) and show how changes in sales, expenses, and assets affect ROI. • Compute residual income and understand its strengths and weaknesses. • Compute throughout time, delivery cycle time, and manufacturing cycle efficiency (MCE). • Understand how to construct and use a balanced scorecard. 	Assigned Reading <ul style="list-style-type: none"> • E-Text Chapter 11: Performance Measurement in Decentralized Organizations Assignments <ul style="list-style-type: none"> • Complete your initial discussion prompt and participate in the weekly discussion • Complete and submit Week 8 Chapter 11 Problems • Complete and submit Week 8 Assignment: Sweet Bites Cakes Opportunity

Institutional Policies

University Mission

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

Institutional Learning Outcomes

Institutional learning outcomes are designed by the University as a whole, taking into account the role that both instruction and student services play in contributing to a student's success. Institutional learning outcomes assume achievement of the stated programmatic learning outcomes of one's discipline. Upon graduating from a degree program offered by West Coast University, students will be able to:

1. Implement intellectual and practical problem-solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Articulate the importance of working collaboratively with other healthcare providers in support of the client/patient.

Academic Integrity and Dishonesty

Students should review the Academic Dishonesty Policy in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html). (<http://westcoastuniversity.edu/student-affairs/student-services.html>) Students are expected to approach their academic endeavors with the highest academic integrity. They must

cite sources and submit original work. Academic honesty is central to the institution/student partnership toward student success. Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html) (<http://westcoastuniversity.edu/student-affairs/student-services.html>).

Attendance Policy

West Coast University has a clear requirement for students to attend courses. Students should review the Attendance Policy in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>).

Reasonable Accommodations

West Coast University strives to provide reasonable accommodations to students who have a defined need and who follow the appropriate steps toward seeking the accommodation. The Reasonable Accommodations Policy is found in the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>) and the [Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html) (<http://westcoastuniversity.edu/student-affairs/student-services.html>).

Classroom Policies

Students are expected to dress professionally during class time as required by the Code of Conduct in the Catalog and any rules in your programmatic handbook. No children are allowed in classes or to be unattended on campus. Use of cell phones, smart phones, or any other electronic devices in the classroom during class time is strictly prohibited. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class.

Grade Rounding

At West Coast University, scores are not rounded to the whole number until the end of the term. All student assignments, quizzes, and examinations will be rounded to the first decimal point. At the end of the terms, final course grades will be rounded to the nearest whole point. For programs that use the exam average to determine whether other course assignments are included in the final scoring (e.g., Nursing), the end-of-term exam average may be rounded (using the above rules) to make that determination.

WCU Quiz, Test, and Exam Policies

Quiz, test, and exam policies vary by course objectives and programmatic expectations. Some quizzes, tests, and exams utilize a timed approach, password verification, authentication process, proctoring protocols, and academic integrity software. Students must follow the policies as outlined in the syllabus and in accordance with the university, program, and any third-party company (i.e., ATI®) policies. Refer to the Code of Conduct and Academic Honor Code found in the University Student Handbook. Reference the Late and Make-Up Work policy for specifics regarding missed quizzes, tests, and exams.

Late and Make-Up Work Policy

All students are expected to submit evidence of learning as established by the academic program, which is outlined in the course syllabus. Students are required to meet the course objectives by submitting coursework no later than the assigned due date. In order to demonstrate achievement of the course learning outcomes, students may be allowed to submit late work. Specifics regarding late work are listed in the program and/or course section of the course syllabus. If a student submits late coursework, the instructor, at her or his discretion, may deny acceptance of the assignment or award partial to full credit in alignment with the program policies. Technological issues are not an excuse for late submissions unless the problem stems from university equipment, Blackboard outages, or third-party content providers.

Missed Quizzes, Tests, and Exams

All quizzes, tests, and exams must be completed by the date they are assigned. If a quiz, test, or exam is missed due to a documented emergency situation (e.g., death in the immediate family), it is the student's responsibility to contact the faculty member within 48 hours of the original due date and follow the program policies for missed work. Students who do not make up the quiz, test, or assessment as scheduled or who do not contact the instructor within 48 hours will receive a zero score for that assessment.

Final Week of Term/Semester/Trimester

Quizzes, tests, and exams must be completed and assignments must be submitted no later than the last scheduled day of class during the final week of the term/semester/trimester. In the final week, some courses will have an alternative class meeting day, time, and room, or submission deadline. Specifics regarding the final week are listed in the course syllabus. Refer to the University Attendance Policy for maximum absences and other details.

Technology

West Coast University utilizes the Blackboard Learning Management System. Technical support for Blackboard is offered 24 hours per day, 7 days per week. There are minimum system requirements to access not only Blackboard but also any resources that may be posted in Blackboard or utilized in a course. Please refer to the [University Student Handbook](http://westcoastuniversity.edu/student-affairs/student-services.html) (<http://westcoastuniversity.edu/student-affairs/student-services.html>) for minimum technical requirements. For tech support options, please click on the Support tab located at the top of your Blackboard home page. Blackboard can be accessed here: www.learn.westcoastuniversity.edu (<https://learn.westcoastuniversity.edu>).

Library Information

You can access the library through the Library tab at the top of your Blackboard home page or here:

<https://westcoastuniversity.edu/academics/library-resources.html> (<https://westcoastuniversity.edu/academics/library-resources.html>)

Course Related Policies

West Coast University has specific course related policies for overload, auditing, repeats, courses passed but not successfully completed, add/drop and withdrawal. Please see the [University Catalog](http://westcoastuniversity.edu/admissions/catalog.html) (<http://westcoastuniversity.edu/admissions/catalog.html>) for course related policies.