



**BUS 106 – MANAGERIAL ACCOUNTING
SYLLABUS
LECTURE HOURS/CREDITS: 3/3**

CATALOG DESCRIPTION

Prerequisite: BUS103

This course provides basic principles of managerial accounting as applied to the manufacturing enterprise. Students will learn the management uses of accounting data for planning, control and decision making emphasized in the study of cost accounting, budgeting and internal reporting procedures.

TEXTBOOK AND COURSE MATERIALS

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

Individual instructors may include the following assessment(s): <ul style="list-style-type: none">• Exams• Quizzes• Class Discussions• Written Assignments• Attendance and Participation	Grading to be determined by individual instructors
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Grading Scale Example

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES
(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

	RCGC Core Competencies
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

BUS 106 CORE COMPETENCIES

This course focuses on three of RCGC's Core Competencies:

- Technological Competency
- Information Literacy
- Quantitative Knowledge and Skills

STUDENT LEARNING OUTCOMES: BUS 106 – MANAGERIAL ACCOUNTING

Successful completion of BUS106 will help students:	RCGC's Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
1. See topical list below	- Quantitative Knowledge and Skills	Exams Written Assignments

TOPICAL OUTLINE

BUS-106 students will	RCGC Core Competencies	Evaluation / Assessment
<p>Ch 1. <u>Managerial Accounting: An Overview</u></p> <ul style="list-style-type: none"> • explain what an organization is, and describe the work done by management in organizations • distinguish between line and staff responsibilities in an organization • describe the purposes for which the manager needs accounting information • distinguish between financial and managerial accounting • identify the organizational levels at which ethical conflicts can arise, and explain the purpose of a code of ethical conduct 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>
<p>Ch 2. <u>Managerial Accounting and Cost Concepts</u></p> <ul style="list-style-type: none"> • identify three basic manufacturing cost categories • distinguish between period and product costs • understand variable, fixed and mixed costs • analyze mixed cost using the high-low method • prepare traditional and contribution margin income statements • understand the difference between direct and indirect costs • understand cost classifications used in making decisions: i.e.differential, opportunity and sunk costs 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>

BUS-106 students will	RCGC Core Competencies	Evaluation / Assessment
<p>Ch 3. <u>Job-Order Costing</u></p> <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 average cost per unit of a job • understand the flow of costs in a job-order costing system and prepare appropriate journal entries to record costs • use t-accounts to show the flow of costs in a job-order costing system • prepare schedules of cost of goods manufactured and cost of goods sold and an income statement • compute underapplied or overapplied overhead cost and prepare the journal entry to close the balance in Manufacturing Overhead to the appropriate accounts 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>
<p>Ch 4 <u>Process Cost System</u></p> <ul style="list-style-type: none"> • record the flow of materials, labor and overhead through a process costing system • compute the equivalent units of production using the weighted-average method • compute the cost per equivalent unit using the weighted average method • assign costs to units the weighted-average method • prepare a cost reconciliation report • compute the equivalent units of production using the FIFO method • compute the cost per equivalent unit using the FIFO method • assign costs to units the FIFO method • prepare a cost reconciliation report using the FIFO method • allocate service department costs to operating departments using the direct method • allocate service department costs to operating departments using the step-down method 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>

BUS-106 students will	RCGC Core Competencies	Evaluation / Assessment
<p>Ch 5. Cost-Volume-Profit Relationships</p> <ul style="list-style-type: none"> • explain how changes in activity affect contribution margin and net operating income • use the contribution margin ration (CM ratio) to compute changes in contribution margin and net operating income resulting in changes from sales volume • show the effects on net operating income of changes in variable costs, fixed costs, selling price and volume • determine the level of sales needed to achieve a desired target profit • determine the break-even point • 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 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>
<p>Ch 6. <u>Variable Costing</u></p> <ul style="list-style-type: none"> • explain how variable costing differs from absorption costing and compute unit product costs under each method • prepare income statements using both variable and absorption costing • reconcile variable costing and absorption costing 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 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>
<p>Ch 7. Activity-Based Costing: A Tool to Aid Decision Making</p> <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 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>

BUS-106 students will	RCGC Core Competencies	Evaluation / Assessment
<p>Ch 8. Profit Planning</p> <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 	<p>Quantitative Knowledge and Skills</p>	<p>Homework assignments</p> <p>Exam</p>
<p>Ch 9. Flexible Budgets and Performance Analysis</p> <ul style="list-style-type: none"> • prepare a flexible budget • prepare a report showing activity variances • prepare a report showing 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 common errors made in preparing performance reports based on budgets and actual results 	<p>Quantitative Knowledge and Skills</p>	<p>Homework assignments</p> <p>Exam</p>
<p>Ch 10. Standard Costs and Variances</p> <ul style="list-style-type: none"> • compute the direct materials quantity and price variances • compute the direct labor efficiency and rate variances and explain their significance • compute the variable manufacturing overhead efficiency and rate variances and explain their significance • compute and interpret the fixed overhead volume and budget variances • prepare journal entries to record standard costs and variances 	<p>Quantitative Knowledge and Skills</p>	<p>Homework assignments</p> <p>Exam #4</p>

BUS-106 students will	RCGC Core Competencies	Evaluation / Assessment
<p>Ch. 11 Performance Measurements in Decentralized Organizations</p> <ul style="list-style-type: none"> • compute 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 delivery cycle time, throughput time and manufacturing cycle efficiency (MCE) • understand how to construct and use a balanced scorecard • determine the range, if any, within which a negotiated transfer price should fall • charge operating departments for services provided by service departments 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>
<p>Ch. 12 Differential Analysis: The Key to decision Making</p> <ul style="list-style-type: none"> • distinguish between relevant and irrelevant costs in decision-making • prepare an analysis showing whether a product line or other organizational segment should be dropped or retained • explain make or buy decisions and prepare a well-organized make or buy analysis • prepare an analysis showing whether 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 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>
<p>Ch 13. Capital Budgeting Decisions</p> <ul style="list-style-type: none"> • evaluate the acceptability of an investment project using the net present 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 • determine the payback period for an investment • compute the simple rate of return for an investment 	Quantitative Knowledge and Skills	<p>Homework assignments</p> <p>Exam</p>

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act

of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.