

**Master Syllabus**  
**College of Business and Economics, University of Hawai'i at Hilo**

**ACC 202**  
**Managerial Accounting**

**I. Catalog Description:**

ACC 202 Managerial Accounting (3) (S) Methods for evaluating financial performance including cost accounting, budgeting, breakeven analysis, ratio analysis, and sources and uses of funds. Pre: ACC 201.

**II. Course Learning Outcomes:** Upon completion of this course, students should be able to:

1. Describe the differences between financial and managerial accounting [knowledge],
2. Compute product costs using both job-order and process costing systems and using both traditional (single rate) and activity-based costing (ABC) for overhead [application],
3. Identify fixed and variable costs, derive cost functions, and perform cost-volume-profit analysis [analysis],
4. Prepare budgets and performance reports for planning and control purposes [application], and
5. Produce reports to support managerial decision-making [application].

**III. Course Materials:** Typical texts for this course are introductory level Managerial Accounting textbooks such as Managerial ACCT by Sawyers/Jackson/Jenkins (South-Western).

**IV. Teaching Methods:** Generally this introductory course will rely heavily on lecture with exercises and problems worked in class. Class discussion is encouraged.

**V. Evaluation Tools:** Individual student performance for purposes of grade assignment will typically be based primarily on examinations. Homework assignments and quizzes may also make up a portion of the individual student evaluation.

**VI. Course Topics:** Major topics to be covered in this course (other topics can be added at the professor's discretion) will include the following:

1. Managerial accounting
2. Cost concepts
3. Job-order costing

4. Process costing
5. Activity-based costing
6. Cost behavior
7. Cost-volume-profit analysis
8. Budgets and budgeting
9. Standard costing
10. Performance reporting
11. Variance analysis
12. Decentralization
13. Relevant cost for decision-making
14. Capital investment decision-support

## VII. Support of Program Learning Objectives

Program Learning Objective	Course Learning Objective(s) Supporting	Targeted Course Performance Level*	Possible Contributions to Program Assessment
Objective 1. Comprehend the fundamental principles of business administration	1	I	Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 2A. Communicate clearly, logically, and persuasively in Writing			Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 2B. Communicate clearly, logically, and persuasively orally			Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 3. Evaluate and analyze source information, subsequently draw conclusions, and present an argument based upon that analysis	2, 3	I	Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 4. Identify, analyze, and decide on courses of action to resolve complex, unstructured problems, using appropriate tools and technology	4, 5	I	Course embedded evaluation: multiple choice questions and problems; pre-post tests
<b>* I = Introduced, D = Developed &amp; Practiced with Feedback, M = Demonstrated at the Mastery, Blank=Not Treated in this Course</b>			

Definitions of Student Mastery Levels from Barbara Meguro – These set performance levels that are somewhat parallel to Bloom's Taxonomy.

I = The student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer "objective, multiple-choice, fill-in the blank" type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

D = the student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more than one course or activity within a course. Also included here is evaluation of existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

M = the student can demonstrate the outcome given a problem statement and appropriate data

and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, and capstone coursework would be used as evidence.