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Impact of Structure of Early Practice on Student Performance in Transaction Analysis.

Benny G. Johnson and Erik Slayter
Vol. 27, Issue 1 (2012), pp. 101-112.

Abstract: In introductory accounting textbooks, virtually all end-of-chapter problems on transaction analysis follow the same familiar format: a collection of transactions performed by a given business during a specified time period. Modern research-based models of human cognitive architecture suggest, however, that this format is suboptimal for beginning students. An approach better aligned with this learning research would give students practice with one transaction type at a time before proceeding to problems involving a mixture of transaction types. An experiment was conducted to test this hypothesis by randomly assigning students in an introductory financial accounting course to one of two practice conditions: conventional textbook problems and "targeted practice" in which the same transactions were grouped by type. All students were then given a conventional textbook problem as a post-test. During the practice phase, students in the targeted practice group analyzed transactions in less time and with greater accuracy than students who worked conventional problems. On the post-test, the total scores of the two groups were statistically equivalent; thus, the targeted practice group achieved the same level of performance more efficiently. However, on transactions requiring transfer of learning, the targeted practice group performed notably better, indicating these students were better able to apply knowledge gained during practice to a broad variety of transaction scenarios. The implications of this study are straightforward and practical: by making a very simple modification to the format of transaction analysis problems given to students early in the learning process, better learning outcomes can be obtained.

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Using a Social Enterprise Service-Learning Strategy in an Introductory Management Accounting Course.

Valentina L. Zamora

Vol. 27, Issue 1 (2012), pp. 187-226

Abstract: The accounting profession has long called for learning strategies that actively develop students' critical analysis and problem-solving skills in unstructured settings (Accounting Education Change Commission [AECC] 1990), and where learning outcomes map into American Institute of Certified Public Accountants (AICPA) (2000) core competencies. This paper proposes the use of a service-learning strategy in the introductory management accounting course. This learning strategy reflects the Institute of Management Accountants' (IMA) new definition of management accounting as a strategic imperative (IMA 2008), and responds to Rama's (1998) monograph revealing limited examples of service-learning in management accounting. In addition, this paper proposes that faculty work with real social enterprises that sell goods and services for profit and in support of a broader social mission. I argue that relative to working on nonprofit/government cases, working in the social enterprise setting may offer students a more tractable transition from the for-profit examples in many textbooks. I also argue that relative to working on for-profit cases, working in the social enterprise setting may provide students access to proprietary data used internally for managerial decision-making. The pedagogy of service-learning in the accounting curriculum and its relevance to that proposed in this paper is discussed. Generalized service-learning planning documents, examples, adaptations of case study questions, and a responsibility checklist are provided. Implementation guidelines that address key stakeholder barriers to success (Kenworthy-U'Ren 2008) are discussed, and examples of social enterprise service-learning implementations are presented. Post-implementation survey responses from students suggest that the social enterprise service-learning experience positively affected their learning of specific management accounting concepts, issues faced by mission-driven organizations, and how they can uniquely contribute by applying what they learn.

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Online Accounting Education versus In-Class Delivery: Does Course Level Matter?

Clement C. Chen, Keith T. Jones, and Keith A. Moreland
Vol. 28, Issue 1 (2013), pp. 1-16

Abstract: This study examines whether the effectiveness of online accounting education relative to traditional in-class delivery depends upon the level of the course. Students enrolled in principles and advanced cost/managerial and in advanced financial accounting courses were surveyed regarding their perceptions on several dimensions. The results suggest that the course level is important when assessing whether it is advisable to offer online accounting courses. In advanced courses, the outcomes examined were significantly more favorable for traditional classroom environments than for online, while the delivery mode was not important in principles courses when controlling for other variables. The results also provide further support for the notion that blended learning, i.e., offering a few on-campus class meetings for a predominately online course, may be desirable regardless of course level, but that course level is potentially important when deciding upon the mix of face-to-face versus online instruction.

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A Real-World Business Approach to Teaching M.B.A. Managerial Accounting: Motivation, Design, and Implementation.

John Tan, Diane C. Satin, and Christopher W. K. Lubwama
Vol. 28, Issue 2 (2013), pp. 375-402

Abstract: This article explains the motivation, design, and implementation of a realworld business approach to teaching managerial accounting in an M.B.A. program to facilitate a shift in student learning from traditional passive listening to active participation. A teaching methodology requiring students to work through the evolution of a potentially viable business contributes to a long-standing effort in the profession to link practice and theory. The course immerses students in the life of an evolving business in four ways: working assignments based on lectures, discussing costing concepts individually with the instructor, summarizing existing research papers, and most importantly participating in mutual interest

groups to develop a realistic business plan based on personal research. This approach integrates learning of cost concepts with developing critical thinking skills. It differs from other student projects because students may choose a business based on interest in any industry, and the instructor provides no cost or industry data. Anecdotal evidence indicates that this approach works to stimulate student learning. This paper also addresses some limitations of this approach.

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Integrating Research into an Undergraduate Accounting Course

James H Irving

Vol. 26, Issue 2 (2011), pp.287-303

Abstract: Consistent with educational theory, research studies in accounting education substantiate claims of the benefits associated with active learning. This paper describes how I integrate research into an undergraduate accounting course using a pedagogical approach which fosters active learning. Throughout the course, students read and discuss excerpts from accounting journal articles related to class topics. These readings are intended to enhance students' understanding of the topics and develop their awareness of how accounting research and accounting practice are related. After becoming familiar with research articles and the research process, students are then challenged to complete a research study following the scientific method, in which they investigate research questions corresponding to the course content and test hypotheses using archival data. Results from a survey created to assess this research experience reveal that 94 percent of respondents indicated this project substantially improved their level of knowledge, skills, and abilities related to accounting. I supply instructional tools for faculty interested in implementing a similar program.

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Online Homework versus Intelligent Tutoring Systems: Pedagogical Support for Transaction Analysis and Recording

Fred Phillips and Benny G. Johnson

Vol. 26, Issue 1 (2011), pp.87-97

Abstract: Prior research demonstrates that students learn more from homework practice when using online homework or intelligent tutoring systems than a paper-and-pencil format. However, no accounting education research directly compares the learning effects of online homework systems with the learning effects of intelligent tutoring systems. This paper presents a quasi-experiment that compares the two systems and finds that students' transaction analysis performance increased at a significantly faster rate when they used an intelligent tutoring system rather than an online homework system. Implications for accounting instructors and researchers are discussed.

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Class Participation in Accounting Courses: Factors That Affect Student Comfort and Learning

Elise J. Dallimore, Julie H. Hertenstein, and Marjorie B. Platt

Vol. 25, Issue 4 (2010), pp.613-629

Abstract: Class discussion is frequently used in accounting education. Prior research indicates that preparation for and frequency of participation in class discussion is positively related to students' comfort participating. This study extends this literature by examining the relationship between class participation and learning. In this study, 323 sophomore business students enrolled in accounting courses and completed pre- and post-course surveys concerning their perceptions about class discussion; in addition, instructors provided students' grades for our use in this study. Path model results indicate that preparation is positively related to frequency of participation, which, in turn, is positively related to students' comfort participating in class discussion. Furthermore, students' comfort participating in class

discussion is positively related to learning. A practical implication of this finding on the learning-comfort relationship is that instructors' efforts to foster student comfort with class discussion—especially efforts directed at increasing their preparation and participation frequency—should lead to increased student mastery of course content.

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Writing Mini-Cases: An Active Learning Assignment

Ling Chu and Theresa Libby
Vol. 25, Issue 2 (2010), pp.245-265

Abstract: Research on active learning in accounting education suggests that when students develop their own solutions and/or explanations, they take ownership of the knowledge they gain and are more likely to retain it (Springer and Borthick 2007; Hermanson 1994; Cottell and Millis 1993). In this paper, we describe an assignment designed to take advantage of this finding by requiring students to write six mini-cases in a multiple choice format. Each mini-case includes a problem scenario and four plausible alternative solutions. Students select and defend the one best solution and then document a full analysis of all of the alternatives pointing out why they are less preferred. We implemented the assignment in an undergraduate course in taxation. Feedback from students indicates the assignment enhanced their learning of tax technical knowledge, required them to be creative and original, encouraged them to make links between related tax concepts, and motivated them to use research resources more effectively.

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Partnering with Practice: Staffing to Achieve Excellence in Accounting Education

William Geary, Eugene J. Kutcher, and Barbara M. Porco
Vol. 25, Issue 2 (2010), pp.199-213

Abstract: The supply of research-based, tenure-track accounting faculty is not commensurate with the demand. To address this challenge, colleges and universities, including those who typically rely upon adjuncts and clinical faculty, may wish to consider entering into a formal collaboration with a public accounting firm whereby a partner with support from the firm commits to teach an accounting course or a designated module in a course. One pilot program—the Partner Teaches Program (PTP), recently inaugurated by a public accounting firm—provided the opportunity to study the impact of such a program and generate recommendations. The findings support the conclusion that properly selected partners, matched with the demands of a particular course and properly prepared, supported, and integrated into the curriculum, can make significant positive contributions to accounting education. Based on these data, we have made recommendations to encourage firms and schools to consider initiating similar arrangements.

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Instructor-Assigned and Student-Selected Groups: A View from Inside

Sandy Hilton and Fred Phillips
Vol. 25, Issue 1 (2010), pp.15-33

Abstract: This paper addresses an issue that most accounting instructors face when assigning group work: does the method of forming groups affect the group experience and, if so, how? Our study provides a student characterization of group formation effects, by examining student experiences as expressed in their own words in written journals. This view from inside the groups reveals subtle group formation effects not apparent in prior studies, and enriches findings derived from quantitative questionnaire responses. The findings from this study are used to create guidance for researchers, instructors, and students.

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Accounting Educators as the Accounting Profession's Trustees: Lessons from a Study of Peer Professions

Jack E. Wilkerson Jr.
Vol. 25, Issue 1 (2010), pp.1-13

Abstract: The past decade has been a difficult period in the history of the accounting profession in the U.S. This challenging environment provides an opportunity for the accounting academy, acting as "trustees" for the integrity of the profession, to play a significant role in sustaining and enhancing the profession's status as a *profession*. Generally, accounting educators play this role in two ways: through our practice-related scholarship and through our teaching. This paper draws on a recent comparative study of peer professions to offer insights to accounting educators as we seek to sustain the accounting profession specifically through our teaching. One key insight is that accounting education, as *professional education*, must be broadly formative, encompassing three broad spheres of professional preparation: technical knowledge, practice skills, and, of critical importance, normative purpose and professional identity. Other insights relate to the use of "signature images" of professional identity and "signature pedagogies". Two specific recommendations are made: First, accounting students should be required to experience and reflect on the meaning and demands of professional accounting practice as a central, continuing feature of their accounting studies. And second, they should be required to participate in significant clinical learning experiences as part of their accounting studies.

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Metacognition and Performance in the Accounting Classroom

Lydia L. F. Schleifer and Richard B. Dull
Vol. 24, Issue 3 (2009), pp.339-367

Abstract: Flavell (1976, 232) describes metacognition as: "one's knowledge concerning one's own cognitive processes or anything related to them". Metacognition has been characterized as "thinking about thinking" (Georghiades 2004), "thinking about learning" (Jackson 2004), "learning about learning" (Case et al. 2001), "knowing about learning" (Meyer 2004), "knowledge about knowledge" (Yore and Treagust 2006), and "what we know about what we know" (Halpern 1998). Essentially, metacognition involves a self-awareness of how one learns and thinks.

Because metacognition is an important aspect of self-regulated learning, it has potential as a learning skill or attribute that can serve to improve accounting education. The purpose of this paper is to explore the association between metacognition and student performance and success in accounting classes. The researchers use data collected over the course of a decade (1995-2004) to examine this association. Students in a variety of accounting courses completed a questionnaire to assess their metacognitive knowledge and self-regulation. The survey results support the conclusion that metacognitive attributes are associated with accounting course achievement.

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Instructional Case: Estimating Learning-Curve Functions for Managerial Planning, Control, and Decision-Making

David E. Stout and Paul E. Juras
Vol. 24, Issue 2 (2009), pp.195-218

Abstract: Elora Electronics, Limited (EEL), a fictitious company, manufactures sophisticated, high-tech electronic equipment. Though successful in the past, the company has seen a decline in the number of bids it has won. Management is especially concerned about the bids the company recently lost on one of its main products, a sophisticated radar system. Most of the contracts for EEL, including those for the

radar system, are bid on a "cost-plus" basis. Up to this point, divisional managers have used a simple average of recent actual costs to estimate costs for contract-bidding purposes. Such a procedure was deemed useful for cost-control purposes because actual costs have consistently been below budgeted costs. However, given the changed competitive environment in which EEL now finds itself, these managers are now wondering whether the contract-bidding process can be made more successful through the use of a more sophisticated approach to cost estimation. For purposes of completing this case, assume that you were recently hired by EEL as a management accountant for the Radar Unit. For your first assignment you have been asked to use Excel (or other software, such as SPSS) to analyze and model the direct labor-hour (DLH) consumption associated with the production of radar units. (The production of these units requires a significant amount of highly skilled labor.) You have a set of historical observations to which you've been asked to fit both linear and nonlinear functions (in the form of learning curves); these observations relate to the last 14 radar units produced by EEL. Among other tasks, you will need to generate and interpret for management the statistical output associated with the model-fitting task and to recommend to the company a particular model for cost-estimation purposes. There is an expectation that the model you recommend will be used by EEL for contract-bidding purposes. To prepare adequately for your cost-analysis project, you will need to complete two "refresher" tutorials presented as appendices to the case.

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Teaching Cost Management: A Strategic Emphasis

Edward J. Blocher
Vol. 24, Issue 1 (2009), pp.1-13

Abstract: Cost management has been tied in the past to the concepts of score-keeping, attention directing, and problem solving, but the expectations of accountants in today's world have changed dramatically, extending well beyond these concepts. This paper presents a different way to view cost management. It is not a planning or decision-making focus, but instead a focus on helping the organization be successful, through the implementation of an effective competitive strategy. Strategy is implemented by the appropriate use of cost management methods. The "why strategy?" question is answered by a review of survey findings, a discussion of the potential errors in nonstrategic decision making, and a review of changes at the Institute of Management Accountants that reflect a greater emphasis on strategy, including a new definition of management accounting which focuses on strategy. The paper shows the strategy-based content flowcharts for each of the three courses: management accounting, cost accounting, and advanced management accounting.

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Bak Funeral Home

Jack M. Ruhl and Larry Wilson
Vol. 23, Issue 3 (2008), pp.481-493

Abstract: Bak Funeral Home is based on a real situation occurring at a family-owned funeral home in the northern United States. Following the founder's death, his family must decide what to do with the business and tangible assets. Students assume the role of a CPA called upon to advise the client on how to pass the business to the next generation. They encounter an ambiguous situation in which both monetary and nonmonetary factors must be carefully considered. The case is suitable for use in: an undergraduate cost accounting course; an entrepreneurial course in family business issues; or an introductory cost accounting class at the M.B.A. level. Additional topics covered include: the pro forma cash flow statement; business valuation; cash flow return on investment; and business risk.

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Kofenya: The Role of Accounting Information in Managing the Risks of a New Business

Brian Ballou and Dan L. Heitger
Vol. 23, Issue 2 (2008), pp.211-229

Abstract: With its focus on two student entrepreneurs who successfully opened an espresso café, this case illustrates how accounting information can be used to measure performance and control business risks with respect to new businesses. Also, this case encourages you to consider the potential financial outcomes of various risk response options linked to strategic and operating decisions. By completing this case successfully, you should develop a better appreciation for business model development, business process identification, performance measurement, and risk assessment.

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Jamestown Electric Supply Company: Assessing Customer Profitability

Brian Ballou and Dan L. Heitger
Vol. 23, Issue 2 (2008), pp.261-281

Abstract: Customers increasingly demand that companies offer a wide variety of products and services. As a result, many companies spend millions of dollars conducting profitability analyses of their customers. For instance, the banking industry alone spends an estimated \$500 million per year on customer profitability analyses. Accordingly, customer profitability analysis is listed as one of the recent major developments in managerial accounting (Cotton 2005). Customer profitability analysis refers to the practice of estimating the profitability of individual customers and identifying both customers that create value for the company and, just as importantly, those customers that destroy value. Effective customer profitability analysis provides the company with a strong competitive advantage by improving key strategic and operating decisions involving customer selection and retention. For example, Sprint Nextel drew the attention of investors, analysts, and customers alike when it "fired" 1,000 of its worst customers via a form letter (Srivastava 2007). This case reflects the experiences of several international companies in the automotive supply industry and provides you with an opportunity to enhance your knowledge about customer profitability. First, the case demonstrates the importance of customer profitability analysis. Second, the case enhances your ability to perform customer profitability analysis. Third, it helps you improve your critical thinking and analytical reasoning skills. Finally, the case enables you to integrate business knowledge across functional boundaries.

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Baier Building Products, Inc.: Performance Incentives and Variance Analysis in Sales Distribution

Barbara A. Lamberton
Vol. 23, Issue 2 (2008), pp.281-291

Abstract: Faced with price volatility and changes in key personnel responsibilities, a small privately held distributor of commodity building products with limited resources needs to re-evaluate its performance incentives. The company's owners and controller need your help in assessing the extent to which the current compensation scheme has encouraged opportunistic behavior, resulting in large commissions without significant movement toward the company's strategic objectives. By completing this case successfully, you will learn how to develop a balanced scorecard suitable for a small sales distribution business and learn how to compute and interpret marketing variances.

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Beta Auto Dealers: Integrating Disparate Data to Solve Management Problems

Marianne Bradford, Janet A. Samuels, and Robert E. Wood
Vol. 23, Issue 2 (2008), pp.309-327

Abstract: In this case, you will examine imprecisely stated management problems and decide what data

are needed from disparate legacy systems to solve these problems. The general management issues at Beta Auto Dealers, the car dealership in this case, include sales, marketing, and customer visit information. Since data are stored in multiple information systems built upon outdated flat file architecture, management questions cannot be easily answered. This case encourages you to demonstrate your skills in both information system design and use. Given data extracted from the "legacy systems" in Microsoft® Excel worksheets, you will create business process maps, use your accounting and business knowledge to determine querying objectives for Beta's management, design a conceptual data model, create a Microsoft® Access database, and import data. Finally, using your database query skills, you will build relevant queries and interpret their results in order to improve management's decision making.

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Developing an Operating Budget for Extended Family, Inc.: A Not-For-Profit Human Service Organization

Karyl A. Mammano and Thomas N. Tyson
Vol. 23, Issue 1 (2008), pp.129-145

Abstract: In this case, you will develop an operating budget for Extended Family, Inc., a not-for-profit (NFP) human service organization. Completing this budget successfully requires a high level of decision making, as you must determine the number of cost pools and allocation bases upon which common costs are to be allocated to the organization's three revenue-generating programs. This case will expose you to many real-world issues that NFP financial managers confront when they prepare operating budgets. These issues include: (1) allocating revenue among programs; (2) distinguishing among program, administrative, and fundraising costs; (3) properly treating temporarily restricted contributions; and (4) facing an array of ongoing financial challenges connected with NFPs.

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Svenska Handelsbanken: Controlling a Radically Decentralized Organization without Budgets

R. Murray Lindsay and Theresa Libby
Vol. 22, Issue 4 (2007), pp. 625-641

Abstract: Svenska Handelsbanken was the large national Swedish bank that provided the exemplar case for the idea that organizations could abandon budgets and operate successfully, or perhaps operate even more successfully, without them. In this case, Nancy Cartwright, a senior executive in a large Canadian financial services corporation, had just been introduced to the Handelsbanken case and the Beyond Budgeting idea. She was intrigued by the idea that companies could abandon budgets while implementing a new more decentralized model of management control. She wondered whether these ideas could work beyond Handelsbanken and, in particular, outside of Scandinavia.

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Economic Experiments for the Management Accounting Classroom

Steven T. Schwartz, David E. Wallin, and Richard A. Young
Vol. 22, Issue 3 (2007), pp. 515-535

Abstract: Abstract not available.

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Falcon, Inc.: Performance Evaluation of Foreign Subsidiaries

Mahendra R. Gujarathi and Vijay Govindarajan

Vol. 22, Issue 2 (2007), pp. 233-246

Abstract: This multifaceted, decision-oriented case requires you to address several issues in performance evaluation in an international context. In the process of reviewing the annual performance of its foreign subsidiaries, Falcon's CEO raises concerns about the performance evaluation metric and the effect of exchange rate changes on the competitive positions of foreign subsidiary managers in Denmark and Japan. The case requires you to assess the strengths and weaknesses of Falcon's performance evaluation system, examine the appropriateness of country managers' responses to exchange rate changes, understand the difference between evaluation of business units and their respective managers, and recommend improvements in the performance evaluation system.

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Using Cases Published in *Issues in Accounting Education*: Categories and Topics at a Glance

Marlys Gascho Lipe

Vol. 21, Issue 4 (2006), pp.417-431

Abstract: To increase accessibility, cases published in *Issues in Accounting Education* from its inception through November 2006 are categorized by course area. Course categories include accounting information systems, auditing, financial accounting, managerial/cost accounting, and taxation. Specific course topics addressed in each case are identified. Additional tables list cases addressing ethical issues and cases using governmental or not-for-profit entities and firms in the service sector.

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An Examination of Faculty Perceptions of Academic Journal Quality within Five Specialized Areas of Accounting Research

Suzanne Lowensohn and Donald P. Samelson

Vol. 21, Issue 3 (2006), pp.219-240

Abstract: In recent years, the research and publishing efforts of accounting academicians have become increasingly more specialized, as evidenced by the popularity of American Accounting Association (AAA) specialized sections and the increase in specialized academic publications (Herron and Hall 2004; Zeff 1996). Despite the trend, there is evidence that specialized areas are under-represented in the academic accounting journals typically regarded as top-tier (Bonner et al. 2006) and minimally considered in journal quality studies (Bean and Bernardi 2005). This study identifies topquality research publication outlets in five specialized areas of accounting research (behavioral, taxation, government and nonprofit, management accounting, and information systems), as perceived by accounting faculty familiar with these areas. We survey members of five AAA sections regarding journal quality and the effect of journal quality on promotion and tenure. We find that there are multiple outlets for high-quality research in specialized fields, but that many of these are relatively new and overlooked in prior studies. Also, the findings demonstrate that accounting academics in at least two specialized areas of accounting research (government and nonprofit, and information systems) may face difficulties substantiating the quality of their research.

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Using 10-K Reports Brings Management Accounting to Life

E. Michael Bamber and Linda Smith Bamber

Vol. 21, Issue 3 (2006), pp.267-291

Abstract: The accounting profession and business community have called for educators to present accounting in more realistic business contexts. Annual reports and 10-Ks provide a wealth of information that brings accounting to life, but use of these reports is typically confined to financial accounting

courses. The first objective of this paper is to describe a process by which instructors can use a real company's 10-K to create a series of mini-cases for cost and management accounting courses. These cases are intended to bridge the gap between typical end-of-chapter problems and full-blown Harvard-style cases. A series of cases based on the same company not only increases student interest, but is also an efficient way to help students understand and start to grapple with the ambiguity and complexity inherent in real-world management accounting (factors absent from most structured textbook problems). Applying a variety of different management accounting tools and techniques to the same company helps students integrate what can appear to be a large set of loosely related topics, and better appreciate the broad role management accounting plays in supporting strategic business decisions. Our second objective is to provide a specific illustration of a series of 10-K-based cases. We have successfully used these cases in both the undergraduate junior level cost/management accounting course, and in M.B.A. introductory core and elective courses.

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Q-Dots Incorporated: Assurance for a Nanotechnology Buyout

Fred Phillips and Doug Kalesnikoff
Vol. 21, Issue 2 (2006), pp. 147-156

Abstract: Q-Dots Incorporated is a nanotechnology firm that claims to be the original inventor and developer of quantum dots—a technology that has far-reaching applications in fields ranging from electronic consumer products to scientific discovery. The majority owner of Q-Dots is a scientist at heart, and wants to completely remove herself from the commercial side of her work. She has received a buy-out offer from her management team on which she has requested your firm's advice. Drawing on your knowledge of performance measurement and assurance, you will prepare a memo that analyzes how your firm will respond to her request.

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A Note on the Roles of Aggregation and Delay in Management Control

Anthony D. Nikias, Steven T. Schwartz, and Richard A. Young
No. 3, August 2005, pp. 273-294

Abstract: Accounting information is often produced in an aggregate format and is delayed in its arrival. This teaching note examines the effects of aggregation and delayed arrival in the context of management control. One might expect that a reduction of information about managerial performance would reduce the efficiency of incentive schemes designed to increase goal congruence within the firm. Contrary to this intuition, aggregation, which reduces information, in some circumstances increases the efficiency of incentive schemes. This potential improvement in efficiency results because under aggregation the superior can exploit the subordinate's uncertainty about his future compensation. However, the resultant information loss from aggregation is generally costly, and these costs may outweigh the benefits of aggregation. We further illustrate that delayed arrival of information may allow an owner to enjoy the benefits of aggregation without incurring its costs. The approach taken in this note is similar to Antle and Demski (1988), in that the discussion is centered on numerical examples and placed within the context of a simple model of management control that is accessible to upper-level undergraduate and master's students. The advantage of this approach over having students go directly to the academic literature is that the simple linear structure of the illustrations facilitates construction and solution of numerical examples using spreadsheet analysis and also exposes the intuition more easily.

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Using the Team-Learning Model in a Managerial Accounting Class: An Experiment in Cooperative Learning

Kathryn A.S. Lancaster and Carolyn A. Strand
Vol.16, No.4, November 2001, pp.549-568

Abstract: This paper reports on an experiment at one university where the professor changes two lecture-based managerial accounting classes to cooperative learning classes based on the Team-Learning Model advanced by Michaelsen (1998). For the professor who would like to implement cooperative learning, we provide a description of our experience with the Team-Learning Model. In addition, we investigate academic performance and student perceptions regarding the cooperative learning format. Although we do not find academic performance or student attitudes to differ significantly between the two learning environments, we document additional insights on cooperative learning, which extend the literature regarding this pedagogical method in accounting education.

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The Role of Behavioral Research in Management Accounting Education in the 21st Century

Jacob G. Birnberg
Vol.15, No.4, November 2000, pp.713-728

Abstract: Behavioral accounting research (BAR) has a long history in management accounting. It has not had as significant a presence in the management accounting courses. It has tended to be relegated to the responsibility accounting chapter in textbooks. Thus, the extent to which behavioral materials appeared in a course depended on the interests of the instructor. It can safely be described as a matter of taste. In this paper the history of management accounting dating back to the end of World War II is divided into three periods. In each period, the extent of behavioral materials in the management accounting curriculum is reviewed. These periods, called the "cost accounting," "modern management accounting," and "post-modern management accounting" periods, reflect increasing emphasis on behavioral materials in the management accounting courses. The paper focuses on the reasons why the demand for behavioral material in the management accounting curriculum is likely to increase and offers conjectures about what form those materials will take. It is, implicitly, also a call for research on the issues discussed here.

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An approach to Organizing a Management Accounting Curriculum

Peter C. Brewer
Vol.15, No.2, May 2000, pp. 211-236

Abstract: In recent years, numerous tools such as activity-based costing, the balance scorecard, and target costing have gained prominence within business organizations (Kaplan and Cooper 1998; Kaplan and Norton 1996; Ansari et al. 1997). Nonetheless, traditional management accounting practices such as standard costing and contribution margin analysis continues to be prevalent (Szendi and Elmore 1993). The traditional topics, when coupled with all the recent advancements, creates a sizable body of knowledge that presents a challenge to management accounting educators, who bear the responsibility of organizing this subject matter into a coherent whole. In an effort to aid professors wrestling with this challenge, this article presents a new framework for organizing an entire management accounting curriculum. The article also includes one possible application of the framework that is being used at Miami University. The benefits of adopting the framework include: (1) less redundancy within the curriculum, (2) logical distinctions between the topics taught in each course, and (3) more opportunities for in-depth coverage of particular content areas.

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The Balance Scorecard: A Potential Tool for Supporting Change and Continuous Improvement in

Accounting Education

Otto H. Chang and Chee W. Chow
Vol.14, No.3, August 1999, pp. 395-412

Abstract: Rapid changes in the technological and competitive environment are posing serious challenges to accounting education. Meeting these challenges will require accounting educators and programs to undergo fundamental changes and to continuously seek ways to increase the value of their contributions. This article illustrates how the balanced scorecard may be used by accounting educators to stimulate, guide and sustain such continuous improvement efforts. Survey and interview responses from 69 accounting department heads are generally supportive of the balanced scorecard's potential and benefits to accounting programs. These department heads also provide suggestions on the items that can comprise an effective balanced scorecard for an accounting department, as well as factors that can affect its successful implementation.

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Capital Budgeting: Some Exceptions to the Net Present Value Rule

Anil Arya, John C. Fellingham and Jonathan C. Glover
Vol.13, No.3, August 1998, pp.499-508

Abstract: Textbooks tend to emphasize the next present value (NPV) rule, often arguing that it is theoretically superior to other methods. Yet other methods, many of which do not involve discounting, are also used in practice. Hence, one of two conclusions can be drawn: (1) firms are making suboptimal decisions or (2) the assumptions underlying the NPV rule are not always met in practice. The purpose of this paper is to present simple numerical examples wherein applying the NPV rule leads to erroneous decisions. The examples highlight the assumptions underlying the NPV rule.

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Using a System Perspective in Cost/Management Accounting to Teach Learning and Thinking Skills

Penelope Sue Greenberg
Vol.11, No.2 , Fall 1996, pp.297-313

Abstract: The purpose of this paper is to illustrate how learning and thinking skills can be enhanced by integrating a systems perspective into the cost/management accounting course. Five metacognitive skills (motivation, attention, organization, elaboration and monitoring) are needed for students' learning to learn and their development of higher level thinking skills. A systems approach for teaching cost/management accounting is presented which can be used to develop these skills. The systems approach not only enhances the development of metacognitive skills, but also facilitates the students' transition to the profession by emphasizing the environment in which managerial accounting information is used. The approach incorporates the skills into the teaching of domain-specific (in this case, cost accounting) knowledge. The respective roles of the instructor and the student in using the systems perspective to develop metacognitive skills are identified. Sample course materials are presented.

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Interpreting and Measuring Operating Leverage

Richard A. Lord
Vol.10, No.2 , Fall 1995, pp.317-330

Abstract: This paper has two objectives. First, the relationship between changes in the degree of operating leverage and break-even point with changes in fixed and variable costs is explored. It is

shown that changes in these measures are positively related to changes in both fixed and variable costs. In fact, the present study shows that it is possible for fixed costs to rise while unit variable costs fall and, still for both the degree of operating leverage and break-even point to decrease. This is contrary to the impression given in many accounting and finance texts. Second, the study examines alternative methodologies for calculation of the degree of operating leverage and the interpretation of the different signs and magnitudes of the measures. There are important differences in the several methods of computing the degree of operating leverage⁰ which can produce misleading notions about the firm's operating characteristics.

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Cooperative Learning Activities: Managerial Accounting

Lucia E. Peek, Charlene Winking and George S. Peek
Vol.10, No.1 , Spring 1995, pp.111-126

Abstract: The Accounting Education Change Commission (AECC) has urged faculty members to move away from lecture format and to experiment with new instructional methods where students become active participants in the learning process. The Commission suggests that students learn best by doing and should be encouraged to work in groups on unstructured problems. This paper provides a discussion of the concepts of cooperative learning which can be used to enhance students' active participation in the learning process. Cooperative learning techniques are formal structured group methods that have been widely used across many disciplines and grade levels. We present four lessons based on cooperative learning techniques which have been used successfully in an introductory managerial accounting principles class.

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Some Performance and Attitude Effects on Students in Managerial Accounting: Lecture vs. Self-Study Courses

Frank P. Daroca and Mahmoud M. Nourayi
Vol.9, No.2 , Fall 1994, pp. 319-329

Abstract: Because of changing student populations and budget constraints, teaching via traditional lecture and discussion classes (TC) has been questioned because of relative cost inefficiency when compared to self-study classes (SSC). This study examines student performance on examinations, and attitude changes towards accounting and business, by comparing managerial accounting courses across three semesters in TC and SSC modes. It was found that students earned similar grades in either format. This supports arguments in favor of less expensive methodologies. However, the study also found that students with higher SAT scores (and higher grades) had a positive shift in their attitude toward accounting and business in TC; this did not occur in SSC. Implications concerning live instruction and AECC recommendations are considered.

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The Learning Curve: Wright's Model vs. Crawford's Model

Shu S. Liao
Vol.3, No.2 , Fall 1988, pp. 302-315

Abstract: This paper discusses the difference between two different learning curve concepts, the cumulative average model (Wright's model) and the incremental model (Crawford's model), and illustrates why the latter has gained the favor of practitioners and how it is used in practice. We recommend that cost and managerial accounting instructors focus on the incremental unit concept.

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A Graphic Approach to Variance Analysis Emphasizes Concepts Rather Than Mechanics

James R. Martin and Eugene J. Laughlin
Vol.3, No.2 , Fall 1988, pp.351-364

Abstract: This paper demonstrates how a graphic approach to variance analysis can be used as a supplement to the usual diagrammatic and algebraic techniques in order to emphasize the concepts involved. The approach involves placing a series of transparency overlays on an overhead projector to produce a logical progression of ideas that provides the student with visual impressions of the analysis. Illustrations of the graphs for several types of analysis are provided along with discussions of how the presentations may be developed in stages to provide a more effective learning experience for students. The paper also includes a discussion of how a variety of extensions to the usual types of variance analysis may be incorporated into the graphic approach. The visual impressions provided by the graphic illustrations enhance the students' understanding of the underlying concepts and establish the foundation for a discussion of responsibility accounting, the concept of controllability, the problems of establishing points of control, and the broader concept of management by exception.

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Direct Material Variances: Review of the Mix and Yield Variances

Edward A. Becker and K.J. Kim
Vol.3, No.1 , Spring 1988, pp.1-16

Abstract: Various articles and textbooks have developed different models for the calculation of the direct material variances. This has led to considerable confusion. This paper examines the area of direct material variance, provides definitions, and establishes evaluation criteria. Correct calculation of direct material variances (i.e., price variance, direct material mix variance (MV), and direct material yield variance (YV)) are a function of the production function assumed and the calculation model's ability to comply with the established variance analysis criteria. The three production functions are (1) partial linear substitution, (2) the fixed proportion production function, and (3) the nonlinear production function. The three criteria are (1) the computational models of MV and YV must be constructed in conformity with their definitions, (2) the computational models of MV and YV must be consistent with the characteristics of the underlying production function, and (3) the total of MV and YV must be equal to the total direct material quantity variance. This paper reviews the existing direct material variance calculation models. It suggests that Hasseldine's fixed-proportion production function model is the only one that meets the criteria and recommends its use. For partial linear substitution, this paper recommends the model proposed by Kellogg and Leininger, and for the nonlinear production function, none of the existing models fit all of the established criteria, so this paper develops a new model and recommends its use.

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Capital Investment Analysis: The Index Method

Keith Wm. Fairchild and Dennis Bline
Vol.3, No.1, Spring 1988, pp. 72-78

Abstract: Adjusting for inflation in the analysis of capital investments can be achieved by employing either nominal cash flows and discount rates, or real cash flows and discount rates. This paper introduces a third methodology that is consistent with both the nominal and real approaches, yet simplifies the procedure through the use of an index that simultaneously adjusts for differential rates of inflation in the cash flows and general price levels. The index is the ratio of one plus the nominal required rate of return, divided by one plus the rate of inflation in a particular cash flow, and yields the

appropriate discount rate for implementation of the technique.

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Identifying a Common Body of Knowledge for Management Accounting

Gerald H. Lander and Alan Reinstein
Vol.2, No.2, Fall 1987, pp.264-280

Abstract: A hallmark of any profession is the presence of a common body of knowledge (CBK) whose parts can be defined and defended. The CBK determines the professional requirements of the beginning management accountant, the content of professional examinations, and the curricula that provide that knowledge. Using Flanagan's Critical Incident Technique, interviews were held with 41 management accountants from 11 Fortune 100 firms. The results of the interviews helped form a questionnaire to establish the content of a CBK for management accounting. Based upon responses to questionnaires, a CBK was identified and validated. This CBK consists of 13 management accounting objectives and 168 specific knowledge items. We compared the results of our study with those of similar studies to help validate the CBK.

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A Matrix Solution to Process Cost Problems

Sara H. Dinius
Vol.2, No.1, Spring 1987, pp.44-56

Abstract: Process cost problems are unnecessarily confusing to students because the traditional solution approach is not sufficiently organized. In response to this difficulty, a procedure is described that facilitates solving these problems. Control of costs and units is initially established in a Work in Process account, and a matrix format is used to organize equivalent unit and cost allocation calculations within the comprehensive framework.

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Integrating the Major Concepts and Techniques of Cost and Managerial Accounting: A Recommendation

James R. Martin
Vol.2, No.1, Spring 1987, pp.72-84

Abstract: This paper provides an illustration and recommendation concerning how cost accounting instructors and textbook authors can help students acquire a better understanding of the major concepts and interrelationships in cost and managerial accounting. It involves integrating the master budget, standard absorption costing (including alternative denominator activity levels), and standard direct costing with an underutilized technique referred to as the income statement approach to profit analysis. Combining these techniques provides an effective method of revealing how the major topics in cost accounting are connected and a powerful learning experience for accounting students.

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Teaching Process Costing

G.H. Partington
1984, pp.75-80

Abstract: Students have long experienced difficulties in tackling process-costing problems. This paper

outlines a problem-solving method which can help students overcome these difficulties.

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Teaching Managerial (Cost) Accounting with Electronic Spreadsheet Software

Frederick H. Wu
1984, pp.81-97

Abstract: This paper attempts to show that the use of electronic spreadsheet software (ESS) in teaching managerial (cost) accounting can accomplish two objectives. First, students' learning can take place more effectively since ESS requires students to think analytically. The construction of accounting procedures in ESS and simulation through the constructed procedures in ESS make it mandatory that students understand the logical relationships underlying accounting procedures. ESS makes simulation easy to understand as well as to apply. Second, accounting schools are responsible for preparing students to enter the accounting profession, they can no longer teach students using only traditional manual accounting procedures. The second objective is a logical consequence of the first objective.

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Effect of Audio Clips of Heavily Accented Lecture on Teacher Evaluations.

Freddie Choo and Kim B. Tan
Vol. 28 Issue 3 (2013), pp. 487-501

Abstract: This study examines the relation between using audio clips of a nonnative, English-speaking instructor's heavily accented lecture (hereafter, HAL) and student evaluations of the instructor's teaching. In Spring 2011, we recorded audio clips of our HAL and made them available to students through iLearn, a learning management system. We found a significant positive relation between audio clips usage and several improved teacher evaluation ratings. This finding is useful to nonnative, English-speaking instructors because accounting students are influential in teacher evaluations, and the majority of accounting administrators in the United States use teacher evaluations for decisions on retention, promotion, and tenure.

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Truck Redesign Case: Simulating the Target Costing Process in a Product Design Environment.

Patricia Everaert and Dan W. Swenson
Vol. 29 Issue 1 (2014), pp. 61-85

Abstract: This active learning exercise simulates the target costing process and demonstrates how a management theory (goal setting theory) is relevant to a business improvement initiative (target costing). As part of the target costing simulation, student participants work in teams to address a business issue (product development) that moves across functional boundaries. The simulation begins with students learning how to assemble a model truck and calculate its product cost using activity-based costing. Students are then divided into teams and instructed to reduce the truck's cost through a redesign exercise, subject to certain customer requirements and quality constraints. Typically, the teams achieve cost reduction by eliminating unnecessary parts, by using less expensive parts, and by using less part variety. This exercise provides a unique opportunity for students to actively participate in a redesign exercise. It results in student teams creating a wide variety of truck designs with vastly different product costs. The case ends by having a discussion about target costing, goal setting theory, and the implications of the target costing simulation. This simulation contains a number of specific learning objectives. First, students learn how the greatest opportunity for cost reduction occurs during the product design stage of the product development cycle. Second, students see firsthand how design-change

decisions affect a product's costs, and the role of the cost information in guiding those decisions. Third, students experience the cross-functional interaction that occurs between sales and marketing, design engineering, and accounting during product development. Finally, this exercise helps students understand the concept of target costing. The simulation is appropriate for undergraduate or graduate management accounting classes.

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