

# USC Marshall

School of Business

## BUAD 281 – INTRODUCTION TO MANAGERIAL ACCOUNTING SYLLABUS – FALL 2022

Units: 3

Meets: Monday/Wed at 8:00am, 9:30am 11:00am & 12:30pm ACC Room 310

Professor: George Braunegg

Phone: (213) 465-3020

E-mail: Braunegg@marshall.usc.edu

Office: ACCT 229

Office Hours: Monday / Wednesday 3:45 PM – 4:45 PM & by appointment

Zoom Meeting ID: 310 216 0769

Passcode: 6294

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**THE BUAD 281 FINAL WILL BE HELD ON Wednesday December 14<sup>th</sup> 8:00 – 10:00**

**NOTE: BUAD 281 has a common Final for all Sections that IS NOT consistent with the University's Class Day and time Final Schedule**

**NO EXAMS WILL BE GIVEN PRIOR TO THIS DATE; NO EXCEPTIONS**

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### Important Dates

Monday, August 22, 2022	<b>First day of classes</b>
Friday, September 9, 2022	<b>Last day to add</b>
Friday, September 9, 2022	<b>Last day to change to Pass/No Pass</b>
Friday, September 9, 2022	<b>Last day to drop without a mark of "W" and receive a refund,</b>
Friday, October 7, 2022	<b>Last day to withdraw without a "W" on transcript</b>
Friday, October 7, 2022	<b>Last day to change pass/no pass to letter grade</b>
Friday, November 11, 2022	<b>Last day to drop with a mark of "W"</b>
Friday, December 2, 2022	<b>Last day of classes:</b>
Wed, December 14, 2022	<b>End of session:</b>

### Course Description

This is an introduction to managerial accounting course for undergraduate students whose majors require:

- understanding the impacts management choices have on organizations.
- knowledge of basic management accounting tools, techniques and best practices;
- and the ability to leverage the variety of information the accounting discipline provides managers and organizational decision makers.

The primary focus of the course is the development, presentation and understanding of accounting information useful to a variety of stakeholders when analyzing results and supporting decisions related to: business operations, product costing and overhead application, sales volume and organizational profits, budgeting and planning and organizational & management performance.

### Learning Objectives

To achieve these learning objectives, a combination of background reading and quizzes, interactive discussion, class activities and practice problems will be utilized. Interactive discussion and class activities are very important, as research on learning indicates it is very difficult to gain anything more than a superficial

understanding of material without practice and feedback. Therefore, you should expect our class sessions to incorporate a substantial amount of both.

<b>Learning Objective</b> By the end of the semester, you must be able to:	<b>Bloom's skill level</b>	<b>Assessments</b>
1. Recognize the key principles and assumptions used by accountants when providing information to management and other stakeholders and demonstrate your understanding of these.	Remember & Understand	Solving in class and homework problems, Quizzes and Exams
2. Analyze the cost, volume and profit relationships of an organization by calculating the contribution margin, breakeven point and target profits given a variety of business scenarios.	Analyze	Solving in class and homework problems, Quizzes and Exams
3. Distinguish between traditional job costing and activity-based costing methodologies and their impact on organizational stakeholders by applying both techniques to business situations and evaluating the results.	Understand & Apply	Solving in class and homework problems, Quizzes and Exams
4. Analyze and identify cost information that is relevant for decision makers by recognizing and applying the relevant elements in a variety of decision-making scenarios likely to face professional managers.	Apply & Analyze	Solving in class and homework problems, Quizzes and Exams
5. Analyze and demonstrate how strategic planning and budgeting processes enhance an organization's ability to respond to economic changes by preparing elements of the master budget and a flexible budget.	Understand & Analyze	Solving in class and homework problems, Quizzes, Exams and group project.
6. Describe appropriate control and performance evaluation metrics in a multi-product, hierarchical organization by analyzing overall and segment performance using rate-of-return, residual income, and non-financial measures.	Understand	Solving in class and homework problems, Quizzes and Exams
7. Create a startup company and perform market and competitor analysis, prepare written report and final presentation.	Create	Memos, Excel budget and presentation

**Prerequisites and/or Recommended Preparation:**

BUAD 280 Introduction to Financial Accounting.

**Tutoring**

There will be a pool of tutors available for the BUAD 281 courses provided by the Leventhal School of Accounting at no cost. The list of tutors, their time availability and location, will be posted on Blackboard during the second week of the semester.

**Required Materials**

- **McGraw Hill's on-line electronic platform "Connect"** (See Note Below)
- **Textbook: *Managerial Accounting: Creating Value in a Dynamic Business Environment*, Hilton, Ronald W., Platt, David E., 12<sup>th</sup> Edition McGraw Hill (2020).** (See Note Below)

**Note:** Marshall has negotiated an \$80 package price with McGraw Hill that includes BOTH Connect, which will be used for Homework and an electronic version of the required textbook,

Students desiring a hard copy of the textbook in addition to the electronic version may purchase it at the USC Bookstore or at an online retailer.

### Course Notes:

This course will utilize Blackboard for course materials such as Power Point slides, McGraw Hill LearnSmart and Connect for reading, quizzes, and homework.

### Grading Policies:

Your grade in this class will be determined by your relative performance on exams, quizzes, in-class exercises, and a team project. The total class scores will be weighted as follows:

	<b>Points</b>	<b>% of Grade</b>
Readings Assignments (see below for more insight)	0	0
Participation & Professionalism	45	4.5%
Connect Homework (Including Excel Assignment)	105	10.5%
Team Project (including peer review/assessment)	150	15%
Mid-Term Exam #1	200	20%
Mid-Term Exam #2	200	20%
Final Exam	300	30%
Total	<b><u>1,000</u></b>	<b><u>100%</u></b>

Final grades represent how you perform in the class relative to other students. Historically, the average grade for this class is about a 3.3 (i.e., a “B+”). Three items are considered when assigning final grades:

1. Your score for each of the items above weighted by the appropriate factor and summed.
2. Your overall percentage score for the course.
3. Your ranking among all students in the course(s) taught by your Professor this semester.

### Reading Assignments

Although no points will be awarded for completing Reading Assignments, it is highly recommended you completed the reading assignments prior to the due dates to establish an understanding of the material that will be taught during lectures.

The Course Calendar lists the Reading Assignments and due dates. In addition, for the convenience of those of you that will be taking advantage of the electronic textbook, I’ve posted the reading assignments on Blackboard. If you click on the assignment, it will take you to the textbook on McGraw Hill’s platform.

Please note, as documented in the Course Calendar, **not every Learning Objective (LO) in every chapter will be covered.** e.g. Chapter 11 “Investment Centers” only LOs 11.1 & 11.2 are required. Of course students are encouraged to read each chapter in full, only those Learning Objectives listed on the Course Calendar/Schedule are “Required”,

This is particularly important for students using a physical textbook as the Readings Assignment links on Blackboard only include covered Learning Objectives.

### Participation:

Participation will be more fully explained by your professor during the first week of classes. Typically, there will be activities in the class related to the topic (s) that are covered. You will receive participation points for the day based upon your participation in those activities. These points will be assigned periodically throughout the semester.

- 1 Class Participation Point is available for those classes highlighted in **Yellow** on the Course Calendar.
  - You MUST be present to earn Participation points. Students cannot participate if they are not in class. As such, students not attending classes when Class Participation Points may be earned WILL NOT earn Participation points. PLEASE don’t ask.
- 1 Class Participation Point is available for each class highlighted in **Blue** on the Course Calendar.

- However, to earn 2 points for the two classes associated with the Class Project Presentations a student must attend class on both dates. Any student that does not attend both classes will earn 0 points for both classes.

### **Professionalism Points**

Each student begins the course with 25 Professionalism points. These points are the student's to keep or lose, based on behaviors demonstrated through all interactions with me, your peers, the Teaching Assistants, Class Project Teammates . . . you get the idea. Frequent missed classes without advance notice, habit of late arrivals or early departures, lack of communication or inappropriate behaviors or communication will reduce professionalism points. The goal is to begin and end the course with all 25 professionalism points.

### **Connect Homework Assignments**

The Connect homework assignments are due after wrapping up each topic and/or textbook chapter every week. Please refer to the course schedule for the respective due dates for each Connect assignment. You will have **two attempts per assignment** to get to the correct answer and thus improve your overall score. The assignments will be auto-graded in Connect. After the first attempt you will see what portions of the assignment you completed correctly and those incorrectly answered. Moreover, you will be able to check your answers one hour after the respective due dates; After the due date complete feedback with solutions will be available.

The Course Calendar lists the due Due Dates for each Homework Assignments. Assignments are due by 8:00 am on the date listed on the Course Calendar.

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**No Extensions will be granted for late Homework or Assignments – Please Don't Ask  
Homework or Assignments not completed by the due date will earn 0 points.**

### **Team Project**

The team project has been designed to help you apply many of the concept that you have learned in class to a "start-up" **manufacturing** company. The project comprises three parts and each part is due at different dated throughout the semester as listed in the Course Calendar. You will receive more instructions on the Team Project requirements during class and on Blackboard ahead of time. However below are a few important things to know.

#### ***Team Project Presentation (Part 3)***

Each team will make an in-class presentation summarizing the findings of their "start-up" company. More specifically, the team presentation should sum up the company's product(s), the business model, the business strategy to be pursued to successfully launch the product(s) into market, the competitive landscape of the industry, plus other important pieces of data, including your company's Master Budget. Of critical importance is, all members of the team must distribute the work equally in formulating the presentation. Also, every member of the team must present to the class. Not doing so would result in zero points for this part on of the student's overall grade. Further information will be provided ahead of time on the specifics of your team presentation.

#### ***Peer Evaluation/Assessment***

At the conclusion of the Team Project each student will complete a Peer Evaluation/Assessment. The Peer Evaluation/Assessment is a very important part of the Team Project. While your grade will be exclusively based upon your Professor's evaluation of you and your team performance based upon observations of team's working dynamics, assessment of the quality of the team's submissions for Parts 1 & 2, evaluation of the Final Presentation (Part 3), it will also include thoughtful consideration of the information provided through Peer Evaluation/Assessment. Appendix II at the end of the Syllabus provides an Illustrative example of the kind of Peer Evaluation/Assessment that will be administered as a part of the

Team Project. It is important to note that failure to submit the Peer Evaluation/Assessment by the deadline will result in the loss of ½ of the points earned on Part 3 of the Team Project.

### Examinations

There are **two mid-term exams** and a **final exam**. Each mid-term exam cover between 5 and 6 chapters, covered throughout the semester. Each mid-term exam will represent 20% of your overall grade and will be held during class time on the dates listed in the Course Calendar below.

The **Final Exam** represents 30% of your course grade. The Final is “partially cumulative” covering 4 of the 11 chapters previously tested on Midterm 1 and 2 and the 3 chapters covered since Midterm 2. Please refer to the Course Calendar below for the specific chapters to be included.

**THE FINAL EXAM IS SCHEDULED ON December 14<sup>th</sup> 8:00 – 10:00 AM**

**NOTE: BUAD 281 has a “Common Final for all Sections” that is listed under the heading “Exceptions” on the University’s Final Schedule [Final Examinations Schedule - USC Schedule of Classes](#) the very bottom of the page.**

Accounting 371	Wednesday, Dec. 14	8-10 a.m.
Biological Sciences 120, 220	Wednesday, Dec. 14	8-10 a.m.
Business Administration 281	Wednesday, Dec. 14	8-10 a.m.
Computer Science 170, 270	Wednesday, Dec. 14	2-4 p.m.

**NO EXAMS WILL BE GIVEN PRIOR TO DECEMBER 14<sup>TH</sup> - NO EXCEPTIONS.**

- **Policy on administering examinations** – all three exams will be administered in person within a classroom environment. Accordingly, students must be physical present to take each examination. There will be no exceptions to this policy, unless the University moves to an on-line environment during the semester.
- **Policy on Makeup Examinations** - If you have a known schedule conflict for any exam, please discuss it with your Professor immediately, otherwise there are no makeup exams. Additionally, if an illness or unforeseen emergency arises, you must contact your Professor as soon as possible.

### Technology Requirements

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)  
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email [Consult@usc.edu](mailto:Consult@usc.edu). They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System** (MarshallTALK)  
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)  
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu), or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
  - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “**Help**” link on the upper right.

- Log in using your Marshall username and password.  
(If you don't know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or

### **Use of Recordings Policy**

Pursuant to the USC Student Handbook ([www.usc.edu/scampus](http://www.usc.edu/scampus), Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

### **Collaboration policy (for non-quiz/exam assignments)**

Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the "Academic Integrity and Conduct" section below for further details. For more information about unauthorized collaboration, visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or [http://lib-php.usc.edu/tutorials/academic-dishonesty/story\\_html5.html](http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html).

### **Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to the student. If I returned a graded work electronically to you, it is your responsibility to file it.



## **USC STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Conduct:**

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems:**

*Counseling and Mental Health* - (213) 740-9355– 24/7 on call

<https://studenthealth.usc.edu/counseling/>

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)*- (213) 740-5086 | *Title IX* – (213) 821-8298

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298

[https://usc-advocate.symplicity.com/care\\_report/](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs* - (213) 740-0776

[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall)

120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

*USC Campus Support and Intervention - (213) 821-4710*

<https://uscsa.usc.edu/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu) Non-emergency assistance or information.



## Course Schedule/Calendar

Class	Date Mon	Date Wed	Topic	Required Reading <sup>1</sup> Prior to Class	Homework & Assignments due by 8:00 am
1	8/22		Introductions Course Overview		
2		8/24	Role of Managerial accounting	Chapter 1	
3	8/29		Basic Cost Mgt Concepts	Chapter 2	
4		8/31	Basic Cost Mgt Concepts	Chapter 2	
	9/5		<b>No Class - Labor Day Holiday</b>		
5		9/7	Product Costing & Accumulation	Chapter 3	2-29, 2-30, 2-40 <b>9 Points</b>
6	9/12		Product Costing & Accumulation	Chapter 3	
7		9/14	Activity Based Costing	Chapter 5 - ONLY LO 5.1, 2, 5, 6, 8, 9, 10	3-24, 3-28, 3-32 <b>9 Points</b>
8	9/19		Cost Estimation	Chapter 6	5-27 5-35 <b>6 Points</b>
9		9/21	Catchup & Midterm Review		6-24, 6-30, 6-34 <b>9 Points</b>
10	9/26		<b>Midterm 1</b> <b>Chapters 1, 2, 3, 5, 6</b>		
11		9/28	Cost volume profit analysis	Chapter 7	
12	10/3		Cost volume profit analysis &	Chapter 7	
13		10/5	Cost of Quality & ESG Introduce Class Project	Chapter 8 - ONLY LO 8.7, 8, 9	7-29, 7-33, 7-40 <b>9 Points</b>
14	10/10		Financial planning and analysis: Static Master Budget;	Chapter 9	8-28, 8-29 <b>6 Points</b>
15		10/12	Flexible Budgeting Excel Assignment Overview	Chapter 11 - ONLY LO 11.1, 11.2	9-25, 9-28, 9-30 <b>9 Points</b>
16	10/17		Class Project Team Meeting #1		11-31 <b>3 Points</b>
17		10/19	Standard Cost Variance Analysis & Sales Variance Analysis	Chapter 10 – ONLY LO 10.1 thru 8 Chapter 11 – ONLY Appendix B	Excel Assignment <b>9 Points</b>
18	10/24		Responsibility Centers & Balanced Scorecard	Chapter 12- ONLY LO 12.1, 2, 4, 6, 7	10-26, 10-30, 11-52 <b>9 Points</b>

**Class #** = 1 Class Participation Points Available

**Class #** = 1 Class Participation Points Available for each class ONLY if both classes are attended

1. Unless specifically Identified, Chapter Appendices ARE NOT included as Required Reading

Class	Date Mon	Date Wed	Topic	Required Reading <sup>1</sup> Prior to Class	Homework & Assignments due by 8:00 am
19		10/26	Catchup & Midterm Review		12-27, 12-31, 12-36 <b>9 Points</b> <b>TEAM PROJECT PART 1</b> <b>50 Points</b>
20	10/31		<b>Midterm 2</b> <b>Chapters 7, 8, 9, 10, 11 &amp; 12</b>		
21		11/2	Investment Centers	Chapter 13- ONLY LO 13-1, 2, 3, 4	
22	11/7		Class Project Team Meeting #2		
23		11/9	Decision-making: relevant costs and benefits	Chapter 14	13-29, 13-33 <b>6 Points</b>
24	11/14		Team Project Presentations		<b>TEAM PROJECT PART 2 &amp; 3</b> <b>60 Points &amp; 40 Points</b>
25		11/16	Team Project Presentations		
26	11/21		Decision-making: relevant costs and benefits	Chapter 14	<b>Peer Review</b> <b>0 - &lt;-30 &gt; Points</b>
		11/23	<b>No Class - Thanksgiving Holiday</b>		
27	11/28		Capital Budgeting	Chapter 16- ONLY LO 16.1, 2, 3	14-35, 14-40 <b>6 Points</b>
28		11/30	Catchup & Final Review		16-28, 16-40 <b>6 Points</b>
Final exam 12/14, 8-10 M PST			<b>Final Exam</b> <b>Chapters 2, 3, 6, 7, 13, 14, 16</b>		

**Class #** = 1 Class Participation Points Available

**Class #** = 1 Class Participation Points Available for each class ONLY if both classes are attended

1. Unless specifically Identified, Chapter Appendices ARE NOT included as Required Reading

**Appendix I**  
**USC Marshall School of Business**  
**Undergraduate Program Learning Goals and Objectives (last update 12/21/17)**

**Learning goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.**

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

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**Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21<sup>st</sup> century's evolving work and organizational structures.**

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

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**Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.**

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

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**Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.**

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

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**Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.**

- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

**Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.**

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
  - Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
  - Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
  - Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices
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**Appendix II**  
**Team Project**  
**Illustrative - Peer Evaluation/Assessment Form**

Grades for individual student contributions to team projects are assigned by the Professor, based on observations of the team’s working dynamics, assessment of the team’s project quality, and thoughtful consideration of the information provided through your peer evaluations.

Failure to complete and submit a Class Project Peer Evaluation Form by the deadline stated in the Course Calendar above will result in the loss ½ of the points earn for Part 3. (up to a maximum loss of 25 points)

**Illustrative**  
**PEER EVALUATION FORM**

Your Name: *First & Last Name*

Use the template below to evaluate the performance of yourself and each member of your Team on a scale of 1 to 5, where

5 = Always, 4= Often, 3=Sometimes/Occasionally, 2=Rarely, 1=Never

Assessor	Team Member Names					
	First & Last Name	Team Member Name	Team Member Name	Team Member Name	Team Member Name	Team Member Name
Attended and was engaged in team meetings from beginning to end						
Asked important questions and/or made valuable suggestions						
Listened to and acknowledged suggestions from every team mate						
Took initiative to lead discussions, organize and complete tasks						
Contributed to organizing the assignment						
Contributed to writing the assignment						
Demonstrated commitment, completed tasks on time in a quality manner						
Was cooperative and worked well with others						
I would welcome the opportunity to work with this team member again.	N/A					

Percentage of the Overall Project Workload contributed by

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In the space below describe contributions to the assignment by each Team Member

First & Last Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	

In the space below describe how you and your teammates could have been more effective.

First & Last Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	
Team Member Name	