Sixth Edition

Fundamental Managerial Accounting Concepts

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McGraw-Hill
Irwin
This book is dedicated to our students whose questions have so frequently caused us to reevaluate our method of presentation that they have, in fact, become major contributors to the development of this text.
Our goal in writing this text is to teach students managerial accounting concepts that will improve their ability to make sound business decisions. The text differs from traditional managerial accounting books in the following ways:

● **WE EMPHASIZE THE DEVELOPMENT OF DECISION-MAKING SKILLS**

Notice that the table of contents places decision making up front. Procedural topics like manufacturing cost flow, job-order, and process costing are placed at the end of our text while traditional books discuss these topics early. We put decision making front and center because we believe it is important. Beyond placement we introduce topics within a decision-making context. For example, in Chapter 2 we introduce “cost behavior” within the context of operating leverage. We focus on how cost behavior affects decisions such as “am I sure enough that volume will be high that I want to employ a fixed cost structure or do I want to reduce operating leverage risk by building a variable cost structure?” Further, notice that Chapter 3 is written around a realistic business scenario where a management team is using CVP data to evaluate decision alternatives. Indeed, all chapters are written in a narrative style with content focused on decision-making scenarios. This makes the text easy to read and interesting as well as informative.

● **WE EMPLOY A STEP-WISE LEARNING MODEL**

We believe students learn better if concepts are isolated and introduced progressively in a step-wise fashion. For example, understanding cost behavior is essential to comprehending the need for allocation and an understanding of allocation is essential for comprehending the concept of relevance. Likewise, understanding cost behavior and allocation is critical to comprehending the purpose and function of the manufacturing overhead account. This step-wise learning approach also explains the way chapters are arranged in the text. We provide thorough coverage of basic concepts before students are expected to use those concepts. Traditional texts fail to recognize the importance of this learning principle.

● **WE PLACE GREATER EMPHASIS ON SERVICE COMPANIES**

For example, our budgeting chapter uses a merchandising business while most traditional texts use a manufacturing company. Using a service company is not only more relevant but also simplifies the learning environment thereby making it easier for students to focus on budgeting concepts rather than procedural details. This is only one example of our efforts to place greater emphasis on service companies.
WE PROVIDE EXTENSIVE COVERAGE OF CORPORATE GOVERNANCE

The accounting scandals of Enron, MCI WorldCom, HealthSouth, and others led to the enactment of the Sarbanes-Oxley Act (SOX). SOX places significant pressure on managerial accountants to identify and eliminate fraudulent reporting. This text not only provides coverage of appropriate content but also provides a framework for emphasizing ethics throughout the text. We encourage you to review the content on page 5 in Chapter 1. Further, look at Exercises 16 and 17, and Problem 26 to see how students are challenged to apply the new content. Also, notice that a corporate governance case is included in the Analyze, Think, and Communicate (ATC) section of end-of-chapter materials for every chapter in the text. Specifically, look at ATC Problem 5 in each chapter.

Tom Edmonds  •  Bor-Yi Tsay  •  Phil Olds

Required
Assume that you are Maytag’s vice president of human relations. Write a letter to the employees who are affected by the restructuring. The letter should explain why it was necessary for the company to undertake the restructuring. Your explanation should refer to the ideas discussed in the section “Emerging Trends in Managerial Accounting” of this chapter (see Appendix A).

ATC 1-5 Ethical Dilemma  Product cost versus selling and administrative expense

Emma Emerson is a proud woman with a problem. Her daughter has been accepted into a prestigious law school. While Ms. Emerson beams with pride, she is worried sick about how to pay for the school; she is a single parent who has worked hard to support herself and her three children. She had to go heavily into debt to finance her own education. Even though she now has a good job, family needs have continued to outpace her income and her debt burden is staggering. She knows she will be unable to borrow the money needed for her daughter’s law school.

Ms. Emerson is the chief financial officer (CFO) of a small manufacturing company. She has just accepted a new job offer. Indeed, she has not yet told her employer that she will be leaving in a month. She is concerned that her year-end incentive bonus may be affected if her boss learns of her plans to leave. She plans to inform the company immediately after receiving the bonus. She knows her behavior is less than honorable, but she believes that she has been underpaid for a long time. Her boss, a relative of the company’s owner, makes twice what she makes and does half the work. Why should she care about leaving with a little extra cash? Indeed, she is considering an opportunity to boost the bonus.

“This is a very interesting text. It grabs your attention and gets right to the point with no excess, no needless repetition.”
DARLENE COARTS,
UNIVERSITY OF NORTHERN IOWA

“Does an excellent job of summarizing the issues and concerns in the field of corporate governance and ethics, including coverage of Sarbanes-Oxley.”
PATRICK STEGMAN,
COLLEGE OF LAKE COUNTY
ABOUT THE AUTHORS

Thomas P. Edmonds

Thomas P. Edmonds, Ph.D., holds the Friends and Alumni Professorship in the Department of Accounting at the University of Alabama at Birmingham (UAB). He has been actively involved in teaching accounting principles throughout his academic career. Dr. Edmonds has coordinated the accounting principles courses at the University of Houston and UAB. He currently teaches introductory accounting in mass sections and in UAB’s distance learning program. He has received five prestigious teaching awards including the Alabama Society of CPAs Outstanding Educator Award, the UAB President’s Excellence in Teaching Award, and the distinguished Ellen Gregg Ingalls Award for excellence in classroom teaching. He has written numerous articles that have appeared in many publications including Issues in Accounting, the Journal of Accounting Education, Advances in Accounting Education, Accounting Education: A Journal of Theory, Practice and Research, the Accounting Review, Advances in Accounting, the Journal of Accountancy, Management Accounting, the Journal of Commercial Bank Lending, the Banker’s Magazine, and the Journal of Accounting, Auditing, and Finance. Dr. Edmonds is a member of the editorial board for Advances in Accounting: Teaching and Curriculum Innovations and Issues in Accounting Education. He has published five textbooks, five practice problems (including two computerized problems), and a variety of supplemental materials including study guides, work papers, and solutions manuals. Dr. Edmonds’s writing is influenced by a wide range of business experience. He is a successful entrepreneur. He has worked as a management accountant for Refrigerated Transport, a trucking company. Dr. Edmonds also worked in the not-for-profit sector as a commercial lending officer for the Federal Home Loan Bank. In addition, he has acted as a consultant to major corporations including First City Bank of Houston (now Citi Bank), AmSouth Bank in Birmingham (now Wachovia Bank), Texaco, and Cortland Chemicals. Dr. Edmonds began his academic training at Young Harris Community College in Young Harris, Georgia. He received a B.B.A. degree with a major in finance from Georgia State University in Atlanta, Georgia. He obtained an M.B.A. degree with a concentration in finance from St. Mary’s University in San Antonio, Texas. His Ph.D. degree with a major in accounting was awarded by Georgia State University. Dr. Edmonds’s work experience and academic training have enabled him to bring a unique user perspective to this textbook.

Bor-Yi Tsay

Bor-Yi Tsay, Ph.D., CPA, is Professor of Accounting at the University of Alabama at Birmingham (UAB) where he has taught since 1986. He has taught principles of accounting courses at the University of Houston and UAB. Currently, he teaches an undergraduate cost accounting course and an MBA accounting analysis course. Dr. Tsay received the 1996 Loudell Ellis Robinson Excellence in Teaching Award. He has also received numerous awards for his writing and publications including John L. Rhoads Manuscripts Award, John Pugsley Manuscripts Award, Van Pelt Manuscripts Award, and three certificates of merit from the Institute of Management Accountants. His articles have appeared in Journal of Accounting Education, Management Accounting, Journal of Managerial Issues, CPA Journal, CMA Magazine, Journal of Systems Management, and Journal of Medical Systems. He currently serves as a member of the board of the Birmingham Chapter, Institute of Management Accountants. He is also a member of the American Institute of Certified Public Accountants and Alabama Society of Certified Public Accountants. Dr. Tsay received a B.S. in agricultural economics from National Taiwan University, an M.B.A. with a concentration in accounting from Eastern Washington University, and a Ph.D. in accounting from the University of Houston.
Philip R. Olds

Professor Olds is Associate Professor of Accounting at Virginia Commonwealth University (VCU). He serves as the coordinator of the introduction to accounting courses at VCU. Professor Olds received his A.S. degree from Brunswick Junior College in Brunswick, Georgia (now Costal Georgia Community College). He received a B.B.A. in accounting from Georgia Southern College (now Georgia Southern University) and his M.P.A. and Ph.D. degrees are from Georgia State University. After graduating from Georgia Southern, he worked as an auditor with the U.S. Department of Labor in Atlanta, Georgia. A CPA in Virginia, Professor Olds has published articles in various professional journals and presented papers at national and regional conferences. He also served as the faculty adviser to the VCU chapter of Beta Alpha Psi for five years. In 1989, he was recognized with an Outstanding Faculty Vice-President Award by the national Beta Alpha Psi organization.
HOW DOES THE BOOK HELP

PRINCIPAL FEATURES

Isolating Concepts
How do you promote student understanding of concepts? We believe new concepts should be isolated and introduced individually in decision-making contexts. For example, we do not include a chapter covering cost terminology (usually Chapter 2 in traditional approaches). We believe introducing a plethora of detached cost terms in a single chapter is ineffective, as students have no conceptual framework for the new vocabulary.

Interrelationships between Concepts
Although introducing concepts in isolation enhances student comprehension of them, students must ultimately understand how business concepts interrelate. The text is designed to build knowledge progressively, leading students to integrate the concepts they have learned independently. For example, see how the concept of relevance is compared on page 255 of Chapter 6 to the concept of cost behavior (which is explained in Chapter 2) and how the definitions of direct costs are contrasted on page 154 of Chapter 4 with the earlier introduced concepts of cost behavior. Also, Chapters 1 through 12 include a comprehensive problem designed to integrate concepts across chapters. The problem builds in each successive chapter with the same company experiencing new conditions that require the application of concepts across chapters.

Context-Sensitive Nature of Terminology
Students can be confused when they discover the exact same cost can be classified as fixed, variable, direct, indirect, relevant, or not relevant. For example, the cost of a store manager’s salary is fixed regardless of the number of customers that shop in the store. The cost of store manager salaries, however, is variable relative to the number of stores a company operates. The salary costs are directly traceable to particular stores but not to particular sales made in a store. The salary cost is relevant when deciding whether to eliminate a given store but not relevant to deciding whether to eliminate a department.

“I think Edmonds’ approach to introducing concepts, and his flow of topics is the best of any accounting textbook I have used. His approach allows me to emphasize a piece of the puzzle at a time building to the whole picture.”
GARY REYNOLDS, OZARK TECHNICAL COMMUNITY COLLEGE

“This is an informative and accessible text that addresses both the students’ need for relevant coverage and instructors’ need for efficient delivery. A truly user-friendly text.”
CHIAO CHANG, MONTCLAIR STATE UNIVERSITY
STUDENTS SEE THE BIG PICTURE?

within a store. Students must learn to identify the circumstances that determine the classification of costs. The chapter material, exercises, and problems in this text are designed to encourage students to analyze the decision-making context rather than to memorize definitions. Exercise 2-1A and ATC 4-1 in Chapters 2 and Chapter 4 respectively, illustrate how the text teaches students to interpret different decision-making environments.

Corporate Governance

Accountants have always recognized the importance of ethical conduct. However, the enactment of Sarbanes-Oxley (SOX) has signaled the need for educators to expand the subject of ethics to a broader concept of corporate governance. We focus our expanded coverage on four specific areas including:

- Quality of Earnings—We explain how financial statements can be manipulated.
- The Statement of Ethical Professional Practice for Management Accountants—Our coverage focuses on the policies and practices promulgated by the Institute of Management Accountants.
- The Fraud Triangle—We discuss the three common features of criminal and ethical misconduct including opportunity, pressure, and rationalization.
- Specified Features of Sarbanes-Oxley (SOX)—We cover four key provisions of SOX that are applicable to managerial accountants.

Corporate governance is introduced in Chapter 1. This chapter includes four exercises, two problems, and one case that relate to the subject. Thereafter a corporate governance case is included in every chapter, thereby enabling continuing coverage of this critically important topic.

Information Overload

The table of contents reflects our efforts to address the information overload problem. We believe existing managerial textbooks include significantly more material than can be digested by the typical managerial accounting student. In contrast with traditional texts that normally have between 18 and 20 chapters, we have limited this text to 14 chapters.

Excel Spreadsheets

Spreadsheet applications are essential to contemporary accounting practice. Students must recognize the power of spreadsheet software and know how accounting data are presented in spreadsheets. We discuss Microsoft Excel spreadsheet applications where appropriate throughout the text. In most instances, the text illustrates actual spreadsheets. End-of-chapter materials include problems students can complete using spreadsheet software. A sample of the logo used to identify problems suitable for Excel spreadsheet solutions is shown here.

“Given the current economic environment, [Edmonds’] extensive coverage of corporate governance is critical to accounting.”

PATRICK STEGMAN, COLLEGE OF LAKE COUNTY

“I believe the Excel templates are a very strong asset for the text as they introduce the students to the skills needed to design spreadsheets to solve business problems.”

JOHN SNEED, JACKSONVILLE STATE UNIVERSITY

Tom Edmonds/Bor-Yi Tsay/Phil Olds
HOW DOES THE BOOK

Real World Examples
The Edmonds’ text provides a variety of thought-provoking, real-world examples of managerial accounting as an essential part of the management process.

The Curious Accountant
Each chapter opens with a short vignette that sets the stage and helps pique student interest. These vignettes pose a question about a real-world accounting issue related to the topic of the chapter. The answer to the question appears in a separate sidebar a few pages further into the chapter.

Focus on International Issues
These boxed inserts expose students to international issues in accounting.

Check Yourself
These short question/answer features occur at the end of each main topic and ask students to stop and think about the material just covered. The answer is then given to provide immediate feedback before students go on to a new topic.

Check Yourself 1.1
All boxes of General Mills’ Total Raisin Bran cereal are priced at exactly the same amount in your local grocery store. Does this mean that the actual cost of making each box of cereal was exactly the same?

Answer: No, making each box would not cost exactly the same amount. For example, some boxes contain slightly more or less cereal than other boxes. Accordingly, some boxes cost slightly more or less to make than others do. General Mills uses average cost rather than actual costs to develop its pricing strategy.

“I especially like the Check Yourself and A Look Back/A Look Forward features because they help students to review and refresh topics as they progress through the chapter.”

ANNA L. LUSHER,
SLIPPERY ROCK UNIVERSITY

“The Curious Accountant, the real world examples, and the Check Yourself boxes are unique features.”

RONALD REED,
UNIVERSITY OF NORTHERN COLORADO
MOTIVATE STUDENTS?

REALITY BYTES

Unethical behavior occurs in all types of organizations. In the 2007 National Government Ethics Survey, the Ethics Resource Center reported its findings on the occurrence and reporting of unethical behavior in local, state, and federal governments.

Fifty-seven percent of those surveyed reported having observed unethical conduct during the past year. Unethical conduct was reported most often by those in local governments (51%) and least often at the federal level (24%). The definition of ethical misconduct used in the study was quite broad, ranging from behavior such as an individual putting his or her personal interest ahead of the interests of the organization, to sexual harassment, to taking bribes. The more egregious offenses, such as discrimination or taking bribes, were reported much less often than activities such as lying to customers, vendors, or the public.

Once observed, unethical behavior often was not reported. For example, only 25% of observed incidents of the alteration of financial records were reported to supervisors or whistleblower hotlines, and only 54% of observed bribes were reported.

The survey also found that only 43% of government entities have ethics and compliance programs in place that could be considered well-implemented. However, where well-implemented programs do exist, observed unethical misconduct is less likely to occur and much less likely to be reported. In these entities only 22% of respondents and 26% of observed misconduct (compared to 57% overall), and when they did observe misconduct, 75% said they reported it.

Chapter Focus Company

Each chapter introduces important managerial accounting topics within the context of a realistic company. Students see the impact of managerial accounting decisions on the company as they work through the chapter. When the Focus Company is presented in the chapter, its logo is shown so the students see its application to the text topics.

“I like the book a great deal. I especially like how the text opens with an interesting ‘big picture’ question, covers more detailed information in the middle, then goes back to the ‘big picture’ (in more detail) at the end.”

STEVE BUCCHEIT, TEXAS TECH UNIVERSITY

A Look Back/A Look Forward

Students need a roadmap to make sense of where the chapter topics fit into the “whole” picture. A Look Back reviews the chapter material and A Look Forward introduces students to what is to come.

“My one company through several situations as the chapter progresses, more of a ‘real world’ decision-making process is obtained.”

ALECIA HIBBETS, UNIVERSITY OF LOUISIANA AT MONROE

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Regardless of the instructional approach, there is no shortcut to learning accounting. Students must practice to master basic accounting concepts. The text includes an ample supply of practice materials, exercises, and problems.

Self-Study Review Problem

These representative example problems include a detailed, worked-out solution and provide another level of support for students before they work problems on their own. These review problems are included as iPod animated audio presentations.

“End of chapter exercise and problem materials are varied and first rate.”
DARLENE COARTS, UNIVERSITY OF NORTHERN IOWA

Exercise Series A & B and Problem Series A & B

There are two sets of problems and exercises, Series A and B. Instructors can assign one set for homework and use the set for in-class work.

Check Figures

The figures provide a quick reference for students to check their progress in solving the problem. These are included for all problems in Series A.

Excel

Many exercises and problems can be solved using the Excel™ spreadsheet templates located at the text’s Online Learning Center. A logo appears in the margins next to these exercises and problems for easy identification.

“A lot of good exercises and problems at the end of each chapter.”
CHUO-HSUAN LEE, SUNY PLATTSBURGH
CONCEPTS REINFORCED?

Analyze, Think, Communicate (ATC)

Each chapter includes an innovative section called Analyze, Think, Communicate (ATC). This section contains:

- Writing Assignments
- Group Exercises
- Ethics Cases
- Internet Assignments
- Real Company Examples

Mastering Excel and Using Excel

The Excel applications are used to make students comfortable with this analytical tool and to show its use in accounting.

“The students also seem to like the ATC group assignments. These work very well as an in-class activity.”

CASSIE BRADLEY, DALTON STATE COLLEGE

“The innovative end-of-chapter materials are especially on target as an aid to improving student critical thinking and writing skills. The Excel spreadsheet applications are also excellent real-world activities.”

DAN R. WARD, UNIVERSITY OF LOUISIANA, LAFAYETTE

“I really appreciate the Analyze, Think and Communicate section, especially since we emphasize use of information and communicating results to management.”

LISA BANKS, CHARLES S. MOTT COMMUNITY COLLEGE
WHAT'S NEW THIS EDITION?
We thank our reviewers and focus group participants for their suggestions for the sixth edition. Many of these suggestions motivated the changes described below:

Chapter 1 Management Accounting and Corporate Governance
• Updated Exhibits
• Updated Curious Accountant
• New Reality Bytes
• Updated exercises, problems, and cases

Chapter 2 Cost Behavior, Operating Leverage, and Profitability Analysis
• Expanded discussion of fixed cost risk avoidance
• Rewrote the content related to mixed costs
• Revised content related to cost averaging
• New Curious Accountant
• New Focus on International Issues
• Updated exercises, problems, and cases

Chapter 3 Analysis of Cost, Volume, and Pricing to Increase Profitability
• Rewrote the content related to multiproduct CVP analysis
• Rewrote the content related to CVP limitations
• Added new content regarding the relationship between cost structure and the break-even point
• Revised the introduction to the contribution margin ration method
• Enhanced readability by adding several transition sentences
• New Curious Accountant
• New Focus on International Issues
• New Reality Bytes
• Updated exercises, problems, and cases

Chapter 4 Cost Accumulation, Tracing, and Allocation
• Updated Curious Accountant
• New Reality Bytes
• New Focus on International Issues
• Updated exercises, problems, and cases

Chapter 5 Cost Management in an Automated Business Environment: ABC, ABM and TQM (Previously Chapter 6)
• This chapter was relocated because of its natural connection to the allocation concepts covered in Chapter 4
• Updated Curious Accountant
• Updated Focus on International Issues
• New Reality Bytes
• Updated exercises, problems, and cases
Chapter 6 Relevant Information for Special Decisions (Previously Chapter 5)
• This chapter was relocated because of changes described in the previous chapter
• Revised the chapter opening for greater clarity
• Undated Curious Accountant
• Updated exercises, problems, and cases

Chapter 7 Planning for Profit and Cost Control
• Updated Curious Accountant
• Updated exercises, problems, and cases

Chapter 8 Performance Evaluation
• Consolidated and rewrote the sections of material covering the fixed cost variances to
  enhance clarity
• Reorganized the learning objectives to be consistent with the revised fixed cost vari-
  ance material
• Updated Curious Accountant
• New Reality Bytes
• Updated exercises, problems, and cases

Chapter 9 Responsibility Accounting
• Updated Curious Accountant
• Updated exercises, problems, and cases

Chapter 10 Planning for Capital Investments
• Updated Curious Accountant
• Updated Reality Bytes
• Updated exercises, problems, and cases

Chapter 11 Product Costing in Service and Manufacturing Entities
• Updated Exhibit 11.1 and 11.6 for clarification
• New Curious Accountant
• Updated Reality Bytes
• Updated exercises, problems, and cases

Chapter 12 Job-Order, Process, and Hybrid Costing Systems
• New Curious Accountant
• Updated Reality Bytes
• Updated exercises, problems, and cases

Chapter 13 Financial Statement Analysis
• New Curious Accountant
• Updated exercises, problems, and cases

Chapter 14 Statement of Cash Flows
• Rewrote chapter to provide balanced coverage of the direct and indirect methods of
  reporting cash flow from operating activities
• Rearranged end-of-chapter material to allow independent coverage of the direct or
  indirect method
• New Curious Accountant, Reality Bytes, and Focus on International Issues
• New exercises, problems, and cases
McGraw-Hill’s CONNECT™ ACCOUNTING


McGraw-Hill’s Connect™ Accounting is an online assignment and assessment solution that connects students with the tools and resources they’ll need to achieve success.

McGraw-Hill’s Connect™ Accounting helps prepare students for their future by enabling faster learning, more efficient studying, and higher retention of knowledge.

Connect™ Accounting offers a number of powerful tools and features to make managing assignments easier, so instructors can spend more time teaching. With Connect™ Accounting, students can engage with their coursework anytime and anywhere, making the learning process more accessible and efficient. Connect™ Accounting offers you the features described below.

Simple Assignment Management

With Connect™ Accounting, creating assignments is easier than ever, so you can spend more time teaching and less time managing. The assignment management function enables you to:

- Create and deliver assignments easily with selectable end-of-chapter questions and test bank items.
- Streamline lesson planning, student progress reporting, and assignment grading to make classroom management more efficient than ever.
- Go paperless with the eBook and online submission and grading of student assignments.

Smart Grading

When it comes to studying, time is precious. Connect™ Accounting helps students learn more efficiently by providing feedback and practice material when they need it, where they need it. When it comes to teaching, your time also is precious. The grading function enables you to:

- Have assignments scored automatically, giving students immediate feedback on their work and side-by-side comparisons with correct answers.
- Access and review each response; manually change grades or leave comments for students to review.
- Reinforce classroom concepts with practice tests and instant quizzes.

Instructor Library

The Connect™ Accounting Instructor Library is your repository for additional resources to improve student engagement in and out of class. You can select and use any asset that enhances your lecture. The Connect™ Accounting Instructor Library for Edmonds 6e includes:

- eBook
- PowerPoint files
- Instructor’s and Solutions Manuals
- Test Bank
- Excel Spreadsheet Solutions

Student Library

The Connect™ Accounting Student Library is the place for students to access additional resources. The Student Library provides:

- Quick access to lectures, practice materials, eBook, and more.
- Instant practice material and study questions, easily accessible on the go.

Student Progress Tracking

Connect™ Accounting keeps instructors informed about how each student, section, and class is performing, allowing for more productive use of lecture and office hours. The progress-tracking function enables you to:

- View scored work immediately and track individual or group performance with assignment and grade reports.
- Access an instant view of student or class performance relative to learning objectives.
- Collect data and generate reports required by many accreditation organizations, such as AACSB and AICPA.
HELP STUDENTS SUCCEED?

Tegrity
Increase the attention paid to lecture discussion by decreasing the attention paid to note taking. For a minimal charge Tegrity offers new ways for students to focus on the in-class discussion, knowing they can revisit important topics later. Tegrity enables you to:

• Record and distribute your lecture with a click of a button.
• Record and index PowerPoint presentations and anything shown on your computer so it is easily searchable, frame by frame.
• Offer access to lectures anytime and anywhere by computer, iPod, or mobile device.
• Increase intent listening and class participation by easing students’ concerns about note-taking. Tegrity will make it more likely you will see students’ faces, not the tops of their heads.

McGraw-Hill’s Connect™ Plus Accounting
McGraw-Hill’s reinvents the textbook learning experience for the modern student with Connect™ Plus Accounting. A seamless integration of an eBook and Connect™ Accounting, Connect™ Plus Accounting provides all of the Connect™ Accounting features plus the following:

• An integrated eBook, allowing for anytime, anywhere access to the textbook.
• Dynamic links between the problems or questions you assign to your students and the location in the eBook where that problem or question is covered.
• A powerful search function to pinpoint and connect key concepts in a snap.

In short, Connect™ Accounting offers you and your students powerful tools and features that optimize your time and energies, enabling you to focus on course content, teaching, and student learning. Connect™ Accounting also offers a wealth of content resources for both instructors and students. This state-of-the-art, thoroughly tested system supports you in preparing students for the world that awaits.

For more information about Connect™ Accounting, go to www.mcgrawhillconnect.com, or contact your local McGraw-Hill representative.
Online Learning Center (OLC)
www.mhhe.com/edmonds2011
More and more students are studying online. That’s why we offer an Online Learning Center (OLC) that follows Fundamental Managerial Accounting Concepts chapter by chapter. The OLC includes the following:

- Excel Spreadsheets
- Spreadsheet Tips
- Interactive Quizzes
- PowerPoint Slides
- Additional Check Figures
- Links to Professional Resources

CourseSmart.com
CourseSmart is a new way to find and buy eTextbooks. At CourseSmart you can save up to 40 percent off the cost of a printed textbook, reduce your impact on the environment, and gain access to powerful web tools for learning. CourseSmart has the largest selection of eTextbooks available anywhere, offering thousands of the most commonly adopted textbooks from a wide variety of higher education publishers. CourseSmart eTextbooks are available in one standard online reader with full text search, notes and highlighting, and email tools for sharing notes between classmates.

iPod® Content
Harness the power of one of the most popular technology tools students use today—the Apple iPod. Our innovative approach allows students to download audio and video presentations right into their iPod and take learning materials with them wherever they go. Students can visit the Online Learning Center at www.mhhe.com/edmonds2011 to download our iPod content. For each chapter of the book they will be able to download narrated lecture presentations, managerial accounting videos, and self-quizzes. It makes review and study time as easy as putting on earphones.

TEGRITY CAMPUS: LECTURES 24/7

Tegrity Campus makes class time available 24/7 by automatically capturing every lecture in a searchable format for students to review when they study and complete assignments. With a simple one-click start-and-stop process, you capture all computer screens and corresponding audio. Students can replay any part of any class with easy-to-use browser-based viewing on a PC or Mac.

Educators know that the more students can see, hear, and experience class resources, the better they learn. In fact, studies prove it. With Tegrity Campus, students quickly recall key moments by using Tegrity Campus’s unique search feature. This search helps students efficiently find what they need, when they need it, across an entire semester of class recordings. Help turn all your students’ study time into learning moments immediately supported by your lecture.

To learn more about Tegrity watch a 2-minute Flash demo at http://tegritycampus.mhhe.com.

ASSURANCE OF LEARNING READY

Many educational institutions today are focused on the notion of assurance of learning, an important element of some accreditation standards. Edmonds Fundamental Managerial Accounting Concepts 6e is designed specifically to support your assurance of learning initiatives with a simple, yet powerful solution.

Each test bank question for Fundamental Managerial Accounting Concepts maps to a specific chapter learning outcome/objective listed in the text. You can use our test bank software, EZ Test and EZ Test Online, or in Connect Accounting to easily query for learning outcomes/objectives that directly relate to those objectives for your course. You can then use the reporting features of EZ Test and Connect Accounting to aggregate student results in similar fashion, making the collection and presentation of assurance of learning data simple and easy.

Online Course Management

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Online Learning Center (OLC)
www.mhhe.com/edmonds2011
See page xviii for details.
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