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Rev. ed. of: Paradigm college accounting. Chapters 1-29. 4th ed. c2000.

Accounting for Managers explains how accounting information is used by non-financial managers. The book emphasizes the interpretation, rather than the construction, of accounting information and encourages a critical, rather than unthinking acceptance, of the underlying assumptions behind accounting. It links theory with practical examples and case studies drawn from real life business situations in service, retail and manufacturing industries.

This textbook, originally by D. Annand and H. Dauderis, was intended for a first course in introductory financial accounting. It focuses on core introductory financial accounting topics that match pre-requisite requirements for students advancing to Intermediate Financial Accounting. A corporate approach is utilized versus beginning with a sole proprietorship emphasis and then converting to a corporate approach; this consistency throughout the book reduces confusion for the introductory student. This most recent revision by D. Marchand converted the text from IFRS to reflect the Generally Accepted Accounting Principles of the United States (U.S. GAAP).

The fourth edition of the best-selling text, *Ethical Leadership and Decision Making in Education*, continues to address the increasing interest in ethics and assists educational leaders with the complex dilemmas in today's challenging and diverse society. Through discussion and analysis of real-life moral dilemmas that educational leaders face in their schools and communities, authors Shapiro and Stefkovich demonstrate the application of the four ethical paradigms—the ethics of justice, care, critique, and profession. After an illustration of how the Multiple Ethical Paradigm approach may be applied to real dilemmas, the authors present a series of cases written by students and academics in the field representing the dilemmas faced by practicing educational leaders in urban, suburban, and rural settings in an era full of complications and contradictions. Following each case are questions that call for thoughtful, complex thinking and help readers come to grips with their own ethical codes and apply them to practical situations. New in the Fourth Edition: A new chapter on technology versus respect, focusing on ethical issues such as cyber-bullying and sexting. New cases on teachers with guns, the military and education, children of undocumented immigrants, homeless students, videos in bathrooms, incentive pay, first responders, private alternative high schools, verbal threats, and gaming etiquette. Updates throughout to reflect contemporary issues and recent scholarship in the field of ethical leadership. This edition adds teaching notes for the instructor that stress the importance of self-reflection, use of new technologies, and global appeal of ethical paradigms and dilemmas. Easily adaptable to a variety of uses, this book is a critical resource for a wide range of audiences, including both aspiring and practicing administrators, teacher leaders, and educational policy makers.

This text blends traditional introductory physics topics with an emphasis on human applications and an expanded coverage of modern physics topics, such as the existence of atoms and the conversion of mass into energy. Topical coverage is combined with the author's lively, conversational writing style, innovative features, the direct and clear manner of presentation, and the emphasis on problem solving and practical applications.

The articles in this volume offer an introductory overview of artificial intelligence in accounting and auditing. They seek to provide a logically arranged and usable handbook of artificial intelligence, decision support, and expert systems in accounting and auditing.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

Can the U.S. keep its dominant economic position in the world economy with only 30% of its population holding bachelor's degrees? If the majority of U.S. citizens lack a higher education, can the U.S. live up to its democratic principles and preserve its political institutions? These questions raise the critical issue of access to higher education, central to which are America's open-access, low-cost community colleges that enroll around half of all first-time freshmen in the U.S. Can these institutions bridge the gap, and how might they do so? The answer is complicated by multiple missions—gateways to 4-year colleges, providers of occupational education, community services, and workforce development, as well as of basic skills instruction and remediation. To enable today's administrators and policy makers to understand and contextualize the complexity of the present, this history describes and analyzes the ideological, social, and political motives that led to the creation of community colleges, and that have shaped their subsequent development. In doing so, it fills a large void in our knowledge of these institutions. The "junior college," later renamed the "community college" in the 1960s and 1970s, was originally designed to limit access to higher education in the name of social efficiency. Subsequently leaders and communities tried to refashion this institution into a tool for increased social mobility, community organization, and regional economic development. Thus, community colleges were born of contradictions, and continue to be an enigma. This history examines the institutionalization process of the community college in the United States, casting light on how this educational institution was formed, for what purposes, and how has it evolved. It uncovers the historically conditioned rules, procedures, rituals, and ideas that ordered and defined the particular educational structure of these colleges; and focuses on the individuals, organizations, ideas, and the larger political economy that contributed to defining the community college's educational missions, and have enabled or constrained this institution from enacting those missions. He also sets the history in the context of the contemporary debates about access and effectiveness, and traces how these colleges have

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responded to calls for accountability from the 1970s to the present. Community colleges hold immense promise if they can overcome their historical legacy and be re-institutionalized with unified missions, clear goals of educational success, and adequate financial resources. This book presents the history in all its complexity so that policy makers and practitioners might better understand the constraints of the past in an effort to realize the possibilities of the future.

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