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Wendy M. Tietz is a professor in the Department of Accounting in  
the College of Business Administration at Kent State University.  
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Accounting for Managers explains how accounting information is used by non-financial managers. The book emphasises 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.

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This is an up-to-the-moment, engaging, multicultural introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text. Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program. Martin Lipton is an education writer and consultant and has taught in public schools for 31 years. Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education system, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity, and presents powerful examples of real

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teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to inequalities associated with race, social class, language, gender, and other social categories and explores teachers role in addressing them. The text provides a research-based and practical treatment of essential topics, and it situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools, vouchers,

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standards, testing, and bilingual education, to name just a few.

Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes concerning what teaching to change the world means and involves. [Click Here for Book Website Pedagogical Features: Digging Deeper](#) sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text. Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and

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sociocultural learning theories, culturally diverse pedagogy, and authentic assessment. New to this Edition: "

Contains over 315 alphabetically arranged articles that provide information about the major functional areas of business, covering accounting, economics, finance, information systems, law, management, and marketing, as well as organizations in business and government, and federal legislation.

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

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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).

"This text begins with a presentation of the basic purposes and foundations of social work and social work education and their relationship to Human Behavior and the Social Environment (HBSE). Next, a conceptual framework for thinking about both traditional and alternative ways in which knowledge about human behavior and the social environment is created and valued is outlined. The book then uses the notions of traditional and

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Europe, since 1945, now incorporates new material on EU-wide issues as well as updated country specific sections. Planning in the United States since 1945, now discusses the continuing trends of urban dispersal and social polarisation, as well as initiatives in land use planning and transportation policies. The book looks at the nature of the planning process at the end of the twentieth century and looks forward to the twenty-first century.

The third 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

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Stefkovich demonstrate the application of their 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 complexities 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 Third Edition: An entire new chapter on privacy versus safety, including ethical issues such as strip searches, gang membership, cyber-bullying, and sexting. New cases infused into chapters on early childhood education, diverse student populations,

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and technology. Updates throughout to reflect contemporary issues and recent scholarship in the field of ethical leadership. Including teaching notes for the instructor stressing the importance of self-reflection, this text is easily adaptable for a variety of uses with a wide range of audiences. Ethical Leadership and Decision Making in Education is a valuable book for both aspiring and practicing administrators, teacher leaders, and educational policy makers.

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