

Proposal for Graduate Diploma in Professional Accounting

1. Introduction

1.1 *Provide a brief statement of the graduate diploma being proposed, including type, and indicate the parent program and/or unit in which the graduate diploma will be administratively housed.*

The proposed Graduate Diploma in Professional Accounting is a type 3 stand alone diploma to be housed within the School of Administrative Studies in the Faculty of Liberal and Professional Studies.

1.2 *Comment on the appropriateness and consistency of the graduate diploma name with current usage in the discipline or area of study, as appropriate.*

All words in the proposed diploma name are both necessary and desirable:

1. It is a diploma about accounting to be hosted by the Accounting Area of the School of Administrative Studies.
2. It must be a graduate level diploma because the new educational requirements of the Canadian accounting profession insist on these being graduate level courses.
3. Inclusion of "Professional" in the title is consistent with the goal of the diploma, which is to educate students to become professional accountants. It also worth noting that we are a professional school in the Faculty of Liberal Arts and Professional Studies so all programs we offer are "professional"
4. Similar nomenclature is being used in similar diplomas being offered in Ontario under the titles of "Graduate Diploma in Professional Accountancy (McMaster University), "Graduate Diploma in Accounting" (Queen's University, Wilfred Laurier University, and University of Waterloo).

2. General Objectives of the Graduate Diploma

2.1 *Provide a brief description of the general objectives of the graduate diploma.*

The general objectives of our proposed diploma are two-fold. First, we need to equip students with the necessary knowledge and skills to be successful in becoming a professional accountant, and help them gain advance standing in the process with the professional body. Upon receiving accreditation from Chartered Professional Accountants of Ontario (CPA Ontario), students who successfully complete the program will receive exemptions from 4 of the 6 modules in the Professional Education Program that is offered at CPA Ontario and be able to complete all CPA education requirements in a shorter time. This will also enhance our students' credentials to secure employment after graduation, whether it is in the public accounting industry, private industries, or government units. Second, by introducing a quality diploma program that will help students achieve their goal, we will be able to attract better and brighter students to our undergraduate BAS accounting program.

2.2 *Describe how the general objectives of the graduate diploma align with University and Faculty missions and academic plans.*

The general objectives of the proposed graduate diploma align with University's goal of continuously updating and introducing programs to meet evolving student and societal needs, especially in areas such as business-related and professional programs, especially in accounting, as outlined in the University's White Paper.

The University also wants its programs to be relevant and to have a high reputation for quality. The model of accounting education that has been in place in Ontario since the 1960's is now being replaced. The new model requires a component to be completed at the graduate level. Without this new diploma, SAS can no longer be a major part of accounting education in Ontario. The accounting profession is also planning on accrediting university programs and without the diploma, our accreditation status is in jeopardy.

3. Need and Demand

3.1 Comment on similar graduate diplomas offered at York and/or by other Ontario universities, with special attention paid to any innovative and distinguishing aspects of the proposed graduate diploma.

There is no graduate diploma in accounting at York. Schulich offers a Masters of Accounting also oriented towards professional accounting certification, but the scope of that program is different than a diploma.

There are approximately 16 university business schools in Ontario and in all of these business schools the accounting major leading to professional accounting certification plays a central role in their program. Similar graduate diplomas are already being offered at McMaster University, Queen's University, University of Waterloo, and Wilfred Laurier University and we expect several of the other business schools to also introduce graduate diplomas. Based on programs that have student intake in 2014, the demand is strong. The diploma is really quite critical to the future of any Ontario business school that wants to be viewed as a leader in accounting education.

Our proposed diploma builds on the technical strength that our students have acquired in their undergraduate studies and at the same time further develops their critical thinking, analytical, and integrative skills. It is carefully designed to meet the exact pedagogical requirements of the new education model. We have had extensive meetings with the accounting profession over the past two years to ensure the diploma is precisely what is wanted and needed.

Different from many other diploma programs, we plan to offer the program two times per year, which allow part time study and aligns with the York student body needs.

3.2 Provide brief description of the need and demand for the proposed graduate diploma, focusing as appropriate on student interest, social need, and potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

There is no issue of forecasting demand for the new diploma. Simply stated, it is a requirement of the new educational model and every accounting student must take this graduate component either at university or directly through the accounting institute. Potential demand constitutes every undergraduate accounting student in the School of Administrative Studies.

This graduate diploma will provide rigorous training to students who would like to pursue the Chartered Professional Accountant designation. The field of professional accounting has undergone significant changes in the past year. The three major professional accounting organizations in Canada (Chartered Accountants, Certified Management Accountants, and Certified General Accountants) have merged to become one unified professional accounting body (Chartered Professional Accountants). As a result, education requirements to obtain the professional designation of CPA are substantially different from its predecessors. One major change is that students who wish to attain some form of advanced standing in the process to become a CPA must obtain part of their accounting education in a graduate level program.

The accounting major has historically comprised half of all majors in business schools and such students prefer a school where they can complete all their educational requirements. It has been a strength of our program for many years that we offer the full slate of courses needed for the professional exams. Without the diploma, we contemplate that demand for our undergraduate degree would fall off markedly and the very viability of the School brought into question. In the past, most of our undergraduate BAS Accounting students aimed to pursue one of the three professional accounting designations. This creates a strong need for a graduate program to help them attain the goal. Moreover, upon completion of the program and having gained advanced standing in the professional education process, our students will be in a better position in the employment market. The diploma therefore is necessary to meet the need and demand for today's students who wish to pursue a professional accounting designation.

In sum, the diploma is critical to the continued success of the School of Administrative Studies

3.3 Comment on the projected in-take into the graduate diploma, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The proposed implementation date is Summer 2016 with an initial intake of 50 students. There will be a second offering in Winter 2017 with 25 students. Two intakes will align with the multiple offerings of the CPA Common Final Exam and ties in with our mandate to provide flexible and accessible programming. In the longer term, based on the number of our past BAS Accounting graduates who eventually pursue one of three professional accounting designations, we expect that there will be substantial demand for our program. As long as they meet the requisite academic standards we expect our BAS graduates (accounting majors) will want to continue on with the diploma. The two programs are clearly articulated and diploma enrolment is clearly influenced by BAS enrolment.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the graduate diploma requirements and associated learning outcomes, including explicit reference to how the diploma curriculum and structure supports achievement of the learning outcomes. For Type 3 graduate diplomas, explain how the curriculum and learning outcomes are consistent with master's degree level expectations.

Graduate diploma requirements:

Students enrolled in the program:

1. Must complete all five required courses with an overall B average ,
2. Cannot have more than 2 courses with C or lower.
3. Must complete all diploma requirements within 1 year.

Learning outcomes

Building on the existing technical knowledge that students have already obtained through their undergraduate education, we expect students to achieve the following three broad sets of learning outcomes upon completion of the program:

Professionalism:

- Understand the responsibility of a professional accountant, the regulatory regime that the profession lies within and act in accordance with professional and ethical conduct to protect public interest.
- Demonstrate the ability to exercise professional judgment, objectivity, and skepticism.
- Be able to communicate effectively both written and oral in a professional manner to meet audience needs.
- Understand the importance of team work and to work effectively in teams.
- Develop self-confidence in performing their work.
- Exhibit strong leadership skills

Technical Knowledge:

- Demonstrate in-depth technical knowledge in the area of assurance, performance management, finance, and taxation that an entry level professional accountant should possess.
- Acquire a comprehensive understanding of techniques required for tackling problems faced by professional accountants.

Problem-Solving and Decision-Making:

- Be able to apply the technical knowledge systematically in solving problems whether the problems are directed or non-directed.
- Be able to evaluate both quantitative and qualitative factors, and questioning the underlying assumptions when solving problems.
- Be able to integrate different areas of studies when solving complex problems.
- Demonstrate the ability to dissect complicated problems, collect and evaluate evidence, provide viable solutions, and draw reasonable conclusions.

The curriculum and its associated outcomes are in line with master's degree level expectations. The rigor in this program requires students to continuously self-assess and implement strategies to improve their study.

They are challenged to set higher goals for themselves and develop work plans to achieve those goals. The learning outcomes encompass a broad base of competencies and students are expected to demonstrate these competencies throughout their study in this program. The graduate will be able to critically evaluate and solve problems within the realm of professional accounting, understand the current trend in the profession and be able to communicate in an effective manner to the appropriate audience, which is expected of a master's level graduate in a professional school.

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the diploma learning outcomes.

Our design of the courses has explicitly linked required learning outcomes to curriculum content and students will be made aware of these linkages.

Student performance assessment will include multiple evaluations methods, such as presentations, professional reports, group work, and written exams. We will evaluate both technical skills and professional skills.

It should be pointed out that diploma graduates will take further qualifying exams with the profession post graduation and it is in our interest to have our program and evaluation methods to be rigorous. It is quite probable that pass rates for different business schools will be used by the profession as a basis for accreditation and accreditation is our goal.

4.3 Provide a list of courses that will be offered in support of the graduate diploma. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

All five required courses for the diploma program are new courses and are open to the graduate diploma students only:

PACC 5530 3.0 Financial Statement Analysis and Valuation

Students learn to analyse corporate financial performance using financial statements and other information from Canadian companies. They learn multiple methods of valuing companies. They write professional analytical and valuation reports and explain complex technical reports in oral presentations.

PACC 5550 3.0 Issues in the Practice of Assurance

The objective of the course is to develop both the technical and practical knowledge necessary to be a competent professional auditor in a variety of engagements. Through writing and presenting professional reports, working in teams, and critiquing current practices, students are guided to provide balanced solutions, which reflect ethical and professional values, to problems that today's professional auditors face.

PACC 5560 3.0 Taxation and Financial Decision Making

Building on undergraduate courses in personal and corporate tax, this course uses the case study method to help students further develop and integrate the key competencies and tax knowledge needed by Canadian accountants in public practice, industry, and government. It looks at the importance of tax in financial decision-making and financial reporting and good internal control and risk management practices.

PACC 5570 3.0 Performance Measurement Systems

This course introduces fundamental theories and concepts behind performance measurements and how these relate to governance, ethics and risk. It makes extensive use of cases to highlight lessons learned and best practices. It aims to develop critical thinking skills via the application of concepts and theories to business cases and improves students' understanding of management behavior related to performance measurements. Course exclusion: GS/FACC 6140

PACC 5590 3.0 Integrative Analysis in Accounting

This case-based course focuses on the development of integrative and analytical skills that professional accountants should possess. Technical areas of study include financial reporting, governance and strategy, management accounting, assurance, finance, and taxation. Through teamwork, report writing, and presentation, students are guided to provide solutions to issues that today's accountants may face, while maintaining ethical behaviour and professionalism.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the diploma learning outcomes.

The accounting profession has made it very clear that the graduate component of the new model is not to deliver technical content but to hone professional judgment skills, communication skills, integrative judgment and critical thinking skills. These are all hallmarks of a seminar approach where two-way dialogue is facilitated and a Socratic approach to learning can be utilized. For that reason we are conducting the courses as limited enrolment seminars with a heavy case orientation.

Students are expected to be actively participating in the seminars to maximize their learning experience. Student led discussions will also be part of the curriculum. Accounting cases require a mastery of technical knowledge in order to discuss higher order issues. It is the primary role of the undergraduate BAS program to provide the technical foundations.

5. Admission Requirements

To be admitted to the program, applicants must have

1. completed the BAS Honors Accounting Degree¹
2. obtained an overall average of B or higher, with a minimum of C in each of the following courses or their equivalents:

Financial Accounting:	AP/ADMS 2500, AP/ADMS 3585, AP/ADMS 3595, AP/ADMS 4520
Management Accounting:	AP/ADMS 2510, AP/ADMS 3510, AP/ADMS 4570
Assurance:	AP/ADMS 4551, AP/ADMS 4552
Tax:	AP/ADMS 3520, AP/ADMS 4561
Finance:	AP/ADMS 3530, AP/ADMS 4540
Management Information System:	AP/ADMS 2511
Law:	AP/ADMS 2610
Economics:	AP/ECON 1000, AP/ECON 1010
Quantitative Methods:	AP/ADMS 2320
Strategy and Governance:	AP/ADMS 4900

¹ As requested by the FGS APPC, below is a clarification on why this proposed diploma is only available for BAS students:

- Schulich has expressed explicitly that they would support the proposed diploma only if it is offered to BAS students only.
- CPA accreditation is for both the BAS Undergraduate and Graduate Diploma together. If we are to accept non-BAS students, SAS would have to be responsible for providing assessment of the credentials of the outside students to meet CPA standards.
- We want to focus on helping our own students initially, but would like to keep the option open down the road to admit on a case-by-case basis other students who meet the academic requirements.

3. obtained an overall average of B+ or higher in the 4000-level required courses listed above.

These academic courses provide students with the breadth and depth of technical knowledge required in the field of professional accounting. The grade average is necessary to ensure applicants have the caliber to succeed in the program to become professional accountants and to meet CPA accreditation standards.

6. Resources

6.1 Faculty resources: *Comment on the expertise of the faculty who will actively participate in delivering the graduate diploma, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the graduate diploma. Provide a Table of Faculty, as follows:*

Faculty will be drawn primarily from the Accounting, Audit/MIS/Tax, and Finance areas of the School of Administrative Studies. This currently comprises more than 25 tenured PhD's. We also have a strong team of part time instructors with Master's degrees and/or professional designations who have extensive teaching experience in professional schools.

Faculty Member & Rank	Home Unit	Primary Graduate Program	Area(s) of Specialization
Brian Gaber, Professor	School of Administrative Studies	Financial Accountability	PhD Wisconsin, USA CPA, CA Financial Accounting
Patrice Gelinias, Associate Professor	School of Administrative Studies		PhD HEC Montréal, Canada MBA Université du Québec à Montréal, Canada CFA Financial Accounting
Joanne Jones, Associate Professor	School of Administrative Studies		PhD Schulich School of Business, York University, Canada MBA, Memorial University of Newfoundland, Canada CPA, CA Auditing and Management Information Systems
Sung Kwon, Professor	School of Administrative Studies		PhD Michigan State University, USA MSc University of Wisconsin at Madison, USA Financial Accounting
Liona Lai, Associate Professor	School of Administrative Studies	Financial Accountability	PhD Texas A&M University, USA CPA, CA Financial Accounting
Joanne Magee, Associate Professor	School of Administrative Studies Public Policy and Administration	Public Policy, Administration, and Law	LLM York University, Canada MBA University of Toronto, Canada FCPA, FCA, CFP Income Tax Law

John Parkinson, Professor	School of Administrative Studies	Financial Accountability	PhD, Bradford, UK MSc, Bradford, UK FCA FCMA JDip MA Management Accounting
Marcela Porporato, Associate Professor	School of Administrative Studies		PhD, IESE Business School, Universidad de Navarra, Spain PhD, UNC, Argentina MSAcc, Suffolk University, USA Management Accounting
Chris Robinson, Associate Professor	School of Administrative Studies	Financial Accountability	PhD, University of Toronto, Canada CPA, CA CFP Finance
Ingrid Spletstoesser, Associate Professor	School of Administrative Studies		PhD, University of Waterloo, Canada MBA, York University, Canada CPA, CA Auditing and Management Information Systems
Gary Spraakman, Professor	School of Administrative Studies	Financial Accountability	PhD, Concordia University, Canada MA, York University, Canada MBA, University of Alberta, Canada CMA Management Accounting
Haiping Wang, Assistant Professor	School of Administrative Studies		PhD, Concordia University, Canada Financial Accounting
Nelson Waweru, Associate Professor	School of Administrative Studies		PhD, University of Cape Town, South Africa MBA, University of Nairobi, Kenya Management Accounting

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate diploma must be included as an appendix.

6.2 Laboratory facilities:

Lab facilities are not required.

6.3 Space

This is perhaps our main resource issue. Good seminar rooms with requisite computer linkages are relatively scarce at York and in high demand. Our two Masters programs in SAS already have challenges in finding appropriate rooms and student work space. We are hoping that the reconfiguration of the Atkinson building when the School of Engineering moves to its own building will prioritize the addition of graduate teaching and study facilities.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma
- from the Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the graduate diploma, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the graduate diploma
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed graduate diploma, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed graduate diploma, as appropriate

New Course Proposal Template

1. Program: Graduate Diploma in Professional Accounting

2. Course Number: GS/PACC 5530

3. Credit Value: 3.0

4. Long Course Title:
Financial Statement Analysis and Valuation

5. Short Course Title:
Financial Statement Analysis and Valuation

6. Effective Session: Summer 2016

7. Calendar (Short) Course Description:

Students learn to analyse corporate financial performance using financial statements and other information from Canadian companies. They learn multiple methods of valuing companies. They write professional analytical and valuation reports and explain complex technical reports in oral presentations.

8. Expanded Course Description:

At the end of this course, students will be able to:

1. Write a comprehensive report analyzing the performance of one or more companies.
To accomplish this, they will learn:
 - a. How strategy and other qualitative considerations fit into the overall analysis process.
 - b. How to evaluate the quality of financial reporting and adjust statements for analytical purposes.
 - c. Fundamental analytical techniques.
 - d. How to use material in addition to the financial statements in the annual and quarterly reports to analyze corporate performance.
2. Identify signs in public information produced by companies, including their financial statements, that may indicate improper reporting.
3. Apply all the standard valuation models to estimate the value of the traded common shares of a Canadian company. The performance report in point #1 will be an important input to this process.
4. Write a professional business valuation report.
5. Present an oral investment recommendation to a group of knowledgeable valuers.

9. Evaluation:

Financial performance analysis case study	40%
Valuation report	50
Oral presentation	<u>10</u>
Total	100%

10. Integrated Courses:

None

11. Rationale:

This course remedies four weaknesses in the technical knowledge taught in the traditional education program of professional accountants:

- Students learn how to prepare financial statements, but they learn almost nothing about how external investors use them to assess performance.
- Students learn very little about standard financial statement analytical techniques and nothing at all about how to relate business strategy and operations to financial statements. Accordingly, they have very little insight into the analytical review that is an essential part of an audit.
- Students learn a great deal about internal controls and how to identify weaknesses that increase audit risk. They learn very little about how to identify the warning signs of possible frauds at the level of the entire financial statements of a company.
- They have to value companies for tax, estate planning, buy-sell agreements and impairment tests for financial reporting. The core finance courses introduce the most basic principles, but do not develop them to the level of application to value an operating business with complex operations and financial statements.

Students graduating from Canadian universities also display considerable weaknesses in three competencies required by all most occupations and this course develops them:

1. The integration of complex and inter-related strands of knowledge.
2. Writing coherent reports on topics with both technical and social dimensions.
3. Oral presentation skills.

12. Faculty Resources:

Tenured: Chris Robinson B. Comm MBA PhD CPA, CA CFP
Patrice Gelinat MBA PhD CFA
Sung Kwon MSc PhD

Untenured: Haiping Wang PhD

Sessional:

Binu Mathai MAcc CPA, CA CBV

Oana Alexandru MBA CFA

Gaina Barkhudarov BAS (Honours Finance) M Fin CFA

13. Crosslisted Courses:

None

14. Bibliography and Library Statement:

Jerald Pinto, Elaine Henry, Thomas Robinson and John Stowe, *Equity Asset Valuation 2nd ed.*, 2010 + Workbook.

CPA Ontario, *Business Valuations – Reading Notes*, Feb. 2013.

Binu Mathai and Chris Robinson, *Financial Statement Analysis Lecture Notes*

15. Physical Resources:

Classes will be conducted in lecture rooms with computer equipment.

New Course Proposal Template

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program: Graduate Diploma in Professional Accounting

2. Course Number: PACC 5550 3.0

3. Credit Value: 3.0

4. Long Course Title: Issues in the Practice of Assurance

5. Short Course Title: Same as above

6. Effective Session: Summer 2016

7. Calendar (Short) Course Description:

The objective of the course is to develop both the technical and practical knowledge necessary to be a competent professional auditor in a variety of engagements. Through writing and presenting professional reports, working in teams, and critiquing current practices, students are guided to provide balanced solutions, which reflect ethical and professional values, to problems that today's professional auditors face.

8. Expanded Course Description:

The focus of this course is the role of the professional auditor in a variety of engagements – ranging from the traditional financial statement audit to other types of assurance and non-assurance engagements that examine financial and non-financial information. The objective of the course is to develop both the technical and practical knowledge necessary to be a competent professional auditor.

To aid in the development of the students' competence in auditing, the course requires students to: apply critical thinking, analytical, and research skills to support decision-making; manage uncertainty; integrate and apply several technical competencies; have an understanding of current issues in the audit profession; and perform as a professional auditor (act in the public interest, adhere to professional codes of conduct, and interact and communicate appropriately with peers and clients).

9. Evaluation:

Component	Allocation
Individual Participation	10%
Group Reports, Presentations, and Reflections	15%
2 Individual Case Reports and Reflections	25%
Midterm – Case Report	20%
Final – Case Report & Short Answers	30%
Total	100%

10. Integrated Courses:

None

11. Rationale:

The main objective of the program is to develop both the technical and enabling skills of the students to become professional accountants. This course addresses of the core technical and enabling competencies required for a professional auditor – a key role in the accounting profession.

The course will be offered twice a year

12. Faculty Resources:

*Joanne Jones, PhD, CPA, CA
Ingrid Spletstoesser, PhD, FCPA, FCA*

13. Crosslisted Courses:

None

14. Bibliography and Library Statement:

There is no textbook for this course. Materials will consist of a course kit and cases developed by professional accounting organizations.

15. Physical Resources:

Classes will be conducted in lecture rooms with computer equipment.

New Course Proposal Template

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program: Graduate Diploma in Professional Accounting

2. Course Number: PACC 5560

3. Credit Value: 3.0

4. Long Course Title:
Taxation and Financial Decision-Making in Canada

5. Short Course Title:
Taxation and Financial Decision-Making

6. Effective Session: Summer 2016

7. Calendar (Short) Course Description:
Building on undergraduate courses in personal and corporate tax, this course uses the case study method to help students further develop and integrate the key competencies and tax knowledge needed by Canadian accountants in public practice, industry, and government. It looks at the importance of tax in financial decision-making and financial reporting and good internal control and risk management practices

8. Expanded Course Description:
Building on undergraduate courses in personal and corporate tax, this course uses the case study method and classroom facilitation to help students further develop and integrate the key competencies and tax knowledge needed by Canadian accountants in public practice, industry, and government. It looks at the importance of tax in financial decision-making and financial reporting and good internal control and risk management practices.

The course aims to help students develop the professional judgment, critical thinking, research, communication and other skills that will enable them to make better decisions and provide better advice in an increasingly complex world.

9. Evaluation:

Individual Participation	10%
Group Reports, Presentations, and Comments	15%
Individual Case Reports	25%
Midterm	20%
Final	<u>30%</u>
Total	100%

10. Integrated Courses:
None

11. Rationale:

Course Learning Outcomes

Building on undergraduate courses in personal and corporate tax, at the end of this course, students should be able to

1. Understand, explain and critique the policy objectives and legislative intent of the technical rules in the Income Tax Act and the GST rules in the Excise Tax Act as they apply to individuals, corporations, partnerships and trusts.
2. Understand and explain what is involved in tax research (reading and interpreting the technical rules in the legislation, taking into consideration judicial decisions and CRA pronouncements) and to be able to do basic tax research.
3. Understand and explain the role of the professional accountant in tax compliance, reporting and planning and the importance of tax in financial decision-making and financial reporting and good internal control and risk management practices and the importance of professionalism and ethics.
4. Identify and analyze issues in problems and cases, including single subject tax cases and multi-competency cases involving tax issues integrated with assurance, financial reporting, managerial or finance issues. Make conclusions and develop recommendations for various audiences, recognizing the limits of their knowledge and the need to call in specialists.
5. Demonstrate improvement in their written and verbal communication skills and team management skills by drafting and presenting reports both individually and as a member of a team.
6. Demonstrate improvement in their use of software and library resources used by professional accountants.

This courses aims to support the program's objective of helping students develop professional judgment, critical thinking, research, communication and other skills that will enable them to make better decisions and provide better advice in an increasingly complex world. Students will demonstrate and develop these skills by writing and presenting professional reports, both individually and in teams. The course will use a variety of resources that take an active learning approach to guide students in developing their competence in taxation, such as: 60 to 75 minute cases, shorter 30 minute mini-cases, problems or task based assessments, and review and analysis of professional and academic articles, and court cases.

Students are expected to be prepared and actively participate in class and will be evaluated based upon evidence of advance preparation and the quality of comments in class. The main type of in-class exercise is the case, which aims to help students identify issues and apply technical competencies and knowledge when confronted with a complex fact situation. For each of Sessions 2 to 11, one multi-competency case will be pre-assigned and taken up in class and a second single subject tax case will be handed out and analyzed in-class, orally or in writing. A group of students will be given the responsibility to lead the discussion of each pre-assigned multi-subject case and there will be a written and oral component that will be assessed. Two of the single subject tax cases written in class will be marked.

12. Faculty Resources:

Joanne Magee

13. Crosslisted Courses:

None

14. Bibliography and Library Statement:

The primary course materials are as follows:

1. Federal Income Taxation in Canada (FIT), CCH, by Beam, Laiken and Barnet, most recent edition with Study Guide and CD.
2. An Income Tax Act, (Act) the most recent edition available.
3. Session Notes for each Session available on the course Moodle website. These Session Notes also list the articles, multi-competency cases, problem material and court cases (decisions) that students must read/prepare before class. Some

Students will be able to use the TaxFind and Knotia resources provided by the Library to find the articles and decisions referenced in the Session Notes. Some of the multi-competency cases used in this course may be those provided for graduate program use by CPA Ontario and CPA Canada.

15. Physical Resources:

Classes will be conducted in lecture rooms with computer equipment and materials will be provided on a Moodle website (including posting of Camtasia recordings explaining technical material in advance of class).

New Course Proposal Template

1. **Program:** Graduate Diploma in Professional Accounting

2. **Course Number:** GS/PACC 5570

3. **Credit Value:** 3.0

4. **Long Course Title:** Performance Management Systems

5. **Short Course Title:** Same as Above

6. **Effective Session:** Summer 2016

7. **Calendar (Short) Course Description:**

This course introduces fundamental theories and concepts behind performance measurements and how these relate to governance, ethics and risk. It makes extensive use of cases to highlight lessons learned and best practices. It aims to develop critical thinking skills via the application of concepts and theories to business cases and improves students' understanding of management behavior related to performance measurements. Course Credit Exclusions: GS/ FACC 6140

8. **Expanded Course Description:**

Same as Above

9. **Evaluation:**

Individual: 40%

1. Summary of chapter and link with a real business situation (4 best of 6, 5% each)	20%
2. Class participation	20%

Group: 60%

1. Case written reports (4 best of 6, 10% each)	40%
2. Board report (case)	20%
Total	100%

10. **Integrated Courses:**

NONE.

11. Rationale:

Course is required for the CPA Accreditation of our BAS program.

12. Faculty Resources:

The course will be offered twice a year. The Following Full Time Faculty Members will be able to teach this course:

Tenured:

1. Prof. Nelson Waweru, MBA PhD
2. Prof. Marcela Porporato MSAcc PhD
3. Prof. John Parkinson MSc PhD FCA FCMA JDip MA
4. Prof. Gary Spraakman MBA MA PhD CMA
5. Prof Sung Kwon MSc PhD

13. Crosslisted Courses:

NONE

14. Bibliography and Library Statement:

Textbook material:

- Required: Management Control Systems: K.A.Merchant & W.A.Van der Stede Prentice Hall, 3rd Edition, 2012.
- Complementary (optional): *Management Control Systems*, Twelfth edition, Anthony and Govindarajan, McGrawHill (2007)
 - *Cost Accounting: A Managerial Emphasis*, Fifth Canadian Edition, Charles T. Horngren et al., Toronto: Pearson-Prentice Hall (2010)

Cases and Past Board Paper reports will be obtained from CPA Ontario (Former CMA Ontario).

15. Physical Resources:

No additional resources are required for this course. It is expected that the course will be offered during the summer, when we have more adequate space at York.

New Course Proposal Template

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program: Graduate Diploma in Professional Accounting

2. Course Number: GS/PACC 5590

3. Credit Value: 3.0

4. Long Course Title: Integrative Analysis in Accounting

5. Short Course Title:
Integrative Analysis in Accounting

6. Effective Session: Summer 2016

7. Calendar (Short) Course Description:

This case-based course focuses on the development of integrative and analytical skills that professional accountants should possess. Technical areas of study include financial reporting, governance and strategy, management accounting, assurance, finance, and taxation. Through teamwork, report writing, and presentation, students are guided to provide solutions to issues that today's accountants may face, while maintaining ethical behaviour and professionalism.

8. Expanded Course Description:

Today's professional accountants may take on different roles such as assurance, financial reporting, managerial, treasury, tax or business advisory etc. They may also work in a variety of organizations such as private and publicly listed companies, not-for-profits, or governments. In order to be successful in whichever role they may take, students need to equip themselves with not only technical knowledge but also the ability to solve problems utilizing analytical and integration skills. Students should also begin to develop professionalism in their work: they should be able to communicate clearly both written and oral, work effectively in teams, and maintain ethical behaviour.

The objective of this course is therefore to guide students to apply analytical skills when solving problems that professional accountants may face with integration of various technical areas. Through extensive teamwork, report writing, and presentation, students are encouraged to continue developing the skills that professional accountants should possess.

9. Evaluation:

Individual Participation	10%
Group Presentations	15%
Group Case Reports	20%
Team Evaluation Report	5%
Case Exam #1	20%
<u>Case Exam #2</u>	<u>30%</u>

Total 100%

10. Integrated Courses:

None

11. Rationale:

The main objective of the program is to develop both the technical and enabling skills of the student to become professional accountants. Four of the courses focus mainly on technical knowledge and this course aims at developing the enabling skills that students should possess to become successful professional accountants.

This course will be offered twice a year.

12. Faculty Resources:

*Tenured: Patrice Gelinias MBA PhD CFA
Joanne Jones MBA PhD CPA, CA
Liona Lai PhD CPA, CA
Joanne Magee MBA LLM FCPA, FCA CFP
Untenured: Haiping Wang PhD*

13. Crosslisted Courses:

None

14. Bibliography and Library Statement:

There is no textbook for this course. Materials will consist of a course kit and also cases developed by professional accounting organizations.

*Reference materials:
CPA Canada Standards and Guidance Collections, CPA Canada
Income Tax Act*

15. Physical Resources:

Classes will be conducted in lecture rooms with computer equipment.