

Change to Program/Graduate Diploma Academic Requirements Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: Master of Accounting

2. Effective Session of Proposed Change(s): Summer 2020

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The program proposes to replace ACTG 6701 3.0 Integrative Tax: Cases and Analysis with ACTG 6601 3.00 Management Accounting: Strategy & Performance.

Rationale The Master of Accounting Program (MAcc) was designed with the traditional role of the public accountant in mind. This role has seen a dramatic shift in emphasis in the competencies required and the proposed program change seeks to reflect that changed emphasis caused by the trends described below:

i) Professionalization of the Taxation field The role of the public accountant has traditionally called for levels of technical expertise in the areas of Taxation and Assurance that were substantially higher than that of the other two core disciplines in the field (Management Accounting and Finance). As a result, the distribution of credit hours in the MAcc currently displays a stronger emphasis on courses in the areas of Taxation and Assurance. Over the years as Taxation as a field has become more technical and more complex, the field itself has become more professionalized (including amongst other things a separate professional designation). There now also exist in Ontario and elsewhere, a number of high quality specialized Master degrees in Taxation, and many post qualification training opportunities for professionally qualified accountants who wish to specialize in the field of taxation. As a result of these developments, the level of specialist taxation knowledge expected of professionally qualified accountants has reduced dramatically.

ii) Performance and Strategic Management roles. Accompanying the above trend has been a dramatic shift in the career opportunities for newly qualified professional accountants with many landing in Performance and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Additionally, increased competency in these areas has also become a requirement of those newly qualified accountants who choose to follow the public accounting route. As a result, the expected competency level of MAcc graduates in the disciplines of Management Accounting and Strategy has increased

The proposed program change therefore seeks to shift the current emphasis of the MAcc, to better reflect this dramatic shift in the skill set required of newly qualified accountants. We do so by dropping one tax course in the program and replacing it with a course that sharpens students' competency in the areas of Management Accounting and Strategy.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The outline of the changes is shown in the table below. The students will have a stronger grasp of the techniques of Management Accounting and their link with Strategic planning This directly supports the program's objective which is to provide students with the relevant academic knowledge and skills they need to function as professional accountants.

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
1	ACTG 6140 3.00 Intermediate Financial Accounting II ACTG 6600 3.00 Auditinf Standards and Applications ACTG 6710 3.00 Introduction to Income Taxation ACTG 6550 1.50 Advanced Management Accounting ACTG 6201 1.50 Multicompetency Case Analysis for Accountants ACTG 6250 3.00 Financial Reporting and Analysis	1	ACTG 6140 3.00 Intermediate Financial Accounting II ACTG 6600 3.00 Auditinf Standards and Applications ACTG 6710 3.00 Introduction to Income Taxation ACTG 6550 1.50 Advanced Management Accounting ACTG 6201 1.50 Multicompetency Case Analysis for Accountants ACTG 6250 3.00 Financial Reporting and Analysis
2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6720 3.00 Advanced Income Taxation ACTG 6730 3.00 Managerial Tax Planning	2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6720 3.00 Advanced Income Taxation ACTG 6730 3.00 Managerial Tax Planning
3	ACTG 6701 3.00 Intergrative Tax: Cases and Analysis ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis ACTG 6150 3.00 Complex Financial Reporting Issues ACTG 6401 3.00 Advanced Integrative Case Analysis ACTG 6501 3.00 Intergrative Case Analysis-the Capstone	3	ACTG 6601 3.00 Management Accounting: Strategy & Performance ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis ACTG 6150 3.00 Complex Financial Reporting Issues ACTG 6401 3.00 Advanced Integrative Case Analysis ACTG 6501 3.00 Intergrative Case Analysis-the Capstone

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

This change occurs in coordination with the Diploma in Advanced Accounting and Diploma in Intermediate Accounting. Consultations occurred within the Schulich accounting area, with the Schulich AD Academic and the Student Services unit. Approval of this change includes approval by the Programs Coordinating Committee, which ensured coordination with and approval by other relevant Schulich program representatives.

d) A summary of any resource implications and how they are being addressed. (Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if

new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.)

As this change involves the replacement of one course with another, there are no resource implications

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

This change will come into effect after students who are currently enrolled in the program have graduated

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

This change does not affect existing the Calendar copy of the program

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)

Table: Expected Learning Outcomes

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2			TERM 3									
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG66160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6150 3.0
1. Breadth and Depth of Knowledge																	
Have high levels of proficiency in all of the major practice areas of accountancy including: Performance Measurement and Financial Reporting; Audit and Assurance and Taxation	Students are required to take a minimum of 30.0 credit hours of courses that cover these four broad areas of accountancy practice. These courses are advanced in nature and build on prior knowledge in these fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the production and audit of financial statements for public and private companies.	The advanced technical knowledge gained in these courses is further enhanced through 10.5 credit hours of case based courses which cover all of this technical material in an integrative way.	•		•		•	•		•	•					•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6150 3.0
2. Research and Scholarship																	
Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.	•	•			•	•		•	•			•		•	•	•
Can demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.		•	•	•	•	•	•	•	•	•	•						•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6150 3.0
3. Level of Application and Knowledge																	
Make sound decisions in complex situations by applying a mix of evidence, reason, and judgment while considering multiple perspectives	Through 13.5 credit hours of case courses students learn to apply and integrate the knowledge from the various sub-fields of professional accountancy to complex business situations.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply their knowledge to novel applications and contexts including different organizations and industries	Case courses of increasing complexity develop students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.		•	•			•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
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4. Professional Capacity/ Autonomy																	
Show the ability to respond effectively to the ethical dilemmas that accountants face;	In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply ethical frameworks and professional standards to resolve them;	Students take 13.5 credit hours of case courses to develop their critical thinking skills. Ethical decision making is a central theme of all of the program's case based courses.					•		•			•	•	•	•	•		
Demonstrate the ability to act with integrity, transparency and in the public interest.	Ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses. In addition Professional and Ethical Behaviour is a core element of ACTG 6801 Strategic Leadership Planning and Case Analysis	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
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5. Level of Communication Skills																	
Be able to write concise, well-structured and well researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	•	•	•		•	•		•	•	•	•	•	•	•	•	•
Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports.		•	•	•		•	•		•	•	•		•	•	•	•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
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6. Awareness of Limits of Knowledge																	
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching, will illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
In realistic scenarios, can demonstrate their ability to distinguish between and resolve problems that can be solved using available knowledge despite insoluble issues that need to be managed.	In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



Management Accounting: Strategy and Performance

Course Outline

Summer 2020

Saturday(s) or Sunday(s): XXXXXXXXXX

Time: XXXXXXXXXX

<p>Instructor Office: S344D, Seymour Schulich Building Office hours:</p>	<p>Faculty Secretary S344K, Seymour Schulich Building</p>
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Instructor

Joelle Pokrajac has been a part time instructor at the Schulich School of Business since 2011. Joelle currently teaches courses in management and financial accounting at the undergraduate and graduate level. She holds a CPA-CMA designation as well as an MBA.

Brief Description

This course builds on the previous management accounting courses, and further develops students’ problem-solving and decision-making skills. It will address areas of Managerial Accounting, Strategic Management and Planning, and Performance Management. It will enhance problem-solving skills and analysis for internal accounting requirements. The course will focus on recapping and fine-tuning skills previously acquired by student and introducing further case analysis and deeper levels of analysis. The course will also aid in preparation of the case analysis for Day 1 of the CFE.

Prerequisite: MACC 6301

NOTE: Open only to MACC students in the CPA accredited program.

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Course Learning Outcomes

This course builds on the content of ACTG 5211 and ACTG 6550 for DIAC/MAcc stream students and ACTG 2020 and ACTG 4400 for I/BBA stream students. It uses individual and group cases to develop students problem-solving and decision-making skills. It also helps to prepare students for Day 1 of the Chartered Professional Accountants' (CPA) Common Final Exam (CFE).

The overall object of this course will be to focus on recapping and fine-tuning skills previously acquired and introducing further case analysis and deeper levels of analysis. It will include many concepts and tools that practicing managers use to make decisions, plan for businesses, assess results, motivate and evaluate the organization and its management. Topics covered will include variance analysis, decision making, managing scarce resources, budgeting, cashflow analysis, product costing and pricing, capital budgeting and tax implications, reward systems, governance and ethics.

In summary, this course will give students the knowledge they need to:

- Demonstrate critical thinking to identify the issues, assess the situation, consider alternatives and to provide well supported recommendations for internal decision makers.
- Ability to integrate and synthesize all of the information provided to see the “big picture” and impact of one analysis on another analysis.
- Integrate technical knowledge, strong analytical skills and demonstrate enabling skills.
- Apply the knowledge they have acquired thus far in the Master of Accounting program.
- Apply professional judgement and demonstrate ethical decision making.

Deliverables at a Glance

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

Assignment/Task	Quantity	% Weight	Total %	Author
Assigned Work Due	Various	25%	25%	Individual/Group
Midterm Examination	1	35%	35%	Individual
Final Examination	1	40%	40%	Individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” and “Evaluation of Written Assignments/ Projects and Exams”.

Course Material

Required readings for this course include materials that have been used in your previous accounting courses and other business and strategic courses. Your textbooks from other courses (e.g. finance, tax, financial and management accounting etc.) will be used throughout the course. We will also be utilizing resources from the CPA Canada website (CPACanada.ca)

Each section of a Schulich-based course has a Canvas module created which includes some important general information for Schulich students. The database will be used to post PowerPoint slides, cases and other materials for each class in advance. If you wish a hard copy of the PowerPoint slides, you should print a copy before each class. Group e-mails will be sent out periodically with any special announcements. Therefore, it is important to check your Schulich e-mail account on a regular basis.

Student Preparation for Class and Class Participation: Expectations

This course will focus on advanced strategic management accounting topics. There will be a significant emphasis placed on case analysis. You are encouraged to take an active part in the course discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, so meaningful classroom contribution is expected.

Organization of the Course

The course will be delivered over four days spread out over the summer term. Every day specific task will be assigned to prepare for the class. Cases and technical problems will be completed in class and for examinations.

Class Participation

Class participation will consist of class discussions, it may include small group and individual presentations. Assigned work will be read and the required task must be prepared ahead of each class. Class participation is an integral component of this course, students should ensure that they arrive to each class ready to contribute to class activities.

Students from the I/BBA stream should review the content of ACTG 2020 and 4400. Students from the DIAC/MAcc stream should review MACC 5211 and ACTG 6550 before the first class.

Written Assignments/Projects and Exam[s]: Descriptions

Due Date

Various Assigned Work
Value: 25%

TBD Midterm
Duration: 4 hours
Value: 35%

TBD Final
Duration: 4 hours
Value: 40%

Evaluation of Written Assignments/Projects and Exams

Mechanical calculators which operate silently may be used during the examination. Calculators may not be shared during the examination. All examinations are closed-book with no crib sheets. Laptop computers, cell phones, dictionaries, extra papers and crib sheets are not permitted in the examination.

Examinations may cover material taken up to and including the previous class. The course is cumulative, therefore, examinations may include material from other courses taken in the Master's program. Unless there are extenuating circumstances, absences from exams are not permitted.

Competency Based Marking

An assessment guide will be used for marking of deliverables. This assessment guide uses competency based marking similar to what is being used on the professional exams for accounting. The assessment guides will be explained further in class. Marks are assigned based on whether you are nominal competent, reaching competent, competent or competent with distinction by each indicator.

Assigned Work

The assigned work to hand in may include in-class cases, small cases and technical mini-assignments. The marks assigned will be provided on Canvas.

Midterm

The midterm exam date is **TBD**. The midterm will include both technical and case questions. Assessment guides and competency-based marking will be used for evaluation purposes.

Final Exam

The final exam date is **TBD**. The final exam will a 4 hour-long case linked to the Capstone 1 Case as provided by CPA Canada.

Calculation of Course Grade

Assigned Work

The mark is based on individual assignments submitted within Canvas, work done in class and potentially completion of assigned webinars or other required exercises.

Midterm

The number of marks for each question will be identified on the midterm. A numerical grade will be assigned for the midterm. An assessment guide and/or competency-based evaluation guide will be used to mark some sections of the midterm.

Final Exam

The number of marks for the case will be identified on the final. A numerical grade will be assigned for the final. A competency-based evaluation guide will be used to mark the case in the final exam.

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades provide students with important feedback on their understanding of the course material, mastery of learning outcomes, and where they need to improve.

The guidelines below help ensure that grading practices are accurate, transparent, and consistent.

Process

A grade on a component (e.g., midterm) may be denoted as a percentage, grade-point, or letter.

If a grade is denoted as a percentage or letter, a student can determine their grade point by associating the percentage or letter with Schulich's 9-value index system discussed below.

For each graded component, a student will be informed of the class grade:

- breakdown (e.g., by range)
- average

At the end of the semester, grades for each component will be multiplied by the weighting of that specific component and summed to determine the total average grade which will be converted into a letter grade. The letter grade corresponds to Schulich's 9-value index system as discussed below.

In general, earlier components are likely to have lower grades and such grades are generally expected to increase, as students learn and master the material (i.e., as the semester progresses).

Schulich's 9-value index system for masters-level students is as follows:

Grade	Grade Point / Index Value	Percentage Points (guideline only)	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49%	Failing

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found on the Schulich website:

<http://schulich.yorku.ca/current-students/academic-honesty/>

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see <http://cds.info.yorku.ca/>.

Exams (Absence from)

Mid-term: Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file. If a midterm is missed based on an acceptable (refer to Student Services guidelines) documented

reason your midterm mark will be allocated to the final examination i.e. you will write the final exam for the combined midterm and final exam marks.

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services, Associate Director (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an “Attending Physician’s Statement.” For a copy of this document, visit <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>.

After these two steps are completed and approval has been granted by Student Services, you may write the deferred exam at a date and time to be arranged by the Accounting Specialization Area.

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Quick Reference: Summary of Classes, Activities and Deliverables

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted in the course Canvas, and where such changes need to be announced between class sessions, an email will be sent to students’ Schulich email accounts, notifying them of the change.

Day 1	Day 2	Day 3	Day 4
<ul style="list-style-type: none"> - Course overview - Introduction to CFE CPA Canada website resource: “CPA Common Final Examination BOARD OF EXAMINERS’ REPORT PART A — The Day 2 and Day 3 Report” from prior year Identification of common CFE MA topics MA Terminology and Topics 	Midterm Exam (individual) (35%)	Midterm – return marked responses, full take-up and debrief In Class Practice Case and Take up. (CVP and Budgeting)	Final Exam (individual) (40%)

Capital Budgeting/Cash Flow Analysis / Financial Projections			
Decision Making CVP – Contribution Margin Product Costing (Absorption vs. Variable)	Performance Management System Managerial Controls and Responsibility Centres (ROI, RI, BSC) Transfer Pricing Variance Analysis (cost / revenue)	CFE Day 1 Case – Guidance and Format CPA Canada website resource: “CPA Common Final Examination BOARD OF EXAMINERS’ REPORT PART B — The Day 1 Report” from prior year	Final Exam – full take-up and debrief