

## FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2020-21 academic year  
will be held remotely via Zoom on Friday February 5<sup>th</sup> at 11:30am.

### AGENDA

		Page
1.	<b>Welcome &amp; Chair's Remarks</b> (5 mins)	
2.	<b>Update on Decanal Search</b> (10 mins)	3-4
3.	<b><u>Dean's Remarks</u></b>	
	a) <b>SSB Budget Update</b> (10 mins)	
	b) <b>Q&amp;A Open Space Discussion</b> (15 mins)	
4.	<b>PhD/GBC/UBS Initiatives</b> (15 mins)	
5.	<b>ADR Initiatives- T. Noseworthy</b> (15 mins)	
6.	<b>Call for Nominations – 2021 Honorific Professorships (T.Noseworthy)</b>	5-6
7.	<b>Adjournment</b>	

### CONSENT AGENDA

*A consent agenda item is deemed to be approved unless, at any moment before or during the meeting, a member of the Faculty Council of the Schulich School of Business advises the Chair of his or her request to debate it.*

		Page
1.	<b>Enquiries &amp; Communications</b>	
	a) <b>For Information:</b> Extending Use of Duolingo Language Placement Test (2020.12.11)	7
	b) <b>For Information:</b> Senate Synopsis (2020.11.26)	8 – 11
2.	<b>Nominating Committee</b> (A. Joshi)	
	a) <b>Updated Nominating Slate</b> for 2020-2021	12 – 20
3.	<b>BBA/iBBA Program Committee</b> (M. Valente)	
	a) <b>New Course Proposal</b>	
	1. FINE 3310 3.0 - Econometrics of Financial Markets ( <i>new course proposal</i> )	21 - 37
	b) <b>Course Change</b>	
	2. ACTG 4200 3.0 - Contemporary Issues in Accounting ( <i>pre-requisite change</i> )	38 – 41
4.	<b>EMBA Program Committee</b> (M. Kipping / M. Annisette)	
	a) <b>New Course Proposal</b>	
	1. EMBA 6185 2.00 Leading the Strategic Change Process	42 - 50

**5. Master Programs Committee (M. Annisette)**

**a) Course Changes**

- |   |                  |
|---|------------------|
| 1. ACTG 5100 3.00 ( <i>description &amp; learning outcomes</i> ) (V. Trivedi) | <b>51 – 78</b>   |
| 2. ACTG 5210 1.50 ( <i>description &amp; learning outcomes</i> ) (V. Trivedi) | <b>79 – 97</b>   |
| 3. MACC 5211 3.00 ( <i>pre/co-requisite change</i> ) (V. Trivedi)             | <b>98 - 115</b>  |
| 4. ACTG 6120 3.00 ( <i>pre-requisite change</i> ) (V. Trivedi)                | <b>116 - 141</b> |
| 5. ACTG 6160 3.00 ( <i>pre-requisite change</i> ) (V. Trivedi)                | <b>142 - 166</b> |
| 6. FNEN 6820 3.00 ( <i>Recode to MFIN 5520</i> ) (M. Cao)                     | <b>167 – 170</b> |

**6. Minutes of the Last Meeting: 2020.12.11**

**171 - 175**

**Upcoming Meeting Dates for 2020-2021:**

**Schulich Executive Committee:**

Friday, February 26, 2021

Friday, April 9, 2021

**Schulich Faculty Council:**

Friday, March 12, 2021

Friday, April 16, 2021

## Memorandum

To: Cameron Graham, Chair, Schulich Faculty Council

From: Lisa Philipps, Provost & Vice-President Academic  
Chair, Search Committee for Dean of SSB

Date: February 3, 2021

Subject: Update on Dean Search



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Following is a message for the February meeting of Schulich Faculty Council.

Dear colleagues,

I am pleased to provide a very brief update to Faculty Council on the search for the next Dean of the Schulich School of Business.

I appreciate the attention of Faculty Council to the identification of excellent members for the search committee, which is now almost complete. The following members have been named thus far:

**Chair:**

Lisa Philipps, Provost & Vice-President Academic

**Tenure Stream Faculty Members:**

Melanie Cao

Avis Devine

Giri Kanagaretnam

Nicole Mead

Theo Peridis

Kevin Tasa

Mike Valente

**Contract Faculty Member:**

Chris Carder

**Staff members:**

Hollis Sinker (CPM)

Kathleen Welsby (YUSA)

**Students:**

Denis Keimakh (graduate student)

1 undergraduate student TBA

**Alumni:**

1 TBA

**Secretary (non-voting):**

Marla Chodak, Provost's office

I am very grateful to these colleagues for their willingness to serve on the committee. President Lenton has indicated that, given the importance of this search for the School and the institution, she will sit as a member of the committee rather than naming a designate. We are in discussions with the Faculty Executive Committee regarding the identification of an alumni representative.

In collaboration with our search consultants at Russell Reynolds, an advertisement of this opportunity is being placed and recruitment will begin imminently. A first meeting of the search committee is being scheduled, at which the position description will be finalized. We very much appreciate the input of members of Council to the draft document; the final version will be provided to Council for its records.

Finally, we encourage members of Council to forward to the lead search consultant (Anne Coyle: [Anne.Coyle@russellreynolds.com](mailto:Anne.Coyle@russellreynolds.com)) suggestions of potential candidates.

We look forward to moving forward with this important search.

Cc: Michelle Machado, Secretary of Council





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# Memorandum

To: Vice-Presidents  
Deans and College Heads  
Directors of Research Centres and Institutes  
Faculty Council Chairs

From: Shayna Rosenbaum, Chair, Senate Committee on Awards

Date: January 19, 2021

Subject: Call for nominations: Honorific Professorships

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I am writing on behalf of the Senate Committee on Awards to encourage you to submit nominations for University Professorships and to promote the submission of nominations among your colleagues.

The **University Professorship** is a prestigious award conferred on a member of the faculty who is recognized by their peers for scholarship, teaching and particularly for participation in University life or contribution to the University as a community.

The University Professor will be a long-serving tenured faculty member who has demonstrated a commitment to participation in University life and/or contribution to the University as a community, as well as appropriate levels of scholarship and teaching success. Such achievement fulfills the following requirements:

- significant long-term contribution to the development or growth of the University or of its parts;
- significant participation in the collegium through mentorship, service and/or governance;
- sustained impact over time on the University's teaching mission; and
- recognition as a scholar.

Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including the nominee's c.v., a detailed letter of nomination explaining how the candidate's achievements conform to the general criteria, along with **three (3) letters of support** from those in a position to comment on the nominee's achievements and contributions.



The **Distinguished Research Professorship** is awarded to a member of the faculty who has made outstanding contributions to the University through research.

As set out in the [Senate Policy on Honorific Professorships](#), there may be “no more than twenty-five active... Distinguished Research Professors” at any one time. Currently, there are twenty-five active Distinguished Research Professors. Accordingly, a Distinguished Research Professor competition **will not be held** during the 2020-2021 year.

#### **Nomination Information**

The [Senate Policy on Honorific Professorships](#) and the [nomination form](#) are available on the [Awards Committee website](#). While the principal criteria are set out in the Senate Policy, York strongly values diversity and equity within its community and encourages nominations of those who are under-represented in recent competitions.

Nominations for the University Professorship should be submitted by **Friday, March 5, 2021**, electronically to the Committee Secretary at [hbarron@yorku.ca](mailto:hbarron@yorku.ca).

Please note that, as set out in the Policy, the committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee’s home Faculty and invite the Dean to add a confidential letter of commentary on the nomination.

Nomination files of those not selected for the University Professorship will be held for reconsideration by the Awards Committee for three years, provided the nominee remains active at the University.

## COVID-19 Pandemic and Academic Continuity

### Extending Use of Duolingo Language Placement Test

**11 December 2020**

The Senate Executive Committee continues to monitor the impact of the pandemic-related disruption under the auspices of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* (the Disruptions Policy).

With recruitment activities in progress for the Summer 2021 session, and planning underway for the FW 2021-2022, the Senate Executive Committee has authorized extension of a temporary change to policies and practices.

#### **Extended use of the Temporary Language Proficiency Testing Model for Admission to Undergraduate and Graduate Programs**

Due to the continuation of the COVID-19 pandemic, language testing centers have remained closed around the world. To provide a reliable alternative for international students and the University, Senate Executive has authorized the following:

The use of the **Duolingo English Language Placement test** for the **Summer 2021** and **Fall/Winter 2021-2022** sessions as an acceptable language proficiency test for admission to undergraduate and graduate programs for students who cannot access existing University-recognized language tests.

Maintaining the requirement of **115 as the minimum test score** on the Duolingo placement test as the basis for admission in the **Summer 2021** and **Fall/Winter 2021-2022 sessions**; and that students entering York University through a bridge program must have a Duolingo score that aligns with the program's required IELTS or TOEFL score and will undergo additional assessment from York to confirm that written and verbal submissions meet institutional standards.

Senate Executive will continue to meet to assess the academic implications of the disruption in conjunction with the Provost. Further adjustments to regulations, schedules and deadlines may also be made in response to evolving circumstances and any further decisions deemed necessary by the University to ensure the safety of all community members.

Members of the community are urged to familiarize themselves with the Senate Policy, and to watch the University and Senate websites for updates.

#### **Senate "Disruptions Policy"**

<http://secretariat-policies.info.yorku.ca/policies/academic-implications-of-disruptions-or-cessations-of-university-business-due-to-labour-disputes-or-other-causes-senate-policy-on-the>

## **The 671<sup>st</sup> Meeting of Senate held on Thursday, November 26, 2020 via Zoom**

### **Remarks**

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting and extended appreciation for their continued participation in collegial governance processes while balancing other activities and duties during the University's remote operations. Acknowledging the landmark decision made by Senate in October to change the University's grading scheme and progression standards, the Chair applauded the Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) and its current and former Chairs, Senators Chloë Brushwood Rose and Kim Michasiw, respectively, for shepherding efforts associated with the initiative.

In the context of the second wave of the COVID-19 pandemic and enhanced restrictions in the City of Toronto, President Rhonda Lenton's remarks included the following:

- gratitude to members of the University community for their efforts to maintain University operations during these uncertain times
- the importance of working together collectively to simultaneously respond to the pandemic and look ahead to post-pandemic recovery
- an update on the University's enrolment picture which is generally positive thanks in part to strengthened Strategic Enrolment Management efforts in recent years, with overall Fall 2020 enrolment numbers anticipated to exceed pre-pandemic targets despite declines in intake among domestic students at the undergraduate and graduate levels and international students
- results of a recent survey about the student experience in the remote delivery context, which suggest some uncertainty in terms of student retention going forward
- the timeliness of reflecting on who York's students are and what new emerging programming the University might offer in view of the anticipated increase in demand for upskilling and training as a result of the pandemic and advances in artificial intelligence and automation and the provincial government investment of \$59.5M to support Ontario's micro-credential strategy
- the impacts of the pandemic on research and innovation productivity

- best wishes for the holiday season

The monthly “Kudos” report on the achievements of members of the York community can be accessed with other documentation for the meeting.

## **Reports**

### **Academic Colleague to the Council of Ontario Universities (COU)**

Speaking to the written report included in the agenda, the Academic Colleague to COU, Senator Brenda Spotton Visano, reported on the October COU meetings in which new COU President and CEO Steve Orsini conveyed COU’s three key priorities and a number of updates were provided on policy matters and initiatives under discussion at the provincial level.

## **Facilitated Discussion**

Under the auspices of the Executive Committee, a facilitated discussion was held on planning for the delivery of academic programs in the Fall/Winter 2021-2022 academic year, with Senators invited to share comments and observations on the following question:

As in-person teaching and learning gradually return to York’s campuses, what pedagogical or curricular insights should be retained from the experiences of the pandemic, and how will these experiences shape the way that students learn, as well as the way that academic programs are designed and delivered in future?

A wide-ranging discussion ensued in which a number of themes surfaced, including the challenges and opportunities encountered by students and faculty members in the remote course delivery environment, the timeliness of considering the development of a pan-University understanding of online learning and the clarification of Quality Assurance parameters around changes to the mode of program delivery post-pandemic, and the importance of grounding all program planning decisions in supporting the achievement of program learning outcomes.

Senators’ input was gratefully received and, along with feedback from Faculty Councils, will inform local and pan-University planning and decision-making as appropriate for the 2021-2022 academic year.

## **Approvals**

Senate approved the recommendation of its Academic Policy, Planning and Research Committee to change the name and mandate of the Institute for Research on Digital Learning, to be called the Institute for Research on Digital Literacies going forward.

On the recommendation of its Academic Standards, Curriculum and Pedagogy Committee, Senate approved a minor revision to the *Policy on York University Grading Schemes*.

## **Committee Information Reports**

### **Executive (Professor Mario Roy, Vice-Chair)**

The Executive Committee's information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities, with actions pertaining to the disruption outlined in its written Report
- its approval of members of Senate committees nominated by student Senators
- its review of the Faculty Council rules and procedures of the Osgoode Hall Law School and the School of the Arts, Media, Performance & Design
- additions to the pool of prospective honorary degree recipients and the decision supported by the Sub-Committee on Honorary Degrees and Ceremonials for the University to issue digital copies of diplomas to graduates so they can have timely confirmation of their credential
- an update on its membership for 2020-2021
- the anticipated cancellation of the December Senate meeting

### **Academic Policy, Planning and Research (Professor Brenda Spotton Visano, Chair)**

APPRC reported on the following items:

- Committee input to the President, Provost and Vice-President Finance and Administration on the university budget consultation
- the initiation of preliminary discussions about academic governance structures and processes for Markham Centre Campus

- its receipt of a Report from the Organized Research Units (ORU) Sub-Committee and a briefing from the Vice-President Research and Innovation on the report on the internal audit of ORUs
- the plans for the VPRI to deliver his Annual Report in February once external data has been obtained and analyzed
- its discussion with the Provost on the Faculty Complement Renewal Strategy
- its concurrence with a proposal from the Provost to establish the Helen Carswell Chair in Dementia Care, which will proceed to the Board for review
- an update on its membership for 2020-2021

### **ASCP (Professor Chloë Brushwood Rose, Chair)**

ASCP's information items included an update on recent implementation activities associated with the transition to the new grading schemes and the following minor changes approved by the Committee.

#### ***Faculty of Education***

Discontinuation of the stop-out pathway for the Bachelor of Education program

#### ***Faculty of Graduate Studies***

Changes to admission requirements for the Master of Business Analytics program, Schulich School of Business

Changes to admission requirements for the Master of Management in Artificial Intelligence program, Schulich School of Business

Changes to Graduate Studies Regulations on Academic Honesty, Balance of Degree Fees and Registration

### **Additional Information about this Meeting**

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, November 26, 2020 meeting for details about these items.

<https://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/>

### **January Meeting of Senate**

Senate's next meeting will be held at 3:00 pm on Thursday, January 28, 2021.

**SCHULICH SCHOOL OF BUSINESS  
NOMINATING COMMITTEE SLATE FOR 2020-2021**

**Chair of Council:** Cameron Graham  
**Vice Chair:** Ruodan Shao

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

**COMMITTEES OF FACULTY COUNCIL**

**Executive Committee:**

<b>Chair:</b>	Cameron Graham
<b>Secretary</b>	<b>Michelle Machado</b>
Ex Officio Voting Members:	
Interim Dean	Detlev Zwick
Vice-Chair Faculty Council	Ruodan Shao
Associate Dean Academic	Marcia Annisette
Associate Dean Research	<b>Theodore Noseworthy</b>
AD Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	<b>Theodore Noseworthy</b>
Nominating Committee	Ashwin Joshi
Student Affairs	Henry Kim
Tenure and Promotion	Moren Levesque
BBA/iBBA Program Committee	Mike Valente
EMBA Program Committee	Matthias Kipping
PhD Program Committee	Eileen Fischer
Masters Programs/Programs	Marcia Annisette
Coordinating Committee	
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Ashwin Joshi
IMBA	Alexandra Campbell
MAcc	Viswanath Trivedi
MSCM	Dave Johnston
MMkg	David Rice
EMBA	Matthias Kipping
PhD	Eileen Fischer
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Kevin Tasa
MBAN	Murat Kristal
MMAI	Murat Kristal
GBC President	Azra Samji
UBS President	Balaaj Durrani
PhD President	Pouyan Tabasi Nejad

**Ph.D. Program**

<b>Chair:</b> Program Director	Eileen Fischer
<b>Secretary:</b>	Stephanie Allen
ACTG	Jeff Everett
FINE	Yisong Tian



MKTG  
OMIS  
ORGS  
PLCY

Ela Veresiu  
Manus Rungtusanatham  
Maxim Voronov  
Rob Phillips

Elected Student Members:	
Ph.D. Rep.	Pouyan Tabasi Nejad
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Executive Director Student Services and International Relations (Interim)	Lindsay Hillcoat

### Master Programs/Programs Coordinating Committee

<b>Chair:</b> Associate Dean Academic	Marcia Annisette
Secretary:	Laura Da Silva
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Ruodon Shao
PLCY	Anoop Madhok
BBA/iBBA	Farrokh Zandi
Elected Student Members:	
1 <sup>st</sup> yr MBA rep.	Shaurya Arora
2 <sup>nd</sup> yr MBA rep.	Annabelle Chan
1 <sup>st</sup> yr IMBA rep.	Taslima Rashid
2 <sup>nd</sup> yr IMBA	Shigenobu Kanao
Student Rep BBA/iBBA	Kunal Chopra
Student Rep BBA/iBBA	Troy Dhillon
Student Rep MAcc	Wang Mingyang
Student Rep MBAN	Zareen Hossain
Student Rep MFIN	Ketaki Gadre
Student Rep MMAI	Shaoshi Zhang
Student Rep MMGT	Masooma Munir
Student Rep MMKG	Ahmad Shekib
Student Rep MREI	Mohammad Saalik Soleja
Student Rep MSCM	Parthiban Dhakshnamurthy
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Director BBA/iBBA	Mike Valente
Director IMBA	Alex Campbell
Director MAcc	Viswanath Trivedi
Director MBA	Ashwin Joshi
Director MBAN	Murat Kristal
Director MFIN	Melanie Cao
Director MMAI	Murat Kristal
Director MMGT	Kevin Tasa
Director MMKG	David Rice
Director MREI	Jim Clayton
Director MSCM	Dave Johnston
Director MBA/JD	Peter Macdonald
Director SCTE	<b>Tom Medcof</b>

EE Lead	Minerva Cernea
eLearning Lead	Ingo Holzinger
MGMT 6100 Coordinator	Ingo Holzinger
Ex Officio Non-Voting Members:	
Student Services Rep.	Lindsay Hillcoat
Rep IST	Mark Orlan
Rep CDC	Rob Hines
Rep Alumni	TBD
Interim Director, Academic Affairs	<b>Michelle Machado</b>

### BBA/iBBA Programs:

<b>Chair:</b> Program Director	Mike Valente
Secretary:	Nikki Jagdeosingh
OMIS	Adam Diamant
ORGS	Brent Lyons
FINE	Eli Prisman
PLCY	Willow Sheremata
ACTG	Linda Thorne
MKTG	Grant Packard
Elected Student Members:	
1st yr BBA rep.	Hitik Ajwani
2nd yr BBA rep.	Carmine Reda
3rd yr BBA rep.	Tanya Anand
4th yr BBA rep.	Samantha Samlal
iBBA rep.	Oran Morris
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Assoc. Director, BBA/iBBA	Farrokh Zandi
Non-Voting Members:	
Director SCTE	<b>Tom Medcof</b>
Student Services Rep.	Luba Pan
Career Centre Rep.	Phanindra Deonandan
Interim Director, Academic Affairs	<b>Michelle Machado</b>

### Master's Admissions:

<b>Chair:</b>	Kiridaran Kanagaretnam
Secretary:	TBD
MREI	Jim Clayton
ACTG	Sylvia Hsu
MKTG	Yigang Pan
ECON	Perry Sadorsky
FINE	Aleksandra Rzeznik
REAL	Sherena Hussain
PLCY	Charles McMillan
PLCY	Burkard Eberlein

Student Member:	
MBA rep.	Azra Samji
Ex Officio Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	TBD

**Nominating:**

<b>Chair:</b>	Ashwin Joshi
Secretary:	Nikki Jagdeosingh
PLCY	Yuval Deutsch
PLCY	Theo Peridis

## Elected Student Members:

GBC President	Azra Samji
UBS President	Balaaj Durrani

## Ex Officio Members:

Associate Dean Academic	Marcia Annisette
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**Research & Library:**

<b>Chair:</b>	Assoc. Dean, Research	<b>Theodore Noseworthy</b>
Secretary:		Farhana Islam
<b>ACTG</b>		<b>Charles Cho</b>
ENTR		Geoffrey Kistruck
ORGS		Winnie Shen

## Elected Student Members:

MBA Rep.	Denis Keimakh
BBA/iBBA Rep.	Shirin Dinyarian

## Ex Officio Voting Members:

Bronfman Business Librarian	Stephanie Quail
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## Ex Officio Non-Voting Members:

Research Officer	Farhana Islam
Exec. Director IST	Mark Orlan

**Student Affairs:**

<b>Chair:</b>	Henry Kim
<b>Vice-Chair</b>	Moshe Farjoun
Secretary:	Rachel Ricer
ACTG	Matt Bamber
ENTR	Geoffrey Kistruck
FINE	Ambrus Kecskes
FINE	Melanie Cao
FINE	Foroughi Pouyan
MREI	Avis Devine
OMIS	Isik Bicer
ORGS	Luke Zhu
PLCY	Steve Weiss

## Elected Student Members:

Grad Rep.	Annabelle Chan
Grad Rep.	Kunal Jakhar
Undergrad Rep.	Mehak Shah
Undergrad Rep.	Meena Shanmuganathan

## Ex Officio Voting Members:

Associate Dean Academic	Marcia Annisette
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## Ex Officio Non-Voting Members:

Associate Dean Students	Kiridaran Kanagaretnam
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**Tenure & Promotions**

<b>Chair:</b>	Moren Levesque
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Secretary	Sabine Friedrich
<b>Core Members Continuing</b>	
ACTG	Kiridaran Kanagaretnam
<b>Acclaimed</b>	
FINE	Moshe Milevsky
MKTG	Peter Darke
Ph.D. Rep	Hussein Fadlallah

**Noncore Members:**

ACTG	Sylvia Hsu, Sandy Qu
OMIS	Murat Kristal, Scott Yeomans
ORGS	Kevin Tasa, Ruodan Shao, Irene Henriques
MKTG	Eileen Fischer, Grant Packard
PROP	James McKellar, Jim Clayton

**Tenure & Promotions Appeals**

ACTG	Dean Neu
FINE	Mark Kamstra
MKTG	Russell Belk

**Kellogg-Schulich Executive MBA Program Committee:**

<b>Chair:</b>	Marcia Annisette
Secretary:	Ardene Harris
Academic Program Director	Matthias Kipping
ORGS	Mike Valente
OMIS	Moren Levesque
Associate Dean, Global Programs	TBD
Director EMBA Global Network (Kellogg)	Melissa Holland
Director, Academic Affairs	Chris Bray
Assistant Dean, Exec MBA Programs	Su-Lan Tenn

Ex Officio Member:	
Associate Dean Academic	Marcia Annisette
Student Members:	
1 <sup>st</sup> year EMBA rep.	Simon Quick
2 <sup>nd</sup> year EMBA rep.	TBD

**SENATE AND SENATE COMMITTEES**

**Senators:**

<b>6 Faculty including the Dean</b>	Marcia Annisette (July 1, 2023)
	Kevin Tasa (July 1, 2022)
	Dirk Matten (July 2022)
	Cameron Graham (July 1, 2023)
	Dean Neu (July 1, 2023)

Ex Officio	Interim Dean Detlev Zwick
Student Senators:	
Graduate Student rep.	Sean Miletelo
Undergraduate Student rep.	Shirin Dinyarian

### **Senate Committees:**

(\* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*	Linda Thorne
Tenure & Promotions	Anoop Madhok, Jeffrey Everett
Executive*	Marcia Annisette
Sub-Committee on Honorary Degrees*	Robert Phillips
Academic Standards, Curriculum & Pedagogy (ASCP)	Tom Wesson
Sub-Committee on Coordination And Planning*	Tom Wesson
HPRC - Sub Committee of APPRC	TBD

### **FOR INFORMATION**

#### **Faculty of Grad Studies:**

Ex Officio	Interim Dean Detlev Zwick
<b>Program Directors &amp; Representatives:</b>	
Associate Dean Academic	Marcia Annisette
Ph.D.	Eileen Fischer
EMBA	Matthias Kipping
IMBA	Alex Campbell
MBA	Ashwin Joshi
MBAN	Murat Kristal
MAcc	Viswanath Trivedi
MFIN	Melanie Cao
MMKG	David Rice
MMGT	Kevin Tasa
MMAI	Murat Kristal
MSCM	Dave Johnston
MREI	Jim Clayton
<b>Diploma Directors:</b>	
Art, Media & Entertainment Management	Ken Rogers & Trina McQueen
Business and the Environment	Dirk Matten
Financial Engineering (Concurrent and Stand Alone)	TBD
Health Industry Management	Amin Mawani
Nonprofit Management and Leadership	Geoff Kistruck
Post-MBA Diploma in Advanced Management	Ashwin Joshi
<b>Student Representatives:</b>	
Ph.D.	Gulay Taltekin Guzel

EMBA	TBD
IMBA	Taslina Rashid
MBA	Michael Tabet
MBAN	Zareen Hossain
MAcc	Wang Mingyang
MFIN	Ketaki Gadre
MMAI	Shaoshi Zhang
MMGT	Masooma Munir
MMKG	Ahmad Shekib
MREI	Mohammad Saalik Soleja
MSCM	Pankaj Murali

### Operating:

<b>Chair:</b>	Interim Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	<b>Theodore Noseworthy</b>
Associate Dean Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Ashwin Joshi
IMBA	Alexandra Campbell
PhD	Eileen Fischer
EMBA	Matthias Kipping
Area Coordinators:	
ACTG	Dean Neu
ECON	Irene Henriques
FINE	Lilian Ng
MKTG	Theodore Noseworthy
OMIS	Manus Rungtusanatham
ORGS	Kevin Tasa
PLCY	Tom Wesson

### Management:

<b>Chair:</b>	Interim Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	<b>Theodore Noseworthy</b>
AD Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha

### IST Steering:

<b>Chair:</b>	Markus Biehl
<b>Vice Chair</b>	TBD
Secretary	Beverley Kelbert
Associate Dean Academic	Marcia Annisette
Associate Dean Research	<b>Theodore Noseworthy</b>
Dean's Office	Sean Siddik
Alumni Relations	Aloma Gravel
Interim Executive Officer	Anwar Mustapha

Information Systems and Technology	Mark Orlan
CDC	Minoo Bhutani
Marketing	Don Woticky
SSIR	Lindsay Hillcoat
SEEC	Malcolm Cowan
Faculty Rep.	Sandy Qu

### Area Coordinators / Specialization Directors

ACTG	Dean Neu
ARTM	Ken Rogers & Trina McQueen
BSUS	Dirk Matten
ECON	Irene Henriques
ENTR	Moren Levesque & Chris Carder
FINE	Lilian Ng
FNSV	James Darroch
HIMP	Joseph Mapa
IBUS	Farrokh Zandi
MINE	Richard Ross
MKTG	Theodore Noseworthy
ORGS	Kevin Tasa
OMIS	Manus Rungtusanatham
PLCY	Tom Wesson
PROP	James McKellar
SOCM	Geoffrey Kistruck

### Other Schulich/University Roles

MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	John Mueller
Centre for Global Enterprise	Atipol Bhanich-Supapol
Hennick Centre, Co-Director	Peter MacDonald
York University Pension Plan	Pauline Nolan-Shum
Executive Director, York Change	Ellen Auster

### Other Academic Administrators

Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean Research	<b>Theodore Noseworthy</b>
Exec. Director, External Relations	James McKellar
Director, Schulich Centre for Teaching Excellence	<b>Tom Medcof</b>
<b>Scientific Director of Innovation, Design, and Consumption Lab (NOESIS Lab)</b>	<b>Nicole Mead</b>
Affirmative Action Coordinator	Ashwin Joshi

### Area Affirmative Action Representatives

ACTG	Viswanath Trivedi
ECON	TBD
FINE	Pauline Shum-Nolan
MKTG	Ajay Sirsi
ORGS	Chris Bell
OMIS	TBD
PLCY	Justin Tan

#### **YUFA Stewards**

Jeff Everett  
TBD



To: Faculty Council, Schulich School of Business  
From: Mark Kamstra, Finance  
Date: December 16, 2020  
Re: FINE 3310 - New Course Proposal

---

## **MOTION:**

Approve FINE 3310, Econometrics of Financial Markets

## **RATIONALE:**

There is a growing need for quantitative skills in the field of financial services. Many career paths in portfolio management and investment banking now require technical skills that were once the exclusive domain of specialists in financial engineering. Modern portfolio management is not stock picking based on demographics and hunches for the next big thing. For the past two and a half decades there has been a slow transition in the industry to a methodical approach to diversification and identification of priced and idiosyncratic risk. This transition has led to asset management techniques that rely on quantitative measures of risk and return (the field of empirical asset pricing), the development of banking system stress testing (value-at-risk measurement) and machine learning (fundamentally non-linear models linking macro and micro information to profitability, solvency risk, etc.). This new course will introduce our students to modern quantitative methods in finance (both corporate and investments areas), preparing them for roles as data scientists and paving the way to a career as a manager of teams of data scientists.

## **Pre-requisites and Overlap with Existing Courses**

The course assumes very little background in statistics or finance. The first three weeks build on MGMT 2050 “Analyzing Data for Business Decisions”, supporting the main pedagogical goals of the course, including gaining proficiency in event study methods, empirical asset pricing, value-at-risk and non-linear methods in finance (GARCH, neural nets, ...).

There is very little overlap with available courses, such as ECON 4210 (on economic forecasting), or the topics courses in OMIS, based on consultation with OMIS and economics faculty. The available finance electives also have almost no overlap with this new course on the econometrics of financial markets, as none of them concentrate on econometric applications in finance. The available courses, broadly speaking, are focused on the fundamentals of corporate finance (FINE 3100, FINE 4150, FINE 4400), or investments (FINE 3200, FINE 3810, FINE 4050, FINE 4060, FINE 4800). There are a few courses that have a heavy emphasis on both corporate and investments topics (FINE 3500, FINE 4400). Of all the available finance courses, only the financial engineering options and derivatives courses (FINE 3810 and FINE 4800) are heavily quantitative and emphasize programming, but the applications are all to the pricing of derivative securities, while this new course FINE 3310 has no coverage on this topic (save to point out which techniques in econometrics are relied on for inputs to options and derivatives pricing).

The heaviest elective course enrolments are in FINE 4050, Personal Finance (roughly 60 each fall over the last 3 years, and 100-150 each winter), with introductory finance (corporate 3100 and investments 3200) and behavioral finance following closely behind (120/year in 3100, 100/year in 3200). Given the lack of overlap with existing courses, and an existing pool of over 100 students/year who express interest in the finance area, I see little problem in enrolment for one, and possibly two sections (over fall and winter terms) and no issue of cannibalization of enrolments in existing finance offerings.

The course will emphasize application, with roughly three quarters of the classes held partially in the lab for hands on data manipulation and coding in SAS and Excel making use of state-of-the-art data bases through our subscription to Wharton Research Data Services and the archival data available through this portal. The students will also be introduced to the use of Python and R in finance, though this will not be a primary pedagogical goal.

A version of this course for the MBA program has proved valuable for our MFIN graduates, and given the appetite for quantitative skills in the BBA (evidenced by ECON 4210's enrolment and the growing popularity of coding courses) I believe that there will be a ready audience for this course.

## **Deliverables**

Given the nature of this course and the primary pedagogical goal of proficiency in data analysis, I have constructed a lattice of small incremental steps to guide the students and to set them up for success. This can give the impression to the casual viewer of an overwhelming number of deliverables that will swallow up a student's week. However, these deliverables are crafted to require minimal time, and the grades attached to these deliverables (weekly homework, quizzes, and two project proposals) are meant to make these small tasks incentive compatible (that is, the reward of grades is contingent on behavior that is easily managed and enhances proficiency in data analysis).

My first experience with these challenges was as an assistant professor at Simon Fraser University, teaching an introductory statistics course (enrolments ranging from 150-450 students/term). This course had a capstone regression modelling project. Theory had to be carefully matched to practice with weekly lab sessions, and given the students had, for the most part, never run statistical analysis, each week had to have deliverables that were simple to achieve, and built on the previous week's efforts. Fundamentally, this meant the first week really was just downloading data and performing summary statistics. The next week had the students conducting simple correlation analysis. The week after that a simple regression with one variable. And so on. What the students realized by week 9 or 10 was that they had, in bits and pieces, mostly completed their term project. They just had to staple it all together. Despite easy opportunities for cheating, I had virtually none (the year after I left, the new instructor of this course abandoned the weekly lab work and 50 students were caught buying projects – the scandal hit the [national press](#)).

My group deliverables are mostly completed in class time in the lab, with me guiding the students and answering questions, so that there are few panicked emails in the days before these deliverables are due and few problems with groups of students coordinating with each other. My weekly homework requires less than an hour of attention (a limit on the time I remind students to pay attention to) and are intended to keep students on track. The three quizzes are a small number of multiple-choice questions on 2 or 3 weeks of material, intended to encourage students to achieve proficiency on course material in small bites, and prep time should entail 2 to 4 hours. Again, long experience has taught me that if I do not construct a lattice of incentive-compatible tasks leading to the exams and other capstone deliverables, I have students cramming for exams, pulling all-nighters for projects, and in worse-case scenarios, cheating to get through.

**1. Course Number and Credit Value: FINE 3310 3.0**

**2. Long Course Title:**

Econometrics of Financial Markets

**3. Short Course Title:**

Econometrics of Financial Markets

**4. Effective Session:**

Fall 2021

**5. Course Description for the Undergraduate Course Registry and Calendar:**

This empirical methods course focuses on the statistical techniques that are most often used in the analysis of financial markets. The list of topics includes: statistical properties of asset returns, tests of asset pricing models, the efficient market hypothesis, event study methodology, simulation methods, panel data analysis, and volatility estimation methods such as GARCH, value-at-risk, and time-varying correlations. The focus of the course is to teach the student about empirical methods in finance by performing statistical analysis used in finance on financial data. "I hear and I forget. I see and I remember. I do and I understand." Confucius (551 BC to 479 BC).

**6. Pre-requisites and/or Co-requisites:**

Pre-requisite: MGMT 2050 3.0

**7. Rationale:**

There is a growing need for quantitative skills in the field of financial services. Many career paths in portfolio management and investment banking now require technical skills that were once the exclusive domain of specialists in financial engineering. Modern portfolio management is not stock picking based on demographics and hunches for the next big thing. For the past two and a half decades there has been a slow transition in the industry to a methodical approach to diversification and identification of priced and idiosyncratic risk. This transition has led to asset management techniques that rely on quantitative measures of risk and return (the field of empirical asset pricing), the development of banking system stress testing (value-at-risk measurement) and machine learning (fundamentally non-linear models linking macro and micro information to profitability, solvency risk, etc.). This new course will introduce our students to modern quantitative methods in finance (both corporate and investments areas), preparing them for roles as data scientists and paving the way to a career as a manager of teams of data scientists.

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## **8. Instructors and Faculty Coordinator:**

### **Initial Instructor**

Mark Kamstra

### **Alternative Instructors**

Kee-Hong Bae, Lilian Ng, Kirk Vandezande (sessional instructor)

**Course Coordinator**  
Mark Kamstra

**9. Specializations:**

**Primary Area or Specialization**  
Finance

**Secondary Areas or Specializations**

**10. What will be the structure of the contact hours of this course each week?**

The contact hours per week is 3 hours.

**11. Maximum enrolment**

45

**12. Expected Student Enrolment:**

45

**13. Evidence for enrolment expectations:**

Finance electives like investments achieve these numbers easily. ECON 4210 (on economic forecasting) has two sections a year with 45 students enrolled.

**14. Human Participants Research**

N/A

**15. If any special computer facilities, teaching materials, or physical facilities are required, please list them.**

Computer lab and available cloud computing packages.

**16. Course Outline:**

Attached.

**17. Library Statement:**

Attached

**Course Originator:**

Mark Kamstra  
Signature

December 16, 2020  
Date

Mark Kamstra  
Name

FINE  
Area or Specialization

**Supporting Faculty Members:**

*(The course originator should consult with other interested parties and obtain their approval signatures.)*

The undersigned have examined this course proposal and feel it is a worthwhile addition to the curriculum and does not, to our knowledge, significantly duplicate the content of existing course offerings.

Adam Diamant      OMIS

Manus Rungtusanatham      OMIS

Perry A Sadorsky      ECON

Lilian Ng      FINE

Kee-Hong Bae      FINE

**Approvals:**

**Area or Specialization:**

This Area/Specialization has reviewed this course proposal and supports the addition of this course to the BBA and/or iBBA curriculum.

Lilian Ng  
Signature

Nov. 6, 2020  
Date

Lilian Ng  
Name of Coordinator or Director

FINE  
Area or Specialization

**Program:**

The BBA/iBBA Program Committee recommends that this new course be added to the list of the courses specified for the program. Documentation attesting to the faculty member support for the change has been received and archived by the committee chair.

Mike Valente  
Signature

Jan 15, 2021  
Date

Mike Valente  
Name of Program Director



## FINE 3310 3.0: Econometrics of Financial Markets



**Course Outline:** *Fall 2021*

**Class day:** *TBA*

**Room:** *TBA*

### Instructor

Dr. M. Kamstra  
(416) 736-2100 ext. 33302  
N204 C Seymour Schulich Building  
mkamstra@yorku.ca  
Office hours: TBA

### Assistant

Carolin Potter  
416-736-5072  
N204A  
fine@schulich.yorku.ca

Professor Kamstra's research expertise includes topics in behavioral finance, market seasonality, and econometrics. He has published papers in outlets including American Economic Review, the Journal of Financial and Quantitative Analysis, and the Review of Financial Studies. He tweets on finance topics as @MarkJKamstra and routinely presents his research at universities and institutions around the world.

### Brief Description

This empirical methods course focuses on the statistical techniques that are most often used in the analysis of financial markets. The list of topics includes: statistical properties of asset returns, tests of asset pricing models, the efficient market hypothesis, event study methodology, simulation methods, panel data analysis, and volatility estimation methods such as GARCH, value-at-risk, and time-varying correlations. The focus of the course is to teach the student about empirical methods in finance by performing statistical analysis used in finance on financial data. "I hear and I forget. I see and I remember. I do and I understand." Confucius (551 BC to 479 BC).

Pre-requisite: MGMT 2050 3.0

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## Course Learning Outcomes

1. Depth and Breadth of Knowledge: Students will become familiar with
  - a. the application of statistical methods to financial data;
  - b. time series estimation and forecasting;
  - c. return forecasting;
  - d. measurement of expected returns;
  - e. cross-sectional and time-series evidence of equity pricing anomalies;
  - f. return volatility modeling;
  - g. value-at-risk measurement;
  - h. neural network models;
  - i. Programming, including SAS and Excel.
2. Knowledge of Methodologies:
  - a. advanced statistical methods and concepts including the use of SAS for data analysis;
  - b. statistical analysis of asset returns;
  - c. tests of asset pricing models;
  - d. event study design;
  - e. panel data methods.
3. Level of Application of Knowledge: Students will develop, evaluate, optimize, and prioritize strategies related to
  - a. portfolio return analysis;
  - b. event study evaluation;
  - c. testing for pricing anomalies (searching for alpha).
4. Awareness of Limits of Knowledge: Discussion of methodological issues will highlight problems of implementation and challenges of real-world applications.
5. Level of Communication Skills: Students will become proficient at
  - a. Producing return analysis reports;
  - b. concisely sorting, summarizing, and communicating complex statistical information with the written word and graphical displays.

## 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.

Task	Quantity	% Weight	Total %	Author
Class participation and Weekly Homework	10	1.5	15	Individual
Group Assignment I	1	5	5	Group
Group Event Study Proposal	1	2.5	2.5	Group
Group Assignment II, Event Study	1	10	10	Group
Midterm I	1	20	20	Individual
Midterm II	1	20	20	Individual
Quizzes	3	3.33	10	Individual
Group Research Paper Proposal	1	2.5	2.5	Group
Group Research Paper Report	1	15	15	Group
			<b>100%</b>	

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

## Course Material

The readings are for background on course topics, when a student needs additional sources to understand class concepts. There is far too much material listed here to be read in its entirety. *Primary texts* for this course include the following books, available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

- *Sollis, R. Empirical Finance for Finance and Banking, Willey, 2012. (S)*
- *Barreto, H. and F.M. Howland, Introductory Econometrics: Using Monte Carlo Simulation with Microsoft Excel, Cambridge University Press. (BH)*  
[Ebook available online through library](#)

Suggested for Complementary Readings:

- *Campbell, J., A. Lo and C. MacKinlay, 1997, The Econometrics of Financial Markets, Princeton. (This book is at the PhD level.) (CLM)*  
[Ebook available online through library](#)
- *Gourieroux, C. and J. Jasiak: Financial Econometrics (Princeton University Press, 2001) (GJ)*

Sollis provides some introductory material and covers in depth many topics we focus on. BH focuses on Excel and introductory econometrics. If you are particularly weak on background statistics, and/or you like using Excel, BH is a must-have. Most of the course topics are covered in these two texts, but a great number of additional topics are also covered in these texts. Students are *not* expected or encouraged to read these texts cover-to-cover but to rather to read selected topics related to lecture material and topics, if the class slides are unclear.

CLM provides a finance perspective on statistical analysis, though it is very technical and advanced. Much of the material of CLM is at a graduate level – I expect students will use this as a reference text, but some students, with weak backgrounds in statistics, will not find CLM helpful. GJ focuses on financial econometrics and is also a useful reference text.

## Student Preparation for Class and Class Participation: Expectations

**Preparation.** The course has no single dedicated text, so the best preparation for lecture is to watch any videos posted in advance of class (if applicable), review the slides, identify unfamiliar topics, and then reference the primary readings listed above, as needed. *Students will only be responsible for material covered in class, assignments, or videos, not for materials in texts that we have not covered in class, assignments, or videos.*

**Class Participation (contribution).** I expect students to raise issues in class related to the lecture material. I will keep track of attendance and participation and will reward both enthusiasm and insightful contributions.

### Class-by-Class Syllabus

The list of lecture topics and readings specifies the material covered, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted.

Class	Topic	Readings and Activities <i>The readings provide students background material and are optional. Students will be responsible only for material covered in class. The CLM and GJ readings are technical and deep background for only the interested students.</i>	Deliverables
1	Review of Basic Statistics	- Ebooks will be made available - Lab time for introduction to SAS and data resources.	-Nothing
2	Review of Basic Statistics Con't	- <b>BH</b> Ch. 2-4, 9, 10, 15, 16, and 21.3 - Lab time for use of SAS and Excel, and simple exercises.	-Weekly Homework
3	Time Series Econometrics	- <b>S</b> Ch. 2, <b>GJ</b> Ch. 2 - An ebook will also be made available	-Weekly Homework
4	Asset Return Predictability	- <b>S</b> Ch. 6, <b>BH</b> Ch. 20, 21, <b>CLM</b> Ch. 2, <b>GJ</b> Appendix 6.1 - Lab time first group assignment.	-Weekly Homework -Quiz on weeks 1&2
5	Event Studies	- <b>BH</b> Ch. 12, 22, <b>CLM</b> Ch. 4	-Group Assignment I
6	Event Studies Continued	- Lab time second group assignment (data collection).	-Weekly Homework -Group Event Study Proposal -Quiz on weeks 3&4
Reading Week			
7	Asset Pricing and Panel Data	- <b>S</b> Ch. 4, 5, - <b>CLM</b> Ch. 5, 6.1, 6.2.1-6.2.3, 6.3, 6.5, <b>GJ</b> Ch. 4.2, 9	-Weekly Homework -Midterm I (100 minutes, covering week 1 through 6)
8	Asset Pricing	- Lab time second group assignment.	-Weekly Homework
9	Asset Pricing	- Lab time, third group assignment (data collection).	-2 <sup>nd</sup> Group Assignment
10	Volatility	- <b>S</b> Ch. 3.3, <b>CLM</b> : Ch. 9.3.2, 12, <b>GJ</b> Ch. 6 - Lab time for introduction to modelling volatility and to continue third group assignment (programming).	-Weekly Homework -Group Research Paper Proposal - Quiz on weeks 7,8&9
11	Value at Risk	- <b>S</b> Ch. 9, <b>GJ</b> Ch. 16 Additional materials will be made available online. - Lab time third group assignment.	-Weekly Homework
12	Market Microstructure, Python, Machine Learning	- <b>CLM</b> Ch. 3, <b>GJ</b> Ch. 14 - Lab time, coding	-Group Research Paper Report -Midterm II (100 minutes, covering week 7 through 11)

## Written Assignments/Projects and Exam[s]: Descriptions

### Class Participation

I expect students will attend every class, with exceptions permitted only for medical reasons or by prior arrangement with me. A full percent will be deducted for missing a class, up to a maximum of 10%.

### Weekly Homework

Weekly homework will be assigned and will be discussed at the beginning of the next class. The objective is to keep students on track during the term and give students a chance to ask questions and participate. A component of the homework will be data analysis assignments. The data analysis will typically be related to group assignments and help students build up to their group reports.

### Group Assignments

Students will be expected to complete empirical exercises related to the course material to be given in due time during the course. The assignments will be a group effort involving data exercises, with each group composed of 3 to 5 students.

### Quizzes

These will take place during class and consist of a short set of multiple choice and/or true/false questions. These quizzes in any given week will cover material not covered by previous quizzes and/or videos (if applicable). That is, quiz questions will be based on material *only if* we have discussed that material in class. The quiz questions will also exclude material from that day's lecture.

### Midterms I and II

These exams will take place during the scheduled class time in the 7th and 12th week of the course. Coverage of material for midterm I will be weeks 1-6, and for midterm II weeks 7-11 will be covered. The exams will last 100 minutes, after which class will resume.

### Group Research Paper

This assignment will be a group effort, with each group consisting of 3 to 5 students. Each group will write an empirical research study on the topic of market-neutral portfolio construction, though students can develop their own project topic, with consultation from me. Such projects could be a replication of an existing study with a minor extension and should include an application of one of the techniques examined in the course. Time permitting, each group will present to the class the research output during the last week of the course.

## Calculation of Course Grade

In this class, final course grades will be determined by the following process: Percentage grades will be translated to letter grades.

Grade	Grade Point / Index Value	Percent Range
A+	9	90-100

Grade	Grade Point / Index Value	Percent Range
A	8	80-89
B+	7	75-79
B	6	70-74
C+	5	65-69
C	4	60-64
D+	3	55-59
D	2	50-54
F	0	(below 50%)

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

*Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1).

*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 in the Student Handbook and on the Student Services & International Relations 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 (once you have logged onto passport York) <http://www.yorku.ca/cds/>.

#### *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.

*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, 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 more details, see:

<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>.

After these two steps are completed, you may write the exam at a time to be arranged by the finance area. If students miss the deferred exam with a legitimate reason as determined by Student Services, the student will be allowed to write the exam the next time the course is offered.

### **Students’ Reuse of Teaching Materials from York Courses**

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law. Uploading materials to sites such as Course Hero or OneClass would qualify as copyright infringement.

### Quick Reference: Summary of Classes, Activities and Deliverables

Class	Topic	Activities	Deliverables
1	Review of Basic Statistics	- Lab time for introduction to SAS and data resources.	-Nothing
2	Review of Basic Statistics Con't	- Lab time.	-Weekly Homework
3	Time Series Econometrics		-Weekly Homework
4	Asset Return Predictability	- Lab time first group assignment.	-Weekly Homework - Quiz
5	Event Studies		-Group Assignment I
6	Event Studies Continued	- Lab time second group.	-Weekly Homework -Event Study Proposal -Quiz
Reading Week			
7	Asset Pricing		-Weekly Homework -Midterm I
8	Asset Pricing	- Lab time second group assignment.	-Weekly Homework
9	Asset Pricing	- Lab time third group assignment (data collection).	-2 <sup>nd</sup> Group Assignment
10	Volatility	- Lab time for introduction to modelling volatility and to continue third group assignment (programming).	-Weekly Homework -Research Paper Proposal - Quiz
11	Value at Risk	- Lab time third group assignment.	-Weekly Homework
12	Market Microstructure, Python, Machine Learning	- Lab time.	-Research Paper Report -Midterm II



**MEMORANDUM**  
***Peter F. Bronfman Business Library***

**To:** Mark Kamstra, Professor of Finance, Schulich School of Business

**SUBJECT:** Library Statement for **FINE 3310 3.0: Econometrics of Financial Markets**

**FROM:** Xuemei Li, Business Librarian

**DATE:** November 17<sup>th</sup>, 2020

FINE 3310 Econometrics of Financial Markets, the proposed empirical methods course focuses on the statistical techniques that are most often used in the analysis of financial markets. The list of topics includes statistical properties of asset returns, tests of asset pricing models, the efficient market hypothesis, event study methodology, simulation methods, panel data analysis, and volatility estimation methods such as GARCH, value-at-risk, and time-varying correlations. The Libraries can support this course with a good collection including print and electronic books, print and electronic journals, together with various databases in subject areas relevant to this course.

While students in this course are required to focus on videos and slides prepared by the instructor, three of the four books listed in this course proposal are provided by the libraries in e-book format with unlimited access. The instructor is encouraged to embed the links in Canvas for students to access them remotely.

*Primary texts for this course*

- Barreto, H. and F.M. Howland, *Introductory Econometrics: Using Monte Carlo Simulation with Microsoft Excel*, Cambridge University Press. (BH)  
[Ebook available online through library](#)

*Suggested for Complementary Readings:*

- Campbell, J., A. Lo and C. MacKinlay, 1997, *The Econometrics of Financial Markets*, Princeton. (This book is at the PhD level.) (CLM)  
[Ebook available online through library](#)
- Gouriéroux, C. and J. Jasiak: *Financial Econometrics* (Princeton University Press, 2001) (GJ)  
[Ebook available online through library](#)

Relevant article databases such as *Proquest Business*, *Business Source Complete*, and *Scholars Portal Journals* are available for students to identify articles on themes taught in this course to supplement assigned course materials. Three key e-book platforms of relevance are *Proquest Ebook Central*, *Ebooks at ScholarsPortal* and *Ebsco eBooks*. In particular, *CRSP* and *Compustat via Wharton Research Data Services (WRDS)* are available for students to extract required datasets for statistical analysis purpose in this course.

Assistance with information resources is available by email, by chat, and by zoom meeting sessions.

## Memorandum

To: Faculty Council

From: Shanker Trivedi, Associate Professor Accounting Area

Date: November 25, 2020

Subject: Major Course Change of ACTG 4200 by removing and adding prerequisites

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### **Motion:**

That Faculty Council approve the proposal to remove the prerequisite SB/ACTG 3110 and add SB/ACTG 4600 3.0 and SB/ACTG 4710 3.0 as prerequisites to ACTG 4200 3.0 Contemporary Issues in Accounting.

### **Rationale:**

ACTG 4200 3.0 is the “capstone” course of accounting at the undergraduate level in which the different technical skills learnt in prior accounting courses are applied in case contexts. These cases test multiple competencies drawing from areas such as financial accounting, management accounting, taxation and auditing among others. Therefore, for students to fully benefit from the different types of materials discussed in ACTG 4200 3.0 they should already have taken both the introductory auditing course ACTG 4600 3.0 Auditing Standards and Applications and ACTG 4710 3.0 Introduction to Income Taxation. These prerequisites sought to be added in the proposal will ensure that a student entering ACTG 4200 3.0 has a thorough grounding in the different accounting skills to fully benefit from and contribute to the different activities in ACTG 4200 3.0.

## Course Change Proposal Template

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

### 1. Program

*BBA*

### 2. Course Number and Credit Value

*ACTG 4200 3.00*

### 3. Course Title

#### a) Long Course Title

*Contemporary Issues in Accounting*

#### b) Short Course Title

*Contemporary Issues in Accounting*

### 4. Existing Pre-requisites/Co-Requisites

*SB/ACTG 3110 3.0*

#### Type of Course Change (indicate all that apply)

	<b>in course number</b>
	<b>in credit value</b> (provide course outline)
	<b>in course title</b> (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	<b>in course description</b> (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	<b>in learning objectives/outcomes</b> (please append the program's existing learning outcomes as a separate document)
	<b>in integration</b> (provide statement of approval from other program)
	<b>in cross-listing</b> (provide statement of approval from other program)
X	<b>in pre/co-requisite – Remove the prerequisite ACTG 3110 3.00 Intermediate Financial Accounting I. Add ACTG 4600 3.00 Auditing Standards and Applications, ACTG 4710 3.00 Introduction to Income Taxations as prerequisites.</b>
	<b>expire course</b>
	<b>other</b> (please specify)

### 5. Effective Session of Proposed Change(s)

*Winter 2022*

### 6. Academic Rationale

ACTG 4200 3.0 is the “capstone” course of accounting at the undergraduate level in which the different technical skills learnt in prior accounting courses are applied in case contexts. These cases test multiple competencies drawing from areas such as financial accounting, management accounting, taxation and auditing among others. Therefore, for students to fully benefit from the different types of materials discussed in ACTG 4200 3.0 they should already have taken both the introductory auditing course ACTG 4600 3.0 Auditing Standards and Applications and ACTG 4710 3.0 Introduction to Income Taxation. These prerequisites sought to be added in the proposal will ensure that a student entering ACTG 4200 3.0 has a thorough grounding in the different accounting skills to fully benefit from and contribute to the different activities in ACTG 4200 3.0.

## 7. Proposed Course Information

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>This course concentrates on the application of accounting theory to controversial issues in financial accounting. The topics covered vary with the changing importance of current accounting issues. Source materials include current accounting literature and the research publications of professional accounting organizations. The development of research, writing and analytical skills is emphasized. Note: Not available to exchange students visiting Schulich.</p> <p>Prerequisite: SB/ACTG 3110 3.00</p>	<p>This course concentrates on the application of accounting theory to controversial issues in financial accounting. The topics covered vary with the changing importance of current accounting issues. Source materials include current accounting literature and the research publications of professional accounting organizations. The development of research, writing and analytical skills is emphasized. Note: Not available to exchange students visiting Schulich.</p> <p>Prerequisites: <del>SB/ACTG 3110 3.00</del> SB/ACTG 4600 3.00 &amp; SB/ACTG 4710 3.00</p>

## 8. Consultation

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

### Originator

Shanker Trivedi  
Signature

November 25, 2020  
Date

Shanker Trivedi  
Name

Accounting  
Area or Specialization

**Approvals:****Area or Specialization**

I have reviewed this change form and I support the proposed changes to the course.

Dean Neu

Signature

November 25, 2020

Date

Dean Neu

Name

Accounting

Area or Specialization

**Degree Program**

I have reviewed this change form and I support the proposed changes to the course.

Linda Thorne

Signature

November 25, 2020

Date

Linda Thorne

Name of Program Director

Accounting

Program

**Program Committee**

This course change has received the approval of the relevant Program Committee.

Mike Valente

Signature

Jan 15, 2021

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program

Committee

## New Course Proposal: EMBA 6185: Leading the Strategic Change Process

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1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6185
3. **Credit Value:** 2.0
4. **Long Course Title:** Leading the Strategic Change Process
5. **Short Course Title:** Leading the Strategic Change Process
6. **Effective Session:** Winter 2021

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

This course will help students understand what goes wrong when trying to translate strategies into reality and how to significantly improve the odds of success when leading strategic change. It brings together a broad set of skills that all managers will have to employ at some point in their careers, draws on different management disciplines, including strategy, operations, managerial control, leadership and change management, and uses case studies, self-application, arts-based training and a simulation.

**8. Expanded Course Description:**

This course is designed for all those who hold leadership positions now or in the future and who expect to be tasked with the successful execution of strategies. The course is made for those who are interested in developing an ability to integrate diverse concepts into their strategic thinking and leadership capabilities. Students completing this course will be able to (i) know the variety of reasons why strategies fail and are not executed; (ii) analyze the distinct parts of strategy execution and change leadership; (iii) acquire a toolkit suitable for addressing the multitude of execution challenges; and (iv) approach change leadership in a practical, systematic and reliable manner. To take on the challenge of translating strategy into reality, this course brings together concepts from different management disciplines as diverse as strategy, operations, managerial control, leadership and change management. The course will draw on relevant case studies, self-application exercises and arts based training to improve awareness of the emotional dimension of people management, and a lively simulation that puts participants in the shoes of change agents.

**9. Rationale:**

A strategy is only as good as its implementation. Surveys witness that two thirds of business and corporate strategies fail not due to poor strategy but poor implementation of strategy. This course will help students understand what goes wrong when trying to translate strategies into reality and how to significantly improve the odds of success when leading strategic change. While our students have learned about strategy and leadership, there is now specific course together nor does any of their strategy courses focus on strategy execution and implementation. This course builds on and complements the current course offerings and will help our students develop an ability to integrate diverse concepts into their strategic thinking and leadership capabilities, namely by drawing on a wide range of management disciplines and multiple learning methods.

**10. Evaluation:**

Assessment for this course is based on group simulation performance (20%), group movie re-enactment (30%), team answers to surveys (10%), individual answers to surveys (10%), and

individual feedback to colleagues re: movie re-enactments (30%). While team-based components exceed individual ones, this can be justified by the course objectives and its condensed (one-week) duration. It will also be helpful to further exchanges and mutual learning among the students from the partner schools in the Kellogg Global Network, especially in the current online-only format.

**11. Integrated Courses:**

This course is not integrated.

**12. Crosslisted Courses:**

This course is not crosslisted.

**13. Faculty Resources:**

This course will be taught by Ithai Stern, Associate Professor of Strategy at INSEAD. He has researched the social and psychological processes underlying executive behaviors, firm level decisions, and organizational performance. Prof. Stern's work has been published in leading journals, including *Administrative Science Quarterly*, *Academy of Management Journal* and *Strategic Management Journal*. His research has been featured in numerous outlets including BusinessWeek The Wall Street Journal National Public Radio, US News and World Report, CNN, CNBC, and Fast Company. Before joining INSEAD, he was a standing faculty member at Kellogg School of Management at Northwestern University. He has taught MBA, EMBA and executive courses in the United States, Israel, Singapore, and Italy. He is on the editorial board of *Strategic Management Journal*, and has been involved in editorial and reviewing roles for AMJ, ASQ, *Management Science*, and *Organization Science*. Prof. Stern has co-founded and chaired several international conferences.

**14. Physical Resources:**

This course will be offered annually during a global elective week by the Kellogg-Recanati Executive MBA program at the Coller School of Management of Tel Aviv University in Israel, which will provide all the necessary resources before, during and after the course. In 2021, the course will be held fully remotely.

**15. Bibliography and Library Statement:**

All required cases and readings will be made available to participants by the Kellogg-Recanati program before and during the course either in hard copy or through their Learning Management System, to which our students will be granted access. Further readings can be accessed remotely via the York University Library, which also allows electronic access to relevant readings and toolkits (see the attached Library statement).

## Leading the Strategic Change Process

Professor Ithai Stern  
[ithai.stern@insead.edu](mailto:ithai.stern@insead.edu)

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### Course Objectives

A strategy is only as good as its implementation. Surveys witness that two thirds of business and corporate strategies fail not due to poor strategy but poor implementation of strategy. This course will help you understand what goes wrong when trying to translate strategies into reality and how to significantly improve the odds of success when leading strategic change.

### Who Should Benefit from this Course?

This elective brings together a broad set of skills that all managers will have to employ at some point in their careers. This course is therefore designed for all those who hold leadership positions – now or in the future – and who expect to be tasked with the successful execution of strategies. The course is made for those who are interested in developing an ability to integrate diverse concepts into their strategic thinking and leadership capabilities.

### Summary of Course Content

To take on the challenge of translating strategy into reality, this KMC brings together concepts from different management disciplines as diverse as strategy, operations, managerial control, leadership and change management. The course will draw on relevant case studies, self-application exercises and arts-based training to improve awareness of the emotional dimension of people management, and a lively simulation that puts participants in the shoes of change agents. Key content of the course includes:

- How to ensure the necessary strategic clarity prior to engaging in execution
- How strategic initiatives and programmes must be organized for success
- How to diagnose the hidden barriers in strategy execution, including political, cultural and emotional ones
- How to build trust using the emotional possibilities of communication in leadership
- How to work with drivers and resistors of change
- How to approach strategic change in a step-by-step process



## **Learning Outcomes:**

A participant completing this course should be able to

- Know the variety of reasons why strategies fail and are not executed
- Analyse the distinct parts of strategy execution and change leadership
- Acquire a toolkit suitable for addressing the multitude of execution challenges
- Approach change leadership in a practical, systematic and reliable manner

## **Assessment:**

- |   |     |
|---|-----|
| • Group simulation performance                            | 20% |
| • Group movie reenactment                                 | 30% |
| • Individual answers to surveys                           | 10% |
| • Team answers to surveys                                 | 10% |
| • Individual feedback to colleagues re movie reenactments | 30% |

## Outline of Class Sessions

**SUNDAY, JANUARY 3, 2021**

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**15:00 – 15:45**

**Introduction**

**15:45 – 16:00**

**Break**

**16:00 – 17:00**

**THE CHANGE LEADER AS SENSE MAKER**

### **KEY LEARNINGS AND DESCRIPTION OF SESSION**

It is indisputable that to succeed in today's rapidly changing business landscapes a company has to strive to sense change and opportunity before its competition does, make smart decisions and take rapid action. To succeed in doing so change leaders must serve as sense makers, who know how to reconstruct reality for everyone and accordingly, redefine the challenges facing the company.

For this session please read the following short case:

- Karl E. Weick. "Prepare your Organization to Fight Fires". Harvard Business Review, May-June 1996, 74 (3), 143-148.

**17:00 – 17:15**

**Break**

**17:15 – 19:00**

**FORCE FIELD ANALYSIS: ANALYZING THE FORCES FOR AND AGAINST CHANGE**

Situations are maintained by an equilibrium between forces that drive change and resist change. For change to happen, the driving forces must be stronger than the restraining forces. The job of the change leader is therefore to strengthen the driving forces and weaken the resisting forces so when change is implemented the driving forces are stronger than the restraining forces. Otherwise, change will never happen.

**This session requires no pre-work**

**15:00 – 17:00**

### **STRENGTHENING THE DRIVING FORCES AND WEAKENING THE RESISTING FORCES OF CHANGE**

We will compare and contrast how organizations strengthen the driving forces and weaken the resisting forces of change, highlighting what works and what does not. For this session please read the following articles:

- Why Transformation Efforts Fail, John P. Kotter
- Cracking the code of Change, Michael Beer & Nitin Nohria
- Campaigning for Change, Larry Hirschhorn

**17:00 – 17:15**

**Break**

**17:15 – 19:30**

### **STRATEGIC CHANGE SIMULATION: INTRODUCTION AND INTERVIEWS KEY LEARNINGS AND DESCRIPTION OF SESSION**

This customized computer change simulation is designed to enable you to hone your change diagnosis and change management skills while designing and leading a change effort. You will get a hands-on experience in managing the emotional aspects of change and further familiarize yourself with best practices in change management. The simulation will provide a risk-free decision-making practice allowing for maximum learning with limited real-world consequences. The simulation will place you in the role of a consulting team to a fictional company which faces a desperate need for change. With limited time and budget you must quickly identify the issues, create a change plan, and implement your plan in the face of companywide resistance. Following the simulation, you will have on-going access to the program and its online decision-support tools.

In the final debrief part, we will share some lessons learned from the strategic change simulation, and some key takeaways. Thus we will use this opportunity session to deepen our understanding of change theory and decision-making processes, especially with regard to timing, sequencing, execution and focus.

#### **Required pre-reading:**

1. Global Tech Case
2. Change Theory

## **TUESDAY, JANUARY 5, 2021**

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**15:00 – 19.00**

**STRATEGIC CHANGE SIMULATION: CONTINUE**

15:00 – 16:15 ANALYSIS

16:15 – 16:30 BREAK

16:30 – 18:00 PLANNING

18:00 – 19:00 IMPLEMENTATION

(from 16:30 onwards work will be taken place in groups so groups would be able to take breaks at their own discretion)

## **WEDNESDAY, JANUARY 6, 2021**

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**15:00 – 16:00**

**STRATEGIC CHANGE SIMULATION: DEBRIEF**

**16:00 – 16:15**

**Break**

**16:15 – 17:00**

**WORK IN TEAMS: ANALYZING THE WELTON ACADEMY**

You are asked to watch the movie *Dead Poets Society* for the purpose of analyzing strategy execution and change leadership. Although many participants may know the particular film, we require a particular way of watching it: using everything learned in the course so far, in order to clarify: what should the main protagonist have done differently to be successful in implementing desired ideas? This requires you to be creative – applying business concepts applied in this course to the movie's plot.

In your teams, you will be asked to use the course materials to conduct a Force Field Analysis (FFA) at the Welton Academy for Boys, where English professor John Keating, played by Robin Williams is trying to implement a change initiative. You will be furthered asked to suggest creative ways in which Keating could have addressed these forces.

**Required pre-class movie watching :**

- Dead Poets Society

**17:00 – 17:15 BREAK**

**17:15 – 18:00 TEAM PRESENTATIONS**

**Certain Teams will be asked to present their FFA analysis of the Welton Academy**

**18:00 – 19:00 Scene reenactment – preparation**

**PLEASE NOTE:** following this session each team will be assigned a scene from the movie and asked to reenact it as it would have been likely to play out had John Keating taken this course. The reenactment will be prepared, recorded, and uploaded before the final session on Thursday at 16:30.

## THURSDAY, JANUARY 7, 2021

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**15:00 – 16:30 Scene reenactment – preparation**

**16:30 - 19:00**

### **LESSONS LEARNED FROM THE MOVIE**

#### **DESCRIPTION OF SESSION**

In this “Academy Awards” style event teams will be watching each other’s reenacted scenes and giving scores to each other.

Specific instructions will be given the evening before.

**PLEASE NOTE:** Following the session each student will be asked to provide feedback to each reenacted scene. You will be graded based on the feedback you provide. You will be evaluated on how well (i.e. thoroughly and concisely) you describe the environmental context and internal factors that are important to the scene, on whether and how accurate you use course concepts and frameworks in your feedback., on your constructive suggestions for further improvements.

**Instructor:**



**Ithai Stern** is an Associate Professor of Strategy at INSEAD. He has researched the social and psychological processes underlying executive behaviors, firm-level decisions, and organizational performance. Prof. Stern's work has been published in leading journals including *Administrative Science Quarterly*, *Academy of Management Journal*, and *Strategic Management Journal*. His research has been featured in numerous outlets including *BusinessWeek*, *The Wall Street Journal*, National Public Radio, US News and World Report, CNN, CNBC, and Fast Company. Before joining INSEAD, he was a standing faculty member at Kellogg School of Management at Northwestern University. He has taught MBA, EMBA and executive courses in the United States, Israel, Singapore, and Italy. He is on the editorial board of *Strategic Management Journal*, and has been involved in editorial and reviewing roles for *AMJ*, *ASQ*, *Management Science*, and *Organization Science*. Prof. Stern has co-founded and chaired several international conferences.

**MEMORANDUM**  
***Peter F. Bronfman Business Library***

**SUBJECT:** Library Statement for EMBA 6185 – Leading the Strategic Change Process

**FROM:** Stephanie Quail, Teaching & Learning Librarian / Business Librarian

**DATE:** January 12, 2021

*EMBA 6185 – Leading the Strategic Change Process* is a proposed new EMBA course. The course will be offered at the Leon Recanati Graduate School of Business Administration in Israel. The course focuses on developing students' skills in leading strategic change effectively through course simulations, case studies, and arts-based training.

**Required Readings**

The proposed course outline mentions a number of required course learning materials such as Harvard Business Review articles, business cases, and the movie, *The Dead Poets Society*. Since this is an EMBA course, the students will be provided with all of the course reading and viewing materials.

**Additional Resources**

While York University Libraries (YUL) is not required to support this course directly, the library subscribes to key online resources that students may wish to consult when they complete their coursework. These resources are available remotely to all registered students. YUL's [Human Resource Management guide](#) and [Organizational Behaviour guide](#) are useful starting points, as they highlight key online resources the library subscribes to such as:

- **eBook and electronic article content** that can be accessed through YUL's Omni search interface. This discovery layer allows for students to input keywords or article / book titles and locate relevant articles and eBooks. Some suggested search terms include, *Organizational Change - Management; Business Strategy/Leadership; Management; and Leadership*.
- **Business scholarly and trade article databases** such as ProQuest Business and Business Source Complete (includes *Harvard Business Review* articles) can also be accessed remotely by students to limit their search to business-specific article content.
- **Major national and international business news articles** are available through Factiva, including the *Wall Street Journal*, *the Globe and Mail*, *the New York Times*, and *the Washington Post*. YUL also subscribes to Nexis Uni, which provides access to a wide variety of business news content.

Finally, students may want to consult some of the self-paced online learning modules on the [Business Research at York Toolkit website](#). This website provides students with access to short videos and step-by-step PDF resources that show students how to search the library's business databases more effectively.

## Memorandum

To: Faculty Council

From: Dean Neu, Professor Accounting Area

Date: December 19, 2020

Subject: Course change of ACTG 5100 3.0 by adding to the course description and learning outcomes.

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### **Motion:**

That Faculty Council approve the proposal to change the course description and learning outcomes of SB/ACTG 5100 3.0 to include issues relating to ethics, sustainability and the triple bottom line are integrated in Financial Accounting for Managers.

### **Rationale:**

A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.

# Course Change Proposal Template

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

## 1. Program

*Master of Business Administration*

## 2. Course Number and Credit Value

*ACTG 5100 3.00*

## 3. Course Title

### a) Long Course Title

*Financial Accounting for Managers*

### b) Short Course Title

*Financial Accounting for Managers*

## 4. Existing Pre-requisites/Co-Requisites

**Type of Course Change (indicate all that apply)**

	<b>in course number</b>
	<b>in credit value</b> (provide course outline)
	<b>in course title</b> (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
X	<b>in course description</b> (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
X	<b>in learning objectives/outcomes</b> (please append the program's existing learning outcomes as a separate document)
	<b>in integration</b> (provide statement of approval from other program)
	<b>in cross-listing</b> (provide statement of approval from other program)
	<b>in pre/co-requisite</b>
	<b>expire course</b>
	<b>other</b> (please specify)

## 5. Effective Session of Proposed Change(s)

*Fall 2021*

## 6. Academic Rationale

*A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.*

## 7. Proposed Course Information

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

<b>Existing Course Information (Change from)</b>	<b>Proposed Course Information (Change to)</b>
This course examines the assumptions and decision usefulness of financial statements that are prepared for creditors and shareholders. Emphasis is placed on interpretation of financial statements, using examples from several companies.	This course examines the assumptions and decision usefulness of financial statements that are prepared for creditors and shareholders. Emphasis is placed on interpretation of financial statements, using examples from several companies. <b>Issues including sustainability and ethics are incorporated in class discussions and cases.</b>



Existing Learning Outcomes (Change from)	Proposed Learning Outcomes (Change to)																																										
<p>In ACTG 5100 you will be expected to:</p> <ul style="list-style-type: none"><li>• Develop a foundational understanding of the accounting processes that underlie financial statements.</li><li>• Become familiar with the standard forms of financial accounting reports and learn to interpret them critically.</li><li>• Learn the impact that IFRS has had on financial reporting.</li><li>• Understand when, why and how organizations use complementary reports such as environmental, social responsibility and sustainability reports.</li><li>• Learn to select appropriate accounting information from the different reports and use it effectively for decision-making.</li><li>• Develop an ability to write and talk persuasively about financial accounting reports.</li><li>• Understand the benefits and limitations of generally accepted accounting principles (GAAP) as well as of the different reports.</li></ul> <p>Deliverables at a glance:</p> <table><tr><th>Grade Component</th><th>Weight</th><th>Format</th></tr><tr><td>Quiz</td><td>25%</td><td>Individual</td></tr><tr><td>Financial Analysis Spreadsheet</td><td>5%</td><td>Group</td></tr><tr><td>Case Analysis</td><td>20%</td><td>Group</td></tr><tr><td>Preparation/participation</td><td>20%</td><td>Individual</td></tr><tr><td>Final exam</td><td>30%</td><td>Individual</td></tr><tr><td></td><td>100%</td><td></td></tr></table>	Grade Component	Weight	Format	Quiz	25%	Individual	Financial Analysis Spreadsheet	5%	Group	Case Analysis	20%	Group	Preparation/participation	20%	Individual	Final exam	30%	Individual		100%		<p>In ACTG 5100 you will be expected to:</p> <ul style="list-style-type: none"><li>• Develop a foundational understanding of the accounting processes that underlie financial statements.</li><li>• Become familiar with the standard forms of financial accounting reports and learn to interpret them critically.</li><li>• Learn the impact that IFRS has had on financial reporting.</li><li>• Understand when, why and how organizations use complementary reports such as environmental, social responsibility and sustainability reports.</li><li>• Learn to select appropriate accounting information from the different reports and use it effectively for decision-making.</li><li>• Develop an ability to write and talk persuasively about financial accounting reports.</li><li>• Understand the benefits and limitations of generally accepted accounting principles (GAAP) as well as of the different reports.</li><li>• A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum</li></ul> <p>Deliverables at a glance:</p> <table><tr><th>Grade Component</th><th>Weight</th><th>Format</th></tr><tr><td>Quiz</td><td>25%</td><td>Individual</td></tr><tr><td>Financial Analysis Spreadsheet</td><td>5%</td><td>Group</td></tr><tr><td>Case Analysis</td><td>20%</td><td>Group</td></tr><tr><td>Preparation/participation</td><td>20%</td><td>Individual</td></tr><tr><td>Final exam</td><td>30%</td><td>Individual</td></tr><tr><td></td><td>100%</td><td></td></tr></table>	Grade Component	Weight	Format	Quiz	25%	Individual	Financial Analysis Spreadsheet	5%	Group	Case Analysis	20%	Group	Preparation/participation	20%	Individual	Final exam	30%	Individual		100%	
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Case Analysis	20%	Group																																									
Preparation/participation	20%	Individual																																									
Final exam	30%	Individual																																									
	100%																																										
Grade Component	Weight	Format																																									
Quiz	25%	Individual																																									
Financial Analysis Spreadsheet	5%	Group																																									
Case Analysis	20%	Group																																									
Preparation/participation	20%	Individual																																									
Final exam	30%	Individual																																									
	100%																																										

**8. Consultation**

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

**Originator**

Linda Thorne

Signature

December 20, 2020

Date

Linda Thorne

Name

Accounting

Area or Specialization

**Approvals:**

**Area or Specialization**

I have reviewed this change form and I support the proposed changes to the course.

Dean Neu

Signature

December 23, 2020

Date

Dean Neu

Name

Accounting

Area or Specialization

**Degree Program**

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

January 8, 2021

Date

Ashwin Joshi

Name of Program Director

Master of Business Administration

Program

**Program Committee**

This course change has received the approval of the relevant Program Committee.

Marcia Annisette

Signature

January 14, 2021

Date

Marcia Annisette

Name of Committee Chair

Master Programs Coordinating  
Committee

Committee



ACTG5100 F2020 CREDITS: 3.00

## ACTG 5100 C - FINANCIAL ACCOUNTING FOR MANAGERS

🕒 THU 11:30 - 13:30 🏠

### INSTRUCTOR

**Linda Thorne**

✉️ lthorne@schulich.yorku.ca

📞 416.736.2100 Ext. 30223

🏠 S342 SSB



### ADMIN

**Kaltum Osman**

✉️ kosman@schulich.yorku.ca

📞 416.736.5063

🏠 S344 SSB



This course contains synchronous and asynchronous components, please refer to Canvas to view the time commitments for each.

## BRIEF DESCRIPTION

Examines the assumptions and decision usefulness of financial statements that are prepared for creditors and shareholders. Emphasis is placed on interpretation of financial statements, using examples from several companies. Issues including sustainability and ethics are incorporated in class discussions and cases.

## COURSE LEARNING OUTCOMES

In ACTG 5100 you will be expected to:

- Develop a foundational understanding of the accounting processes that underlie financial statements.
- Become familiar with the standard forms of financial accounting reports and learn to interpret them critically.
- Learn the impact that IFRS has had on financial reporting.
- Understand when, why and how organizations use complementary reports such as environmental, social responsibility and sustainability reports.
- Learn to select appropriate accounting information from the different reports and use it effectively for decision-making.
- Develop an ability to write and talk persuasively about financial accounting reports.
- Understand the benefits and limitations of generally accepted accounting principles (GAAP) as well as of the different reports.
- Become familiar with the reporting of ethics, sustainability and governance metrics in financial reporting disclosures.

## Deliverables at a Glance

Grade Component	Weight	Format
Quiz	25%	Individual
Financial Analysis Spreadsheet	5%	Group

Case Analysis	20%	Group
Preparation/participation	20%	Individual
Final exam	30%	Individual
<b>100%</b>		

## LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/t5/p/66>) . Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

## COURSE MATERIAL

The following course materials are required:

Textbook: Burnley, C., (2019) *Understanding Financial Accounting, 2nd Canadian Edition*

You must purchase the 2nd edition of this textbook with WileyPLUS. This is a custom version of the text made for Schulich students. Do not purchase previous or used editions.

This text is available in both hard-copy and electronic formats, however in either case you must have WileyPLUS access for this course. You can choose to purchase the hard copy of the text along with WileyPLUS access, or the electronic WileyPLUS access on its own (WileyPLUS includes the **full e-text**).

Hard copies are available for purchase from the York University bookstore. Electronic copies are available for purchase from the bookstore, as well, or directly through the WileyPLUS registration link provided below. (York University bookstore website: <http://bookstore.yorku.ca> (<http://bookstore.yorku.ca>) .)

*Textbook with WileyPLUS option for Burnley, Understanding Financial Accounting, 2nd Canadian Edition: package ISBN **9781119766537***

*WileyPLUS-only Access option for Burnley, Understanding Financial Accounting, 2nd Canadian Edition: ISBN **9781119503453***

WileyPLUS provides valuable study and practice tools for the course (e.g., practice questions, quizzes).

You are responsible for reading the textbook chapters corresponding to each lecture before class. You are also responsible for doing practice questions (e.g., WileyPLUS questions) to help you master the course content.

#### **To register for and access WileyPLUS:**

- Please see the “Financial Accounting For Managers (ACTG 5100): How to register for WileyPLUS in Canvas” document in your Canvas course
- You can also view the registration instructions at  
[https://drive.google.com/file/d/1wLFSbc3JBHFAuflGEMazGopLBuNMz-k\\_/view?usp=sharing](https://drive.google.com/file/d/1wLFSbc3JBHFAuflGEMazGopLBuNMz-k_/view?usp=sharing)  
([https://drive.google.com/file/d/1wLFSbc3JBHFAuflGEMazGopLBuNMz-k\\_/view?usp=sharing](https://drive.google.com/file/d/1wLFSbc3JBHFAuflGEMazGopLBuNMz-k_/view?usp=sharing))
- For a video walk-through on how to register for WileyPLUS through Canvas, please go to  
<https://wileyplus.gallery.video/student/detail/videos/registration-videos/video/6067397735001/first-day-of-class-video:-new-wileyplus-integrated-into-canvas?autoStart=true>  
(<https://wileyplus.gallery.video/student/detail/videos/registration-videos/video/6067397735001/first-day-of-class-video:-new-wileyplus-integrated-into-canvas?autoStart=true>)

WileyPlus also has a support page which includes helpful videos on registration:

<https://wileyplus.gallery.video/student>    (<https://wileyplus.gallery.video/student>)

Live technical support, through a chat function, is available 24 hours, 7 days per week: [www.wileyplus.com/support](http://www.wileyplus.com/support)  
(<http://www.wileyplus.com/support>)

#### **Additional Readings**




Each section of a Schulich-based course has a Canvas Course Materials Database (Canvas). Canvas will be used as a central bulletin board on which the instructor will make announcements and post all lecture notes and materials. You are expected to check Canvas at least twice each week. Any announcements that need to be made to the entire class will be posted to Canvas rather than sent in a blanket email.

Any additional readings for each lecture will be posted electronically on Canvas.

If you have any difficulty accessing Canvas, please contact Schulich Computer Services immediately.

## ASSIGNMENT SUMMARY

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Preparation/participation in Total 20 percent of your course score (2 tries) 20%</b>			
Assignment Zero - Introduction to WileyPLUS		0%	
Wileyplus Assignment 1		0.68%	
Wileyplus 2 Some Chapter 2 and Mainly Chapter 3		1.23%	Wed Sep 23, 2020 at 11:59pm EDT
Wileyplus3 Ch 4 Revenue and Income Statement		1.29%	Sat Oct 3, 2020 at 11:59pm EDT
Wileyplus 4 Cash Flow Chapter 5		1.85%	Wed Oct 7, 2020 at 11:59pm EDT
Wileyplus 5 Chapters 6&7		1.85%	Mon Oct 26, 2020 at 12:00pm EDT
Wileyplus 6 Review Chapters 1to7		3.69%	Mon Oct 26, 2020 at 12:00pm EDT
Wileyplus 7 Chapter 12 Financial Statement Analysis		1.85%	Sun Nov 15, 2020 at 03:55pm EST
Wileyplus 8 Chapter 8 Fixed Assets		1.85%	
Wileyplus 9 Liabilities Chapters 9&10		0.8%	Wed Nov 18, 2020 at 11:59pm EST
Wileyplus 10 Chapter 11 Equity		1.42%	Wed Dec 2, 2020 at 11:59pm EST
Wileyplus 11 Multiple choice review plus chapter 3		3.51%	Wed Dec 9, 2020 at 11:59pm EST
<b>Supplementary Assignments for Practice with no Marks attached: 3 tries each 0%</b>			
Wileyplus Week 6 Review mainly Chapter 3 no points omited from final grade.		0%	Wed Oct 21, 2020 at 11:59pm EDT
Ch 11: Inclass workproblems omited from final grade.		0%	Thu Nov 26, 2020 at 11:59pm EST
<b>Quiz 25%</b>			
Practice Quiz omited from final grade.		0%	Sun Oct 25, 2020 at 11:59pm EDT
Quiz		25%	Thu Oct 22, 2020 at 02:00pm EDT

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Financial Analysis Spreadsheet 5%</b>			
Financial Analysis Spreadsheet		5%	Thu Nov 12, 2020 at 11:30am EST
<b>Case Analysis 20%</b>			
Case Analysis		20%	Thu Nov 26, 2020 at 11:30am EST
<b>Final Exam 30%</b>			
Final Exam		30%	Thu Dec 17, 2020 at 11:30am EST

## WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment Zero - Introduction to WileyPLUS

Wileyplus Assignment 1

Wileyplus 2 Some Chapter 2 and Mainly Chapter 3

 **Due Date:** Wed Sep 23, 2020 at 11:59pm EDT


Wileyplus3 Ch 4 Revenue and Income Statement

 **Due Date:** Wed Sep 30, 2020 at 11:59pm EDT


Wileyplus 4 Cash Flow Chapter 5

 **Due Date:** Wed Oct 7, 2020 at 11:59pm EDT

Wileyplus 5 Chapters 6&7

 **Due Date:** Wed Oct 14, 2020 at 11:59pm EDT

Wileyplus 6 Review Chapters 1to7

 **Due Date:** Wed Oct 21, 2020 at 11:59pm EDT

## Wileyplus 7 Chapter 12 Financial Statement Analysis

 **Due Date:** Wed Nov 4, 2020 at 11:59pm EST


## Wileyplus 8 Chapter 8 Fixed Assets

 **Due Date:** Wed Nov 11, 2020 at 11:59pm EST

## Wileyplus 9 Liabilities Chapters 9&10

 **Due Date:** Wed Nov 18, 2020 at 11:59pm EST


## Wileyplus 10 Chapter 11 Equity

 **Due Date:** Wed Dec 2, 2020 at 11:59pm EST

## Wileyplus 11 Multiple choice review plus chapter 3

 **Due Date:** Wed Dec 9, 2020 at 11:59pm EST


## Wileyplus Week 6 Review mainly Chapter 3 no points

 **Due Date:** Wed Oct 21, 2020 at 11:59pm EDT

## Ch 11: Inclass workproblems


 **Due Date:** Thu Nov 26, 2020 at 11:59pm EST

## Practice Quiz

 **Due Date:** Wed Oct 21, 2020 at 11:59pm EDT

This is a practice quiz, and you have to do it BEFORE OCT 21 at MIDNIGHT.


## Quiz

 **Due Date:** Thu Oct 22, 2020 at 01:15pm EDT



The quiz covers the first 7 chapters of the text and is based on your ability to prepare a set of journal entries for a company, including adjusting and closing entries, and prepare the resulting financial statements, as well as consider key aspects of Chapters 6 and 7. To prepare for the quiz, students will read the assigned course readings and problems found in the textbook and prepare other supplementary material assigned by the instructor. The quiz is due **Week 6**.

## Financial Analysis Spreadsheet

 **Due Date:** Thu Nov 12, 2020 at 11:30am EST

There are three steps to the group project. Step 1: Groups of 3 or 4 will be required to submit a shortlist of companies by **Week 4** (which must follow IFRS and be publicly traded) for approval.

Step 2: Groups prepare technical F/S analysis calculations (trend, common size, ratios) and submit the F/S and analysis calculations in a spreadsheet, which will form the basis of the Case Analysis. The Financial Analysis Spreadsheet is due **Week 8**.

Step 3: Groups will be given a case scenario (of your role) on week 7 and your comprehensive qualitative and quantitative analysis of a public Canadian company using IFRS is due week 10.

May I suggest you choose a simple one industry Canadian company. If you have access to or have worked for a Canadian public company that might be a good candidate, as might a company you can obtain analysts reports for.

## Financial Spreadsheet Preparation

Groups of 3/4 students will be required to submit a shortlist of companies by **Week 4** (which must follow IFRS and be publicly traded) for approval. Upon receipt of my approval, groups prepare technical F/S analysis calculations (trend, common size, ratios) and submit the F/S and analysis calculations in a spreadsheet, which will form the basis of the Case Analysis. The Financial Spreadsheet Preparation is due **Week 8**.

## Case Analysis

A scenario and marking rubric will be handed out on **Week 7** to all students, which gives the students a role and questions to answer in the analysis of the case. The case analysis will be in essay form and will involve an interpretation and the analysis of the financial statements prepared. The case will require the student to assume a role of an analyst to analyze a set of financial statements. The case analysis is due **Week 10**.

## Case Analysis

 **Due Date:** Thu Nov 26, 2020 at 11:30am EST

A scenario will be handed out on **Week 7** to all students, which gives the students a role and questions to answer in the analysis of the case. The case analysis will be in essay form and must be completed in groups and involve an interpretation and the analysis of the financial statements prepared. The case will require the student to assume a role of an analyst to analyze a set of financial statements. The case analysis is due **Week 10**.

**GROUP ASSIGNMENT OVERVIEW AND MARKING RUBRIC - Thornefinal2020.docx** 

## Final Exam

 **Due Date:** Thu Dec 17, 2020 at 11:30am EST

The final exam will cover, at the discretion of the instructor, all readings, handout material, class discussions, lectures, and, of course, all chapters of the textbook. A basic calculator that does not store text will be required to complete the exam.

## WRITTEN ASSIGNMENTS: EVALUATION

### In-Class Quiz:

The remote time-restricted quiz will be written on Wileyplus or on Canvas.

### Financial Statement Case Analysis:

Spreadsheet: Financial Statement spreadsheet analysis must be submitted by email as an Excel document to the instructor and to yourself and also through Canvas.

Case Analysis: You are asked to submit this assignment by email as a Word document to the instructor and to yourself and also through Turnitin. The body of your report must be no longer than 2000 words. This limit will be strictly enforced, as anything beyond this point will be ignored by the grader. This limit forces you to choose your most important points and express them concisely. Appendices must be completed as specified in the required. Their length is unlimited; however, they will not be read unless they are specifically referred to in the body of the report.

You can format your report as you see fit but aim for a basic professional appearance. Remember that no amount of window - dressing can make up for a lack of content, but conversely, no student can expect to receive a high mark if their report features poor grammar or shoddy appearance.

This assignment will be evaluated using a marking guide that assesses both the quality of the work and whether the student has covered the expected topics.

### Final Exam:

The weight of each part of the exam will be indicated on the first page of the exam booklet. It will cover the entire course, including all of the asynchronous and synchronous materials, and it will assess the student's ability to address technical accounting issues and apply her/his understanding of these issues. It will be a Wileyplus submission.

## CALCULATING COURSE GRADE

### Grades

#### *Expectations*

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:

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

## Overall Course Grade

In this class, the overall course grades will be determined as follows: Each grade component will be given a percentage mark. This will be multiplied by its weighting, as listed in the 'Deliverables at a glance' section above, to arrive at an overall percentage mark for the course. The overall percentage mark will then be converted by the instructor into a letter grade. Because new assignments and exams are used every year, there is no way to predict exactly how difficult a given component of the grade will be. Thus, it is not possible to state in advance the range of percentages that will map to a given letter grade.

Judgement will be used by the instructor to determine where to draw the cut-off lines for each letter grade, so that the grade distribution mandated by the school is achieved. Where possible, obvious breaks in the distribution of percentage marks will be used, to minimize the effects of small differences in percentage marks on the final letter grades. No student will receive a higher letter grade than another student without achieving a higher overall percentage mark.

## CLASS-BY-CLASS SYLLABUS

### Welcome to your Wiley Course



Looking for Help and Tips?



How to Succeed in This Course



Getting Started with WileyPLUS

Assignment Zero - Introduction to WileyPLUS

### Week 1: Please read the entire contents of this module before the first class

Overview: [Week 1: Asynchronous Requirements to do BEFORE first class](#)

**ASYNCHRONOUS STEPS** --Please complete the following 6 steps before the class. These six steps could take as long as 6 hours of your time and maybe more depending upon your comfort with the technical aspects of zoom/canvas and your accounting background.

Step 1. Read Course Outline **1.1 ACTG 5100 Generic - Thorne - Course Outline - Fall 2020r-1.docx**



Step 2. Read Chapters 1, 2 of the textbook and complete **Wileyplus assignment zero** and attempt **Wileyplus assignment #1** (which is due on the Sunday after this class just because it is the first week, but you will have two assignments due during the next week). The Wileyplus assignments as a GROUP ARE WORTH 20% of your mark. They are there to get you to read the TEXT before each class meeting and TRY problems so you know what you understand and what you need help with.

--> Note to you all: as well as reading the chapters, please take a look at TAKEFIVE videos (under RESOURCES) for the two chapters (they are terrific); however, the material provided in the text book above and beyond the TAKEFIVE videos is to be used only at your own discretion (it is good but just not necessary unless you are personally interested)

Step 3. Email me with your name, work experience, accounting/finance experience, and educational experience, and SECTION number **lthorne@schulich.yorku.ca**  
(mailto:lthorne@schulich.yorku.ca)

Step 4. Read and download the class powerpoint

Step 5. Prepare aGoatherders and answer the questions....you will be sharing these with a group during class time, and possibly presenting (depending upon time constraints)

**agoatherderesr.doc**

I will be in class about 15 minutes early--video on and muted (you can press your space bar when you want to ask me a question). I will be looking for a CHAT volunteer if you want to volunteer. And do

feel free to ask / email me any questions or concerns. I'm looking forward to meeting you all.

## Week 2

### Overview: Week 2 Asynchronous Requirements

Step 1: make sure you complete Wileyplus 1 before it is past due.  
Wileyplus 2 is due night before second scheduled zoom class.

Step 2: Read Chapter 2 and 3.

Step 3: Please watch the two following You Tubes--> I think you will like them and also they are quick tricks that will help you:

1) YouTube: Colin Dodds-Debit Credit (Accounting Rap song)  
**Colin Dodds - Debit Credit Theory (Accounting Rap Song)**  
(<https://www.youtube.com/watch?v=j71Kmxv7smk&feature=youtu.be.....Please>)



(<https://www.youtube.com/watch?v=j71Kmxv7smk&feature=youtu.be.....Please>)

2) You tube: ACCOUNTING BASICS: Debits and Credits Explained

on this YOUTUBE:  
**ACCOUNTING BASICS: Debits and Credits Explained**  
(<https://www.youtube.com/watch?v=VhwZ9t2b3Zk>)



(<https://www.youtube.com/watch?v=VhwZ9t2b3Zk>)

Step 4: Please go over the overheads attached and complete Wileyplus 2, which is due 11:30 the night before the zoom class.

Step 5: Please prepare the following to be presented in class (from the second last overhead slide):

#### FRUIT STAND

Perform the following for the below transactions:

- 1) Record 5 transactions in T accounts—(a k a ledger)
- 2) Create a Trial balance

3) Create a Balance Sheet

4) Create an Income Statement

#### **TRANSACTIONS**

- 1) invested \$2000 in fruit stand business
- 2) bought a fruit stand for \$1000 using cash
- 3) bought \$500 of fruit using cash
- 4) Sold half of the fruit for \$400, cash
- 5) Paid a helper \$25

Step 6: Email me if you have any questions.

## Week 3

### Overview Week 3: Asynchronous Requirements

#### **Asynchronous Requirements before Class**

Step 1: Read Chapters 3 and 4

Step 2: do the Take 5 Videos for Chapter 4 (as Chapter 3 should already have been done).

Step 3: Wileyplus Assignment 3, and in particular this one has a accounting cycle question so it takes a bit of time (I would estimate double what you have spent before).

Step 4: Download the overheads for Week 3, see you in class :)

## Week 4

### Overview: Asynchronous Requirements: Week 4

**Step 1: Read Chapter 5 Topic: The Statement of Cash Flows and do the TAKEFIVE Videos. YOU ARE ONLY RESPONSIBLE FOR THE INDIRECT METHOD.**

Step 2: DO THE TUTORIALS FOR CHAPTER 5 (WHICH INCLUDE THE ACCOUNTING CYCLE AND ADJUSTING ENTRIES AS WELL AS THE CASH FLOW).

Step 3: Do Wileyplus Assignment4.

Step 4: Get a group of 3/4 together and submit your names and a shortlist of 3 companies for approval (to me) for the Financial Statement Case Analysis.

## Week 5

### Overview: Asynchronous Requirements: Week 5

## Step 1: Read Chapters 6 and 7 on Cash, Receivable, Inventory from the text.

Step 2: do the Wileyplus for this chapter and it is quite long.

Step 3: Attempt the questions in the Overheads for the week for the breakout session.

Step 4: Find a study group (could be your assignment group), and start the special review Wileyplus, which has no marks allocated. Do the review and comprehensive problems at the back of each chapter.

## Week 6

Overview: Quiz is during class time, and suggested preparation for the Quiz: Week 6

Suggested preparation. The Quiz is 90 minutes and will be conducted on CANVAS at the start of class 6, may I suggest that you arrive at least 10 minutes before class. It is an open book quiz.

It will cover chapters 1-7 of the text and all class problems/overheads/lecture material.

to Prepare: the focus is on practice, and doing Problems, similar to those we did in Class and on Wileyplus, compare answers but you have to do them in WORD.

1) complete the Wileyplus Assignment 6 with marks attached, and then, IF YOU LIKE, do WILEYPLUS PRACTICE ASSIGNMENTS, which has no marks attached for practice assignment on wileyplus (which is the same as the one attached to the practice quiz).

2) I suggest you complete all of the end of chapter end problems and comprehensive problems in the text for 7 chapters assigned. These chapter end problems also have solutions in the text for you to compare your answer. I suggest you work backward, that is start first on chapter 7, and then do Chapter 6, 5, 4, 3, 2, 1 in that order.

3) there are also practice questions in wileyplus with answers

4) make sure you practice the upload and download of the practice quiz, and READ the instructions, as it will save you time during the quiz.

## MBA Reading Week ( Oct 27-30)

## Week 7

## Overview: Asynchronous Requirements: Week 7-2

### 1) Read Chapter 12 of the text: Financial Statement Analysis, and do the Assigned Wileyplus Assignment

2) Start to work with your Case group on the Spreadsheet that is due next week and it is based upon your application of the concepts, qualitative assessment and numerical calculations presented in Chapter 12. Recall, the Spreadsheet assignment is worth 5 marks and is due Week 8. By next class (Week 8 Class), your group will be required to prepare technical F/S analysis calculations (trend, common size, ratios) and submit the F/S and analysis calculations in a spreadsheet, which will form the basis of the Case Analysis.

3) This is my favourite, please watch the following YOUTUBE...

**Warren Buffett: How To Invest For Beginners** ([https://www.youtube.com/watch?v=yRr0\\_gJ-3ml](https://www.youtube.com/watch?v=yRr0_gJ-3ml))



([https://www.youtube.com/watch?v=yRr0\\_gJ-3ml](https://www.youtube.com/watch?v=yRr0_gJ-3ml))

What are his 7 principles to Investing?

4) also for those that are interested that is another fabulous video available that I strongly recommend you watch. BECOMING WARREN BUFFET, which is a documentary made by HBO but is widely available on the internet and also on AMAZON PRIME and YOUTUBE. It is an hour long. In addition, watch the attached 13 minute 2018/9 interview on CNBC:

**Warren Buffett: Just Looking At The Price Is Not Investing | CNBC**

(<https://www.youtube.com/watch?v=Qm0jktMIYIk>)



(<https://www.youtube.com/watch?v=Qm0jktMIYIk>)

13 minutes. Here is the YOUTUBE link.

5) download and consider the class overheads as attached, prepare the three questions on the Class7 Worksheet to do in Breakout rooms as attached. **Class 7 FSA worksheet to do in Breakoutrooms and class UPDATEDr.docx**



(%24CANVAS\_COURSE\_REFERENCE%24/file\_ref/g899ed56c8fca3d90496d8a40f1ddfa28/download?wrap=1)  
(%24CANVAS\_COURSE\_REFERENCE%24/file\_ref/g5383de489426373b59e540db3f83a76a/download?wrap=1)

6) Stephanie Quail Bronfman librarian who will come to class and discuss doing research on companies and industries, from a financial perspective to aid you in your research for this project. She will be in class for about a half hour to answer your questions, may I suggest you have specific



questions prepared for your particular company and industry. Please examine the materials she has prepared for you for this purpose.

Here is the embedded link.

**<https://h5pstudio.ecampusontario.ca/content/10360>**  
(**<https://h5pstudio.ecampusontario.ca/content/10360>**)

and here are the entire set of instructions as per the email:

It will make it easier for students to use the module. Let me know if you have any issues using the following instructions:

1) Go to the module: **<https://h5pstudio.ecampusontario.ca/content/10360>**  
(**<https://h5pstudio.ecampusontario.ca/content/10360>**)

2) Click on the **Embed link** at the bottom of the module.

3) A pop-up box will appear. Copy the **embed code** from this box.

4) Login to your course's Canvas and switch it to editing mode. Add a new page to a module or a section in the course's Canvas. Here's an example page I added. I titled it: **ACTG 5100: Self-Paced Library Research Module**. Additionally, you could just embed it into an existing page if that makes more sense for your course structure.

5) Once you go into the page, click **HTML editor**.

6) You can now copy and paste the embed code. Then click **Rich Content Editor** if you'd like to go back and see what it looks like.

It will make it easier for students to use the module. Let me know if you have any issues using the following instructions:

- 1) Go to the module: <https://h5pstudio.ecampusontario.ca/content/10360>  
(<https://h5pstudio.ecampusontario.ca/content/10360>)
- 2) Click on the **Embed link** at the bottom of the module.
- 3) A pop-up box will appear. Copy the **embed code** from this box.
- 4) Login to your course's Canvas and switch it to editing mode. Add a new page to a module or a section in the course's Canvas. Here's an example page I added. I titled it: **ACTG 5100: Self-Paced Library Research Module**. Additionally, you could just embed it into an existing page if that makes more sense for your course structure.
- 5) Once you go into the page, click **HTML editor**.
- 6) You can now copy and paste the embed code. Then click **Rich Content Editor** if you'd like to go back and see what it looks like.

<https://h5pstudio.ecampusontario.ca/content/10360>  
(<https://h5pstudio.ecampusontario.ca/content/10360>)

## Week 8

Overview: [Asynchronous Preparation: Week 8](#)

### Step 1: Read Chapter 8 on Long-term Assets and complete Wileyplus 8

Step 2: complete and hand in **Financial Analysis Spreadsheet** before CLASS. Make sure the entire group names and student numbers are included.

Step 3. Watch Aaron Beam regarding HealthSouth fraud, which involved fraudulently presenting assets on the financial statements.

Mr. Beam was a co-founder of Healthsouth and the company's first CFO. From 1984 to 1996 he helped grow Healthsouth into a Fortune 500 company. However, in 1996 he took part in an accounting fraud at the company that resulted in one of the largest corporate frauds in the history of the United States. In 2003 he pled guilty to the crime and was sent to federal prison.

He began his public speaking career in 2008 and as of 2018 has spoken to over 500 different groups. These include universities, associations, companies, churches and civic groups. His primary message is about corporate fraud, who is actually responsible, how they take place, and what can be done to prevent frauds such as Enron and Healthsouth. While Mr. Beam does not consider himself a motivational speaker, he does hope his speeches will motivate people to live a more ethical life.

this is his presentation to Stanford students, it takes almost an hour but is really worth watching and not just for accounting but for the ethics of business and leaders.

**Ethics and Fraud at HealthSouth: Lessons from Inside a Corporate Meltdown**

([https://www.youtube.com/watch?v=R\\_K7bQpDJzg](https://www.youtube.com/watch?v=R_K7bQpDJzg))



([https://www.youtube.com/watch?v=R\\_K7bQpDJzg](https://www.youtube.com/watch?v=R_K7bQpDJzg))

Step 4: Start the next part of your GROUP CASE ASSIGNMENT.

## Week 9

### Ch 9: Current Liabilities



9.1 Introduction



9.2 Valuation Methods



9.3 Current Liabilities Arising from Transactions with Lenders



9.4 Current Liabilities Arising from Transactions with Suppliers



9.5 Current Liabilities Arising from Transactions with Customers



9.6 Current Liabilities Arising from Transactions with Employees



9.7 Current Liabilities Arising from Transactions with the Government



9.8 Current Liabilities Arising from Transactions with Shareholders



9.9 Financial Statement Analysis

### Ch 10: Long-Term Liabilities



10.1 Introduction



10.2 Long-Term Liabilities Arising from Transactions with Lenders



10.3 Long-Term Liabilities Arising from Transactions with Other Creditors



10.4 Long-Term Liabilities Arising from Transactions with Employees



10.5 Long-Term Liabilities Arising from Differences between Accounting Standards and the Income Tax Act



10.6 Commitments and Guarantees



10.7 Contingencies



10.8 Financial Statement Analysis

Wileyplus 9 Liabilities Chapters 9&amp;10



Class9Liabilities MBA2020final.ppt

## Week 10 Case Assignment Due and Equity Chapter 11

Overview: Asynchronous Preparation: Week 10 Equity

### Chapter 11 Equity

**1. Read Chapter 11 Equity in the text**

**2. Wework: Watch the following on Wework:**

[www.youtube.com/watch?v=Kd2EVZO3XH8](http://www.youtube.com/watch?v=Kd2EVZO3XH8) (<http://www.youtube.com/watch?v=Kd2EVZO3XH8>)



(<http://www.youtube.com/watch?v=Kd2EVZO3XH8>)

Technology

## The Lasting Legacy of the WeWork Catastrophe

The final episode of the Foundering podcast takes stock of the rise and fall of one of the world's hottest startups.

By

**Ellen Huet** ([https://www.bloomberg.com/authors/ASmGayS\\_jTQ/ellen-huet](https://www.bloomberg.com/authors/ASmGayS_jTQ/ellen-huet))

and

**Shawn Wen** (<https://www.bloomberg.com/authors/AUS8M6H575c/shawn-wen>)

July 30, 2020, 5:00 AM EDT



Adam Neumann Photographer: Michael Kovac/Getty Images

### 3. Overheads for Class

4. please make sure you hand in the CASE ASSIGNMENT by email to instructor (and copy yourself) as well as submission into CANVAS.

Week 11 Guest speaker, start review, Investments.

Overview: Week 11 Asynchronous preparation

#### Asynchronous Material

Please go over the data analytic material as your leisure.

Required is Wileyplus 10 covering Chapter 11 and we also will go over Investments material time permitting.

You may want to start on Wileyplus 11 and 12, which is to start you on your review for the exam but they are NOT YET DUE. .

Week 12

Overview: Asynchronous Requirements: Week 12

The final exam covers all class, text and Wileyplus material.

Step 1: Complete Wileyplus 11 which is multiple choice and there is a Wileyplus problem set for class (no marks). Wileyplus 12 is not due until the day before the exam.

Step 2: To study for the final: Complete the comprehensive questions and review problems at the back of the chapters.

Step 3: For class there is a wileyplus homework assignment, which is not counted. We will go over the problems in class but more importantly, we will discuss the answers to these questions:

Question 1. Does Ambrose have a liquidity problem? What can they do to decrease their working capital requirements? Would you recommend them to do so? Why?

Question 2: Is Artscan becoming more or less risky? At what point does Artsan become excessively levered?

Question 3: How much of Smooth Suds growth is attributable to increased equity and debt investment, and what portion is attributable to the growing market?

b) what do you consider the stage of life cycle of Smooth Suds? what business are they in? define it?

Question 4: would you prefer to invest debt and/or equity in each of the two companies? why?

## Final Exam (2 hours Wileyplus in class time)

Final Exam

# STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

## Preparation

This course weaves together theory, concepts, teaching problems, practical problems, and short cases. Much of the material will be vague, imprecise, and hard to understand. This is deliberate. Accounting deals with people and their relationships. This social world is difficult to comprehend. Students will often feel uncertain, therefore, about how to make sense of the material, or what parts of the material are important. This uncertainty is all part of the learning process. Whenever you experience frustration with the course material, remember that this is an indication that you are being stretched appropriately.

This course emphasizes a manager's perspective on financial accounting. However, the first few classes introduce students to the accountant's perspective. The basis for using accounting information is a thorough understanding of the accounting basics, including the accounting cycle. In the initial parts of the course, we will focus on these accounting basics, but you will also have to spend time outside of class doing extra problems, so that the basic mechanisms of financial accounting are clear to you. Only then will you be able to understand and analyze financial statements and other accounting information. The textbook and its accompanying Wiley online learning centre are excellent sources of practice problems and detailed examples.

## Format

The course is concerned with developing the knowledge base for managers to use and be evaluated by financial statement information. The emphasis of the course is on understanding the language of business, that is accounting, and the grammar imposed by Generally Accepted Accounting Principles (GAAP) on managers' ability to use financial information to communicate their enterprises financial progress, and on users' interpretation of the enterprises' financial position. Much of the course is concerned with the interpretation of financial information and will be taught in both synchronous (in-class) and asynchronous (individual preparation before class) formats.

## Asynchronous Learning Preparation:

Approximately 6 hours of work before class is required each week. This will include both asynchronous teaching as well as asynchronous preparation learning components, which will be outlined in detail for each class. They include watching instructor and text videos, reading relevant textbook materials, and doing text questions, practice problems and other activities.

**Synchronous Learning:** The majority of synchronous class time involves application and analysis, although clarification of more complex topics will also be covered. Class time will not be used to repeat material that is adequately covered by the asynchronous learning modules. Students are strongly encouraged to participate in class discussions --both in the class or in smaller groups-- and to put forth your position, questions and opinions. You will be given opportunities to think your way through questions posed to you – take this opportunity to practice your analytical skills. The class will be a rich learning environment if you are willing to take the risk to agree or disagree, to challenge thoughtfully while listening carefully to the contributions of others.

## Etiquette and Courtesy

Courtesy in the classroom is crucial to an effective learning environment, and even more important in remote learning. Students are expected to have their video on and remain muted unless asking or answering a question. If there are reasons that the use of video imposes an undue hardship on a student, the expectation is that this will be communicated to the Instructor before class. Use of the chat in zoom is encouraged, and a class monitor will be selected to convey your chats to the instructor/group during the class. To avoid discourteous, disturbing or disruptive behavior, it is requested that the following be observed:

- a) Please be punctual to avoid disturbing the instructor and the rest of the class. It is understandable that extenuating circumstances may arise, and if you are unavoidably late, please be considerate and enter the zoom session discretely.
- b) Please do not leave during class unless it is absolutely essential. Lectures run for two hours. If you must leave early, please inform the instructor beforehand by email.
- c) During class, please focus on the lesson at hand.
- d) Please turn off all cell phones prior to class.
- e) Overall, please conduct yourselves with the professionalism, respectfulness and courtesy that would be expected of you as businesspersons and as students at the Schulich School of Business.



# GENERAL SCHULICH ACADEMIC POLICIES

## Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

## Academic Honesty

**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 also be found on Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/> (<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://accessibility.students.yorku.ca/> (<http://accessibility.students.yorku.ca/>) .

## Exams (Absence from)

### Midterm

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. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation (e.g. Attending Physician's Statement, Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

*\* Please note that academic policies specific to this course may be contained in other parts of this course outline.*

## Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

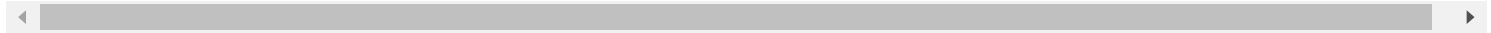
The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>). Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

**Take time to fully review the Code of Student Rights and Responsibilities:**

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)



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***These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.***

***Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.***

## Memorandum

To: Faculty Council

From: Dean Neu, Professor Accounting Area

Date: December 19, 2020

Subject: Course change of ACTG 5210 1.5 by changing the course description and learning outcomes.

---

### **Motion:**

That Faculty Council approve the proposal to change the course description and learning outcomes of SB/ACTG 5210 1.5 to include issues relating to ethics, sustainability and the triple bottom line are integrated in Management Accounting.

### **Rationale:**

A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.

## Course Change Proposal Template

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

### 1. Program

*Master of Business Administration*

### 2. Course Number and Credit Value

*ACTG 5210 1.50*

### 3. Course Title

#### a) Long Course Title

*Management Accounting*

#### b) Short Course Title

*Management Accounting*

### 4. Existing Pre-requisites/Co-Requisites

*SB/ACTG 5100 3.00*

#### Type of Course Change (indicate all that apply)

	<b>in course number</b>
	<b>in credit value</b> (provide course outline)
	<b>in course title</b> (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
X	<b>in course description</b> (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
X	<b>in learning objectives/outcomes</b> (please append the program's existing learning outcomes as a separate document)
	<b>in integration</b> (provide statement of approval from other program)
	<b>in cross-listing</b> (provide statement of approval from other program)
	<b>in pre/co-requisite</b>
	<b>expire course</b>
	<b>other</b> (please specify)

### 5. Effective Session of Proposed Change(s)

*Fall 2021*

### 6. Academic Rationale

*A key promise that we make to students joining our MBA Program is that issues relating to ethics, sustainability, and the triple bottom line are integrated all through the core MBA curriculum.*

### 7. Proposed Course Information

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>Course Description</p> <p>This course provides an introduction to management accounting techniques that are useful in management decision making situations such as cost management, pricing special orders, determining service levels and performance appraisal. The non-applicability of external reporting figures for most management decisions is reviewed.</p>	<p>Course Description</p> <p>This course provides an introduction to management accounting techniques that are useful in management decision making situations such as cost management, pricing special orders, determining service levels and performance appraisal. The non-applicability of external reporting figures for most management decisions is reviewed. <b>In arriving at managerial decisions, all stakeholder interests are considered, including socially responsible decision making around key issues.</b></p>

Existing Learning Outcomes (Change from)	Proposed Learning Outcomes (Change to)																
<p>Learning Outcomes:</p> <p>In supporting senior management in all types of organizations, accounting information is often necessary to facilitate decisions. Managers have the responsibility and authority for making decisions about the use of the firms' resources. To do this effectively, they must identify the alternative actions (strategies) available to them, predict the possible consequences of those actions, and then choose the action that has the most preferred predicted outcome. Management accounting information is useful in predicting the possible consequences of alternative actions, as well as in structuring the description of those consequences. Relevant accounting information can help in management's stewardship role that includes identifying strategic opportunities and maintaining competitive advantage.</p> <p>The applications in this course pertain to the decision-facilitating and decision-influencing role of management accounting information. Various management accounting techniques and applications are explored in case and problem settings.</p> <p>Class discussions of the readings, their applications and limitations as well as numerical problems and cases will consume the bulk of class time. The success of the course depends on the extent we are able to draw upon the diverse background, training, and interest of the participants.</p> <p>The final grade for the course will be based on the following items weighted as indicated:</p> <table> <tr> <td>Paired Case Analysis</td><td>25%</td></tr> <tr> <td>Midterm Quiz</td><td>20%</td></tr> <tr> <td>Final Exam</td><td>55%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table>	Paired Case Analysis	25%	Midterm Quiz	20%	Final Exam	55%	Total	100%	<p>Learning Outcomes:</p> <p>In supporting senior management in all types of organizations, accounting information is often necessary to facilitate decisions. Managers have the responsibility and authority for making decisions about the use of the firms' resources. To do this effectively, they must identify the alternative actions (strategies) available to them, predict the possible consequences of those actions, and then choose the action that has the most preferred predicted outcome. Management accounting information is useful in predicting the possible consequences of alternative actions, as well as in structuring the description of those consequences. Relevant accounting information can help in management's stewardship role that includes identifying strategic opportunities and maintaining competitive advantage. <b>In arriving at managerial decisions, all stakeholder interests are considered, including socially responsible decision making around key issues.</b></p> <p>The applications in this course pertain to the decision-facilitating and decision-influencing role of management accounting information. Various management accounting techniques and applications are explored in case and problem settings.</p> <p>Class discussions of the readings, their applications and limitations as well as numerical problems and cases will consume the bulk of class time. The success of the course depends on the extent we are able to draw upon the diverse background, training, and interest of the participants.</p> <p>The final grade for the course will be based on the following items weighted as indicated:</p> <table> <tr> <td>Paired Case Analysis</td><td>25%</td></tr> <tr> <td>Midterm Quiz</td><td>20%</td></tr> <tr> <td>Final Exam</td><td>55%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table>	Paired Case Analysis	25%	Midterm Quiz	20%	Final Exam	55%	Total	100%
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Total	100%																
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Midterm Quiz	20%																
Final Exam	55%																
Total	100%																

## 8. Consultation

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

### Originator



Signature

*December 21, 2020*

Date

Kiridaran Kanagaretnam

Name

Accounting

Area or Specialization

### Approvals:

#### Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

*Dean Neu*

Signature

*December 23, 2020*

Date

Dean Neu

Name

Accounting

Area or Specialization

#### Degree Program

I have reviewed this change form and I support the proposed changes to the course.

*Ashwin Joshi*

Signature

*January 8, 2021*

Date

Ashwin Joshi

Name of Program Director

Master of Business Administration

Program

#### Program Committee

This course change has received the approval of the relevant Program Committee.

*Marcia Annisette*

Signature

*January 14, 2021*

Date

Marcia Annisette

Name of Committee Chair

Master Programs Coordinating  
Committee

Committee



ACTG5210 F2020 CREDITS: 1.50

## ACTG 5210 U - MANAGEMENT ACCOUNTING

TUE 19:00-22:00

### INSTRUCTOR

**Joelle Pokrajac**

jpokrajac@schulich.yorku.ca

Virtual meetings  
by appointment  
only, please email the instructor.

### ADMIN

**Mary Rizzo**

mrizzo@schulich.yorku.ca

416.736.2100 Ext. 55062

S344J SSB

## JOELLE POKRAJAC BIOGRAPHY

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 sat on the Board of Directors for MitoCanada, a Registered Canadian charity. She holds a CPA-CMA designation as well as an MBA.

## BRIEF DESCRIPTION

An introduction to management accounting techniques that are useful in management decision-making situations such as cost management, pricing special orders, determining service levels and performance appraisal. The non-applicability of external reporting figures for most management decisions is reviewed. In arriving at managerial decisions, all stakeholder interests are considered, including socially responsible decision making around key issues.

Prerequisite: SB/ACTG 5100 3.00.

## COURSE LEARNING OUTCOMES

In supporting senior management in all types of organizations, accounting information is often necessary to facilitate decisions. Managers have the responsibility and authority for making decisions about the use of the firms' resources. To do this effectively, they must identify the alternative actions (strategies) available to them, predict the possible consequences of those actions, and then choose the action that has the most preferred predicted outcome.

Management accounting information is useful in predicting the possible consequences of alternative actions, as well as in structuring the description of those consequences. Relevant accounting information can help in management's stewardship role that includes identifying strategic opportunities and maintaining competitive advantage. In arriving at managerial decisions, all stakeholder interests are considered, including socially responsible decision making around key issues.

The applications in this course pertain to the decision-facilitating and decision-influencing role of management accounting information. Various management accounting techniques and applications are explored in case and problem settings.

Class discussions of the readings, their applications and limitations as well as numerical problems and cases will consume the bulk of class time. The success of the course depends on the extent we are able to draw upon the diverse background, training, and interest of the participants

## LEARNING REMOTELY



Due to the COVID-19 situation, this course will run in an online format. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/tap/66>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

### **Time Zone**

All course meeting times are Eastern Time (ET) unless otherwise indicated.

### **Etiquette and Courtesy**

Courtesy in the classroom is crucial to an effective learning environment. Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved:

- Join early – up to 5 minutes before the session start time because the class will start on time.
- Attend from a distraction-free and quiet environment (to the extent possible).
- Turn-on your camera unless you are experiencing connection issues or have other concerns with having your camera being on.
- Understand that your audio will be on mute upon entry. Continue to mute your audio until you want to speak and after you are done speaking.
- Use “Raise Hand” feature if you want to speak. Wait for the instructor to call your name and then unmute your audio to speak.
- Chat feature can also be used to ask questions or share ideas to all (not as a private message). If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived. Please ask your question once - the instructor will address questions periodically to avoid regular disruptions to the flow of the lecture. If your question remains unanswered at the end of the lecture please feel free to ask it again at that time.
- Minimize doing other things (e.g., texting, talking to others) as it detracts from your and others learning environment. Focus and be present
- Have paper and a pen or pencil handy to take notes.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy that would be expected of you as students at the Schulich.

### **Format**

The course will consist of six (6) separate 3 hour classes. Most classes will comprise of complimentary components: these will include: asynchronous component (i.e. pre/post-class learning), a synchronous component (i.e. Zoom lecture) and the use of small breakout rooms during class time. The Modules section of Canvas outlines the components and associated expectations for each class.

**Synchronous Learning** (Zoom lecture) instructor led learning and lectures delivered over Zoom. The majority of synchronous class time involves application and analysis, although clarification of more complex topics will also be covered. Class time will not be used to repeat material that is adequately covered by the asynchronous learning modules. Students are strongly encouraged to participate in class discussions --both in the class or in smaller groups-- and to put forth your position, questions and opinions. You will be given opportunities to think your way through questions posed to you – take this opportunity to practice your analytical skills. The class will be a rich learning environment if you are willing to take the risk to agree or disagree, to challenge thoughtfully while listening carefully to the contributions of others.

**Synchronous Learning** (Zoom breakout rooms) students will be divided into small breakout rooms at various points in the class to do questions and various activities, the instructor visit these rooms throughout the term. The expectation is students turn on their webcams during all breakout room sessions.

**Asynchronous Learning** (pre/post-class learning).

Approximately 6 hours of work before class is required each week. This will include both asynchronous teaching as well as asynchronous preparation learning components, which will be outlined in detail for each class. They include watching instructor and text videos, reading relevant textbook materials, and doing text questions, practice problems and other activities. Throughout the term class time will be devoted to this component. Students will individually complete this component during the specified time or anytime before prior to the next class. This component includes:

- Additional questions
- Connect self-assessment quiz(s)
- Instructional videos
- PPT narration/pre-recorded Zoom Sessions

In order, to successfully complete the asynchronous portion and prepare for the synchronous portion (Zoom lecture) reading the assigned chapter(s) prior to class is required. Failure to complete all of the above before the Zoom lecture may result in a student's inability to fully understand the Zoom lecture and participate. This course is very technical and pre-reading is essential to understanding the content in the Zoom lecture.

## COURSE MATERIAL

Readings for this course includes the following custom book:

E-Book Management Accounting, ISBN-10:1307466729 or 13-9781307466720, McGraw-Hill Education. Custom eBook Prepaid Access codes are available from the York Bookstore

Direct Link to eBook:

<https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307288964>

(<https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307288964>) . To search for eBook, select Canada as your country and search by ISBN (9781307288964)

Purchase Options:

1. Purchase Access Code from the York Bookstore- \$50.95 Canadian dollars




2. Purchase direct from <https://create.mheducation.com/shop> (<https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcreate.mheducation.com%2Fshop&data=01%7C01%7Cbrianna.mcilwain%40mheducation.com%7Cc43d0c>)  
-\$50.81 USD

Support:

Student Support for Create eBooks: McGraw-Hill Technical Support:1-800-331-5094


[www.mheducation.ca/college/helpticket/](http://www.mheducation.ca/college/helpticket/) (<http://www.mheducation.ca/college/helpticket/>)

## ASSIGNMENT SUMMARY


Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Midterm Quiz 20%</b>			
Proctoring Enabled: Midterm 5210 Oct 6		20%	Tue Oct 6, 2020 at 08:20pm EDT
<b>Final Exam 55%</b>			
Proctoring Enabled: Final Exam ACTG5210 F2020		55%	Tue Oct 27, 2020 at 09:45pm EDT
<b>Paired Case Analysis 25%</b>			
Paired Assignment		25%	Tue Oct 20, 2020 at 07:00pm EDT

## WRITTEN ASSIGNMENTS: DESCRIPTIONS


### Proctoring Enabled: Midterm 5210 Oct 6

 **Due Date:** Tue Oct 6, 2020 at 08:20pm EDT

### Proctoring Enabled: Final Exam ACTG5210 F2020

 **Due Date:** Tue Oct 27, 2020 at 09:45pm EDT

### Paired Assignment

 **Due Date:** Tue Oct 20, 2020 at 07:00pm EDT

**F2020 ACTG5210 Paired Assignment.docx** 

### Paired Case Analysis: 25% (in groups of 2)

This case will be provided by the professor. The purpose of this group case is to explore how management accounting techniques are used in business. The case must be submitted via Turnitin on **October 20**. Further details will be provided for the Turnitin submission. Email submissions will not be accepted.

## WRITTEN ASSIGNMENTS: EVALUATION

The delivery and execution of the individual assessments (ie: final exam, quizzes and/or midterms) will be provided by the instructor before each assessment. This may include the use of all or some of the following; specific software, online assessment tools, upload and downloads of files, proctor features for on-line assessment (ie "LockDown Browser" and "Proctortrack-CA") or other tools/processes as necessary.

## CALCULATING COURSE GRADE

### **Grades & Expectations:**

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**







<b>A+</b>	9	90-100	Exceptional
<b>A</b>	8	85-89	Excellent
<b>A-</b>	7	80-84	Very Good
<b>B+</b>	6	75-79	Good
<b>B</b>	5	70-74	Competent
<b>B-</b>	4	65-69	Fairly Competent

<b>C+</b>	3	60-64	Passing
<b>C</b>	2	55-59	Barely Passing
<b>C-</b>	1	50-54	Marginally Failing
<b>F</b>	0	0-49%	Failing

*Cases will be primarily assessed through a competency-based marking system.*

# CLASS-BY-CLASS SYLLABUS

## General Information for Students

	Zoom and Breakout Room Expectations and Etiquette
	York University Bookstore Student Orientation 2020.pdf
	Textbook Codes for Students
	McGraw-Hill Connect
	OPTIONAL LINKEDIN LEARNING - EXCEL
	Garrison11ce_FormulaSummary ACTG5210.docx

## Class 1 - September 15, 2020

**Sep 15/20**

Overview: Lecture 1

**Topic:**

Introduction

Cost-Volume-Profit (CVP) Relationships

**Textbook Chapters Covered:**

Chapter 1

Chapter 4

**Suggested Questions:**

\*\*Additional questions will be uploaded weekly to Canvas

P4-18, P4-20, P4-23, P4-29

## Class 2 - September 22, 2020

**Sep 21/20**

Overview: Lecture 2

**Topic:**

Relevant Costs for Decision Making

**Textbook Chapter Covered:**

## Chapter 12

**Suggested Questions:**

\*\*Additional questions will be uploaded weekly on Canvas  
P12-24, P12-26, P12-27

## Class 3 - September 29, 2020

**Sep 29/20**

Overview: Lecture 3

**Topic:**

Cost Behavior and Activity Based Costing System

**Textbook Chapters Covered:**

Chapter 2  
Chapter 7

**Suggested Questions:**

\*\* Additional questions will be uploaded weekly to Canvas.  
P7-19, P7-20

## Class 4 - October 6, 2020

**Oct 6/20**

Overview: Lecture 4

**Topic:**

Budgeting

**Textbook Chapters Covered:**

Chapter 9

**Suggested Questions:**

\*\*Additional questions will be uploaded weekly to Canvas  
P9-12, P-29

**Student Deliverable:**

Midterm Quiz

## Class 5 - October 13, 2020

**Oct 13/20**

Overview: Lecture 5

**Topic:**

Standard Costs and Overhead Analysis

**Textbook Chapters Covered:**

Chapter 10

**Suggested Questions:**

\*\* Additional questions will be uploaded weekly to Canvas.  
P10-22, P10-19, P10-21



## Class 6 - October 20, 2020

Oct 20/20

Overview: Lecture 6 - Agenda

**Agenda:**

Course Evaluations - Online Course Evaluations (ONCE) - emailed to you

ONCE: <http://courseevaluations.yorku.ca> (<http://courseevaluations.yorku.ca>)**Final Exam Prelim Guidance:**

4-6 Exercise/Problem Style Questions:

1) ABC

2) FlexBudget

3) Variance (DM and DL only)

4) Management Control

4-8 Questions

MCQ - all chapter

Fill in blank type questions - all chapters

**Week 6 Topic:**

Reporting for Control

**Read Only:**

Responsibility Centres, Return on Investment and Residual Income

Transfer Pricing on pp. Appendix 11A

**Textbook Chapters Covered:**

Chapter 11

**Suggested Questions:**

\*\*Additional questions will be uploaded weekly to Canvas

P11-19 (30mins), P11-20 (30mins), P11-22 (30 mins) - Additional suggestions.

Cases 11A-11 (45mins), 11A-13 (20 mins) [PPT Harrison Example](#)**Student Deliverable Due:**

Paired Case Analysis

Voice over PPT - Chapter 11

[https://yuoffice-](https://yuoffice-my.sharepoint.com/:p/g/personal/jpokraja_yorku_ca/EQeJ_aUv_ENIoVQdl_GCpicBSY41HisZJPVNM?e=fydDhy)[my.sharepoint.com/:p/g/personal/jpokraja\\_yorku\\_ca/EQeJ\\_aUv\\_ENIoVQdl\\_GCpicBSY41HisZJPVNM?e=fydDhy](https://yuoffice-my.sharepoint.com/:p/g/personal/jpokraja_yorku_ca/EQeJ_aUv_ENIoVQdl_GCpicBSY41HisZJPVNM?e=fydDhy) ([https://yuoffice-](https://yuoffice-my.sharepoint.com/:p/g/personal/jpokraja_yorku_ca/EQeJ_aUv_ENIoVQdl_GCpicBSY41HisZJPVNM?e=fydDhy)

[my.sharepoint.com/:p:/g/personal/jpokraja\\_yorku\\_ca/EQeJ\\_aUv\\_ENIoVQdI\\_GCpicBSY41HisZJPVNM7\\_BXt37qg?e=fydDhy](https://my.sharepoint.com/:p:/g/personal/jpokraja_yorku_ca/EQeJ_aUv_ENIoVQdI_GCpicBSY41HisZJPVNM7_BXt37qg?e=fydDhy)

Voice over PPT - Chapter 11 Appendix Transfer Pricing

[https://yuoffice-my.sharepoint.com/:p:/g/personal/jpokraja\\_yorku\\_ca/EZRakpJJAEZFnmwYOFhgKV4B\\_L2FFo54bF4e=DVNv41](https://yuoffice-my.sharepoint.com/:p:/g/personal/jpokraja_yorku_ca/EZRakpJJAEZFnmwYOFhgKV4B_L2FFo54bF4e=DVNv41) ([https://yuoffice-my.sharepoint.com/:p:/g/personal/jpokraja\\_yorku\\_ca/EZRakpJJAEZFnmwYOFhgKV4B\\_L2FFo54bF4FC7xOz0hle=DVNv41](https://yuoffice-my.sharepoint.com/:p:/g/personal/jpokraja_yorku_ca/EZRakpJJAEZFnmwYOFhgKV4B_L2FFo54bF4FC7xOz0hle=DVNv41))

## Final Exam

Proctoring Enabled: Final Exam ACTG5210 F2020

## STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

### Preparation

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.

**Copyright:** Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials, I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission

# GENERAL SCHULICH ACADEMIC POLICIES

## Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

## Academic Honesty

**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 also be found on Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/> (<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://accessibility.students.yorku.ca/> (<http://accessibility.students.yorku.ca/>) .

## Exams (Absence from)

### Midterm

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. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation (e.g. Attending Physician's Statement, Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

*\* Please note that academic policies specific to this course may be contained in other parts of this course outline.*

## Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>). Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

**Take time to fully review the Code of Student Rights and Responsibilities:**

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>

(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)



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***These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.***

***Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.***

## Memorandum

To: Faculty Council

From: Shanker Trivedi, Associate Professor Accounting Area

Date: November 25, 2020

Subject: Course Change of MACC 5211 3.0 by changing the prerequisite to corequisite

---

### **Motion:**

That Faculty Council approve the proposal to change the MACC 5211 3.0 prerequisite to a co-requisite.

### **Rationale:**

Presently, MACC 5211 3.0 Management Accounting Fundamentals is being offered in Term H2 over six weeks (in the second half of the summer semester). We are finding that this is not pedagogically optimal, students are struggling to absorb the technically complex material over this short span of time. We ideally want courses to be taught over 12 weeks, and thus are trying to minimize the number of courses taught over a period less than 12 weeks. Therefore, starting from summer 2021, we intend to offer MACC 5211 3.0 Management Accounting Fundamentals as a 12-week course spanning the entire summer semester. Given that MACC 5101 3.00, the pre-requisite to MACC 5211, is one of the courses that will continue to be taught over the first six weeks of summer in Term H1 we need to convert MACC 5101 3.00 from a pre-requisite to a co-requisite, since both courses will, going forward, be taught concurrently during the first half of the summer semester.

## Course Change Proposal Template

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

### 1. Program

*Schulich Diploma in Intermediate Accounting*

### 2. Course Number and Credit Value

MACC 5211 3.00

### 3. Course Title

#### a) Long Course Title

*Management Accounting Fundamentals*

#### b) Short Course Title

*Management Accounting Fundamentals*

### 4. Existing Pre-requisites/Co-Requisites

SB/MACC 5101 3.00

#### Type of Course Change (indicate all that apply)

	<b>in course number</b>
	<b>in credit value</b> (provide course outline)
	<b>in course title</b> (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	<b>in course description</b> (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	<b>in learning objectives/outcomes</b> (please append the program's existing learning outcomes as a separate document)
	<b>in integration</b> (provide statement of approval from other program)
	<b>in cross-listing</b> (provide statement of approval from other program)
X	<b>in pre/co-requisite -- pre-requisite 5101 3.00 to be changed to a co-requisite</b>
	<b>expire course</b>
	<b>other</b> (please specify)

### 5. Effective Session of Proposed Change(s)

*Summer 2021*

### 6. Academic Rationale

Presently, MACC 5211 3.0 Management Accounting Fundamentals is being offered in Term H2 over six weeks (in the second half of the summer semester). We are finding that this is not pedagogically optimal, students are struggling to absorb the technically complex material over this short span of time. We ideally want courses to be taught over 12 weeks, and thus are trying to minimize the number of courses taught over a period less than 12 weeks. Therefore, starting from summer 2021, we intend to offer MACC 5211 3.0 Management Accounting Fundamentals as a 12-week course spanning the entire summer semester. Given that MACC 5101 3.00, the pre-requisite to MACC 5211, is one of the courses that will continue to be taught over the first six weeks of summer in Term H1 we need to convert MACC 5101 3.00 from a pre-requisite to a co-requisite, since both courses will, going forward, be taught concurrently during the first half of the summer semester.

## 7. Proposed Course Information

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>This course addresses managerial accounting, which includes a variety of tools and concepts that assist managers with the planning and co-ordination, motivation and evaluation of activities of the organization and its members. The course includes an in-depth study of cost and management accounting techniques/concepts and their application to product costing, planning, control and decision-making. Technology will be used extensively, especially the use of spreadsheet applications for the purposes of cost and data analysis, data cleansing, capital budgeting, and budgetary planning. Advanced functions such as pivot tables, lookups, and linear regression will be used.</p> <p><del>Prerequisite:</del> MACC 5101 3.00.</p>	<p>This course addresses managerial accounting, which includes a variety of tools and concepts that assist managers with the planning and co-ordination, motivation and evaluation of activities of the organization and its members. The course includes an in-depth study of cost and management accounting techniques/concepts and their application to product costing, planning, control and decision-making. Technology will be used extensively, especially the use of spreadsheet applications for the purposes of cost and data analysis, data cleansing, capital budgeting, and budgetary planning. Advanced functions such as pivot tables, lookups, and linear regression will be used.</p> <p><b>Corequisite:</b> MACC 5101 3.00.</p>

## 8. Consultation

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

### Originator

Shanker Trivedi

Signature

November 17, 2020

Date

Shanker Trivedi

Name

Master of Accounting Program Director

Area or Specialization



**Approvals:****Area or Specialization**

I have reviewed this change form and I support the proposed changes to the course.

<u>Dean Neu</u>	<u>November 24 ,2020</u>
Signature	Date

<u>Dean Neu</u>	<u>Accounting Area</u>
Name	Area or Specialization

**Degree Program**

I have reviewed this change form and I support the proposed changes to the course.

<u>Shanker Trivedi</u>	<u>November 17, 2020</u>
Signature	Date

<u>Shanker Trivedi</u>	<u>Master of Accounting Program Director</u>
Name of Program Director	Program

**Program Committee**

This course change has received the approval of the relevant Program Committee.

<u>Marcia Annisette</u>	<u>January 14, 2021</u>
Signature	Date

<u>Marcia Annisette</u>	<u>Master Programs Coordinating Committee</u>
Name of Committee Chair	Committee



MACC5211 S2020 CREDITS: 3.00

## MACC 5211 Q - MANAGEMENT ACCOUNTING FUNDAMENTALS

MON

WED

### Lab Schedule

WED 19:00 - 22:00 SSB E115

### INSTRUCTOR

#### Supinder Babra

sbabra@schulich.yorku.ca

416.736.2100

available upon request

### ADMIN

#### Roberta Parris-Toney

rparristoney@schulich.yorku.ca

416.736.2100 Ext. 55066

S344K SSB

## SUPINDER BABRA BIOGRAPHY

Supinder Babra has 17 years' experience working as a Financial Controller in various manufacturing industries from packaging, refinery services, lumber and door opening solutions. He has been teaching since 2007 with the Chartered Professional Accountants of Ontario (CPA Ontario) and began his teaching career at Schulich in 2016. Supinder holds the following designations; an undergraduate BBA degree from Schulich, an MBA from Warwick University, CPA, CMA In Ontario and CCP in Canada.

## BRIEF DESCRIPTION

This course addresses managerial accounting, which includes a variety of tools and concepts that assist managers with the planning and co-ordination, motivation and evaluation of activities of the organization and its members. The course includes an in-depth study of cost and management accounting techniques/concepts and their application to product costing, planning, control and decision-making.

Co-requisite: SB/MACC 5101 3.00.

Note: Open only to MACC students.

## COURSE LEARNING OUTCOMES

*This course has two main objectives:*

*(1) To master the use of management accounting techniques;*

To fulfill this objective, we will study a series of cost and management accounting procedures in detail.

*(2) To develop your ability to apply management accounting tools in decision making;*

To achieve this objective, we will use our knowledge of management accounting to analyze a series of company settings, determine the most appropriate management accounting tool to utilize and recommend a course of action. Opportunities for in-depth accounting case analysis will be provided through in-class discussions as well as case submissions.

Class discussions of the readings, their applications and limitations as well as cases will consume the bulk of class time. Case materials will be drawn from real organizations as much as possible. The success of the course depends on the extent we are able to draw upon the diverse background, training, and interest of the participants.

## LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format for the Summer 2020 term. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/docs/DOC-10721-what-are-the-basic-computer-specifications-for-canvas>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

## COURSE MATERIAL

Required reading for this course include the following book. It is available for purchase from the York University bookstore.





**Cost Accounting: A Managerial Emphasis, Eighth** Canadian Edition, by Horngren, Data, Rajan, Beaubien, Graham, Pearson, © 2019.

ISBN-10: 0134824687 / ISBN-13: 9780134824680

<http://bookstore.blog.yorku.ca> (<http://bookstore.blog.yorku.ca>)


The *course Canvas page* contains general information for Schulich students and information and materials specific to this course. Check it frequently.

## ASSIGNMENT SUMMARY

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Group Case 20%</b>			
Group Case		20%	Fri Jul 3, 2020 at 08:00am EDT
<b>Midterm Examination 20%</b>			
Midterm Examination		20%	Mon Jul 13, 2020 at 08:00am EDT
<b>Weekly Individual Assignment 25%</b>			
Weekly Individual Assignment		25%	Mon Jul 20, 2020 at 07:00am EDT
<b>Final Examination: Comprehensive 35%</b>			
Final Examination		35%	Wed Aug 5, 2020 at 07:00am EDT

## WRITTEN ASSIGNMENTS: DESCRIPTIONS

### Group Case

 **Due Date:** Fri Jul 3, 2020 at 08:00am EDT

This case will be provided by the professor. The purpose of this assignment is to explore how management accounting techniques are used in business. The assignment must be submitted electronically via [www.turnitin.com](http://www.turnitin.com) (<http://www.turnitin.com>) before the beginning of class four (4). The credentials for access will be made available on CANVAS. Email submissions will not be accepted. Group members will be asked to rate the performance of their peers and submit to the professor with the final report.

Case will be provided in class and submitted in hardcopy and via Turnitin.


Late assignments will be subject to a penalty of 25% per day (applies to both hard copy and Turnitin submissions if applicable). E-mailed assignments are not acceptable for marking.

\*\*\*\*\*

### ASSIGNMENT QUESTIONS

1. What is the role of varsity sports teams in a school such as Grand River University? Who are the relevant stakeholders ? (10 marks)
1. What is the current funding model for the Grand River University Water Buffalos? Explain the pros and cons of this model (15 marks)
1. Perform an ABC analysis of Grand River University's sports teams and consider the following four issues: What would be each team's cost if McKenzie simply allocated all shared costs equally across all teams? What are the potential cost drivers of Indirect costs? In some cases, you may have to consider using more than one driver. Compare the ABC costs with the simple allocation method noted above. What changes do you see? What additional information would you need to perform a more accurate ABC analysis? (40 marks)
1. If McKenzie was asked to recommend removing one team from the university's overall sports program, which team should he recommend? Support your conclusion with a quantitative analysis. Discuss the criteria, in addition to cost, that McKenzie must consider before making this decision. (15 marks)

### Midterm Examination

 **Due Date:** Mon Jul 13, 2020 at 08:00am EDT

The midterm test will be in class seven (7). The test will include all material covered in weeks 1 - 5. Details of the midterm will be discussed in class.

### **Absence from Midterm Exam:**

Students who miss the midterm examination must email 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, the weight of the midterm will be allocated to the final examination - i.e. you will write the final exam for the combined midterm and final exam marks.

### **There are no "make-up" midterms.**

## Weekly Individual Assignment



**Due Date:** Mon Jul 20, 2020 at 07:00am EDT

## Final Examination



**Due Date:** Wed Aug 5, 2020 at 07:00am EDT

The final exam is cumulative, and will consist of problems similar to the questions taken up in class. The examination will last three hours. The exam will take place during the regularly scheduled examination period following the end of the term.

Materials eligible for examinations include all assigned readings, handout materials, class discussions, class discussion questions, lectures and homework assignments.

The exam is closed book and formula sheets will not be provided.

### **Absence from Final Examination:**

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation (e.g. Attending Physician's Statement, Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (Links to an external site.) (Links to an external site.) (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

After these steps are completed, a student may be eligible to write the final examination at time to be arranged by the Accounting Area.

## WRITTEN ASSIGNMENTS: EVALUATION

### **Group Case (20%)**

This case will be provided by the professor. The purpose of this assignment is to explore how management accounting techniques are used in business. The assignment must be submitted electronically via [www.turnitin.com](http://www.turnitin.com) (<http://www.turnitin.com>) before the beginning of class four (4). The credentials for access will be made available on the CANVAS. Email submissions will not be accepted. Group members will be asked to rate the performance of their peers and submit to the professor with the final report.

**Late assignments will be subject to a penalty of 25% per day (applies to both hard copy and Turnitin submissions if applicable). E-mailed assignments are not acceptable for marking.**

### **Midterm Exam (25%)**

The midterm test will be in class seven (7). The test will include all material covered in weeks 1 - 5. Details of the midterm will be discussed in class. Students who miss the midterm exam must supply medical documentation to Student Services and must notify the course instructor before the exam takes place. Students will then be given a makeup exam within a reasonable time frame as set by the instructor. Should a student miss the makeup exam, the weighting of the midterm will be shifted to the final exam.

### **Quiz / Individual Assignment (10%)**

An assignment will be posted to the CANVAS with further details.

**Final Examination: Comprehensive (45%)**

The final exam is cumulative, and will consist of problems similar to the questions taken up in class. The examination will last three hours. The exam will take place during the regularly scheduled examination period following the end of the term.

Materials eligible for examinations include all assigned readings, handout materials, class discussions, class discussion questions, lectures and homework assignments.

The exam is closed book and formula sheets will not be provided.

## CALCULATING COURSE GRADE

In this class, final course grades will be determined by the following process: Each grade component will be given a percentage mark. This will be multiplied by its weighting, as listed in the 'Deliverables at a glance' section above, to arrive at an overall percentage mark for the course. The overall percentage mark will then be converted by the instructor into a letter grade. Because new assignments and exams are used every year, there is no way to predict exactly how difficult a given component of the grade will be. Thus, it is not possible to state in advance the range of percentages that will map to a given letter grade.

Judgement will be used by the instructor to determine where to draw the cut-off lines for each letter grade, so that the grade distribution mandated by the school is achieved. Where possible, obvious breaks in the distribution of percentage marks will be used, to minimize the effects of small differences in percentage marks on the final letter grades.

No student will receive a higher letter grade than another student without achieving a higher overall percentage mark.

## CLASS-BY-CLASS SYLLABUS

### Class 1 - Topic 1

**Jun 22/20**

Overview: [Week 1](#)

#### Chapter(s) and Topic(s)

The Accountant's Vital Role in Decision Making - Chapter 1  
 An Introduction to Cost Terms and Purposes - Chapter 2  
 Cost Volume Profit Analysis – Chapter 3

Go to Week 1 Discussion for Xyz see the [link](#)

[Week 2](#)

[Week 3](#)

Article Readings

#### In-Class Questions

3-25  
 See CMD

Week 2

#### Lab Questions

##### June 24 - Chapters

1-22,1-24,1-26  
 2-33, 2-35,2-36,2-40, 2-41  
 3-11,3-20,  
 3-13,3-14,3-21,3-22,3-25,3-40,3-42,3-48,3-56,3-57  
 4-36,4-38,4-40, 4-34,

### Class 2 - Topic 2

**Jun 24/20**

Overview: [Week 2](#)

#### Chapter(s) and Topic(s)

Job-Order Costing - Chapter 4  
 Activity-Based Costing and Management - Chapter 5

#### Article Readings

##### In-Class Questions

3-25, 4-34  
 See CMD

#### Lab Questions

##### June 24 - Chapters

1-22,1-24,1-26  
 2-33, 2-35,2-36,2-40, 2-41  
 3-11,3-20,  
 3-13,3-14,3-21,3-22,3-25,3-40,3-42,3-48,3-56,3-57

4-36,4-38,4-40, 4-34,

Assigned work due

### Lab Questions

#### June 24

-22,5-31,4-34,5-36,

5-37,5-38

6-27,6-33,6-37,6-40,6-41, 6-42

7-20,7-21,7-23,7-28, 7-31

## Class 3 - Topic 3

**Jun 29/20**

Overview: [Week 3](#)

### Chapter(s) and Topic(s)

Activity-Based Costing and Management - Chapter 5 cont'd

Master Budget and Responsibility Accounting - Chapter 6

### Article Readings

#### In-Class Questions

See CMD, 5-21, 5-37

Assigned work due

### Lab Questions

#### July 3

-22,5-31,4-34,5-36,

5-37,5-38

6-27,6-33,6-37,6-40,6-41, 6-42

7-20,7-21,7-23,7-28, 7-31

## Class 4 - Topic 4

**Jul 3/20**

Overview: [Week 4](#)

### Chapter(s) and Topic(s)

Master Budget and Responsibility Accounting - Chapter 6 cont'd

Flexible Budgets, Variances, and Management Control - Chapter 7

### Article Readings, Cases, etc.

#### In-Class Questions

See CMD

6-34

## Class 5 - Topic 5

**Jul 6/20**

Overview: [Week 5](#)

### Chapter(s) and Topic(s)

Flexible Budgets, Variances, and Management Control II - Chapter 8

Income Effects of Denominator Level on Inventory Valuation - Chapter 9



**Article Readings****In-Class Questions**

See CMD

8-16, 8-17

9-16, 9-20

**GROUP CASE ONE DUE****Assigned work due**

Lab Questions

**July 8**

8-18,8-35,8-41,8-45, 8-46

9-18,9-28,9-29,9-30,9-33, 9-35, 9-37,9-40

10-17,10-23,10-25, 10-27

**Class 6 - Topic 6****Jul 8/20**Overview: [Week 6](#)**Chapter(s) and Topic(s)**

Quantitative Analysis of Cost Functions - Chapter 10

**Article Readings****In-Class Questions**

See CMD

9-33

10-19, 10-21

**Assigned work due****July 8**

8-18,8-35,8-41,8-45, 8-46

9-18,9-28,9-29,9-30,9-33, 9-35, 9-37,9-40

10-17,10-23,10-25, 10-27

**Class 7 - Topic 7****Jul 13/20**Overview: [Week 7](#)**Chapter(s) and Topic(s)****MID-TERM TEST (FIRST HALF OF CLASS)**

Decision Making and Relevant Information - Chapter 11

**Article Readings****In-Class Questions**

See CMD

**Assigned work due**

Lab Questions

**July 15**

11-25,11-31,11-35, 11-38, 11-40,11-41

12-15,12-16,12-22,12-26,12-27, 12-28, 12-38

## Class 8 - Topic 8

Jul 15/20

Overview: [Week 8](#)

## Chapter(s) and Topic(s)

Decision Making and Relevant Information - Chapter 11  
 Pricing, Product Profitability, and Cost Management - Chapter 12

## Article Readings

In-Class Questions

See CMD  
 12-16, 12-20, 12-21

## Assigned work due

Lab Questions

July 15

11-25,11-31,11-35, 11-38, 11-40,11-41

12-15,12-16,12-22,12-26,12-27, 12-28, 12-38

## Class 9 - Topic 9

Jul 20/20

Overview: [Week 9](#)

## Chapter(s) and Topic(s)

Period Cost Allocation - Chapter 14  
 Cost Allocation: Joint Products and Byproducts - Chapter 15

## Article Readings

In-Class Questions

See CMD  
 14-26, 14-28  
 15-24, 15-26

## Assigned work due

Lab Questions

July 22

14-16,14-20,14-23,14-24, 14-25,14-26, 14-35, 14-36  
 15-19, 15-20,15-21,15-23,15-26,15-28, 15-32, 15-37,15-38,15-40  
 16-17,16-27, 16-28,16-30,16-32,16-35, 16-42

**INDIVIDUAL ASSIGNMENT DUE**

## Class 10 - Topic 10

Jul 22/20

Overview: [Week 10](#)

## Chapter(s) and Topic(s)

Revenue and Customer Profitability - Chapter 16

## Article Readings

### In-Class Questions

See CMD

16-26, 16-27, 16-28

## Assigned work due

Lab Questions

### July 22

14-16,14-20,14-23,14-24, 14-25,14-26, 14-35, 14-36

15-19, 15-20,15-21,15-23,15-26,15-28, 15-32, 15-37,15-38,15-40

16-17,16-27, 16-28,16-30,16-32,16-35, 16-42

## Class 11 - Topic 11

**Jul 27/20**

Overview: [Week 11](#)

## Chapter(s) and Topic(s)

Process Costing - Chapter 17

## Article Readings

### In-Class Questions

See CMD

17-19, 17-21,17-22,17-39-42

## Assigned work due

Lab Questions

### July 29

17-13,17-21,17-22,17-35,17-44,17-45

and others / catch-up

## Class 12 - Topic 12

**Jul 29/20**

Overview: [Week 12](#)

## Chapter(s) and Topic(s)

Review

## Article Readings

### In-Class Questions

See CMD

16-29, 12-20, 12-34

## Assigned work due

Lab Questions

### July 29

17-13,17-21,17-22,17-35,17-44,17-45

and others / catch-up

## Final Exam

Overview: [Final Examination](#)

The final exam is cumulative, and will consist of problems similar to the questions taken up in class. The examination will last three hours. The exam will take place during the regularly scheduled examination period following the end of the term.

Materials eligible for examinations include all assigned readings, handout materials, class discussions, class discussion questions, lectures and homework assignments.

The exam is closed book and formula sheets will not be provided.

## STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

### Preparation

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.

#### Expectations:

I consider preparing for class, and participating in the exploration of ideas during class, to be a normal, expected part of life as a Schulich graduate student. You will find your understanding of the material is enhanced if you prepare for class and participate.

-

#### Labs:

Attendance will be taken in each lab. You will be required to show the lab instructor that you have completed all lab questions.

## GENERAL SCHULICH ACADEMIC POLICIES: GRADING, ACADEMIC HONESTY, ACCOMMODATIONS AND EXAM

### Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

### Academic Honesty

**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 also be found on Schulich website:

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

(<http://accessibility.students.yorku.ca/>) .

### Exams (Absence from)

#### Midterm

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. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

#### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation (e.g. Attending Physician's Statement, Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

*\* Please note that academic policies specific to this course may be contained in other parts of this course outline.*

***These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.***

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## Memorandum

To: Faculty Council

From: Shanker Trivedi, Program Director of the MAcc/DIAc/DAAc programs

Date: November 25, 2020

Subject: Course change of ACTG 6120 3.0 by adding MACC 5101 3.0 as an additional prerequisite

---

### **Motion:**

That Faculty Council approve the proposal to change SB/ACTG 6120 3.0 prerequisite by adding MACC 5100 3.0 as an additional prerequisite.

### **Rationale:**

ACTG 6120 3.0, Intermediate Financial Accounting I, is taken by students in both the MBA and the Diploma in Intermediate Accounting (DIAc) programs. The existing prerequisite for ACTG 6120 3.0, of ACTG 5100 3.0, Financial Accounting for Managers, is an MBA course not taken by students in the DIAc program. Students in the DIAc program instead take MACC 5101 3.0, Financial Accounting Fundamentals. Students need to have taken either ACTG 5100 3.0 or MACC 5101 3.0, which are both introductory to financial accounting courses to be ready to take ACTG 6120 3.0. Therefore, to recognize and formalize this fact, it is proposed that MACC 5101 3.0, Financial Accounting Fundamentals, be included as a prerequisite to ACTG 6120 3.0, Intermediate Financial Accounting I, only for those students in the DIAc program.



## Course Change Proposal Template

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

### 1. Program

*Schulich Diploma in Intermediate Accounting*

### 2. Course Number and Credit Value

*ACTG 6120 3.00*

### 3. Course Title

#### a) Long Course Title

*Intermediate Financial Accounting I*

#### b) Short Course Title

*Intermediate Financial Accounting I*

### 4. Existing Pre-requisites/Co-Requisites

*SB/ACTG 5100 3.00*

#### Type of Course Change (indicate all that apply)

	<b>in course number</b>
	<b>in credit value</b> (provide course outline)
	<b>in course title</b> (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	<b>in course description</b> (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	<b>in learning objectives/outcomes</b> (please append the program's existing learning outcomes as a separate document)
	<b>in integration</b> (provide statement of approval from other program)
	<b>in cross-listing</b> (provide statement of approval from other program)
X	<b>in pre/co-requisite – add MACC 5101 3.00 Financial Accounting Fundamentals as a prerequisite for students in the Diploma in Intermediate Accounting (DIAC) program.</b>
	<b>expire course</b>
	<b>other</b> (please specify)

### 5. Effective Session of Proposed Change(s)

*Summer 2021*

### 6. Academic Rationale

*ACTG 6120 3.0, Intermediate Financial Accounting I, is taken by students in both the MBA and the Diploma in Intermediate Accounting (DIAC) programs. The existing prerequisite for ACTG 6120 3.0, of ACTG 5100 3.0, Financial Accounting for Managers, is an MBA course not taken by students in the DIAC program. Students in the DIAC program instead take MACC 5101 3.0, Financial Accounting Fundamentals. Students need to have taken either ACTG 5100 3.0 or MACC 5101 3.0, which are both introductory to financial accounting courses to be ready to take ACTG 6120 3.0. Therefore, to recognize and formalize this fact, it is proposed that MACC 5101 3.0, Financial Accounting Fundamentals, be included as a prerequisite to ACTG 6120 3.0, Intermediate Financial Accounting I, only for those students in the DIAC program.*

## 7. Proposed Course Information

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Course Information (Change from)	Proposed Course Information (Change to)
Examines the accounting concepts and principles that relate to the asset accounts. Attention is given to alternative asset measurement bases and related revenue recognition and income determination bases.  Prerequisite: SB/ACTG 5100 3.00.	Examines the accounting concepts and principles that relate to the asset accounts. Attention is given to alternative asset measurement bases and related revenue recognition and income determination bases.  Prerequisite: SB/ACTG 5100 3.00.  Prerequisite: SB/MACC 5101 3.00 for students pursuing the Schulich Diploma in Intermediate Accounting (DIAC).

## 8. Consultation

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

### Originator

Shanker Trivedi

Signature

November 17, 2020

Date

Shanker Trivedi

Name

Master of Accounting, Program Director

Area or Specialization

**Approvals:****Area or Specialization**

I have reviewed this change form and I support the proposed changes to the course.

Dean Neu  
Signature

November 17, 2020  
Date

Dean Neu  
Name

Accounting Area  
Area or Specialization

**Degree Program**

I have reviewed this change form and I support the proposed changes to the course.

Shanker Trivedi  
Signature

November 17, 2020  
Date

Shanker Trivedi  
Name of Program Director

Master of Accounting, Program Director  
Program

**Program Committee**

This course change has received the approval of the relevant Program Committee.

Marcia Annisette  
Signature

January 14, 2021  
Date

Marcia Annisette  
Name of Committee Chair

Master Programs Coordinating  
Committee  
Committee



ACTG6120 S2020 CREDITS: 3.00

## ACTG 6120 Q - INTERMEDIATE FINANCIAL ACCOUNTING I

🕒 TUE 08:00 - 11:00 🏠

🕒 THU 08:00 - 11:00 🏠

### Lab Schedule

🕒 THU 18:00 - 21:00 🏠

### INSTRUCTOR

**Jessica DiRito**

✉️ jdirito@schulich.yorku.ca

📞 416.736.2100 Ext.



### ADMIN

**Roberta Parris-Toney**

✉️ rparristoney@schulich.yorku.ca

📞 416.736.2100 Ext. 55066

🏠 S344K SSB

Class: Tuesdays & Thursdays, 8:00 a.m. to 11:00 a.m., beginning June 23

Lab: Thursdays, 6:00 p.m. to 9:00 p.m., beginning June 25

THIS COURSE IS OPEN TO STUDENTS IN THE MACC PROGRAM ONLY

## BRIEF DESCRIPTION

Examines the accounting concepts and principles that relate to the asset accounts. Attention is given to alternative asset measurement bases and related revenue recognition and income determination bases.

Prerequisite: SB/ACTG 5100 3.00.

## COURSE LEARNING OUTCOMES

This course is the conceptual/applications portion of a two-course sequence that deals with what has traditionally been called "intermediate financial accounting". Financial accounting as it exists today involves reporting to persons who are entitled to receive financial statements as a result of clauses in Companies Acts, Securities Acts, and contractual financing arrangements. It may also include reporting by the executive committee or leadership of unincorporated businesses to various users, as well as in a variety of other situations. The type and detail of reporting can vary considerably from situation to situation. Financial accounting in most organizations tends to be based on one of:

1. Cash basis of accounting
2. Accrual basis of accounting
3. GAAP – international financial reporting standards (Part I – CPA Canada Handbook)
4. GAAP – accounting standards for private enterprises (Part II – CPA Canada Handbook)
5. Disclosed basis of accounting

These models capture some types of transactions and events and do not capture a variety of other transactions and events. A financial accounting report may therefore have very limited use. Any decision-maker has to know what the financial statement conveys, and what it hides, omits or compresses.

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

- select accounting policies and measurements that are appropriate to the specific business and stakeholder context of the reporting enterprise;
- understand the technical issues involved in measuring the asset amounts on the balance sheet (and their corresponding impacts on the income statement, statement of comprehensive income and cash flow statement), and understand what the amounts do and do not measure;
- interpret, 'dissect' and recast financial statements in order to see through attempts by preparers to lead users toward certain conclusions; and
- understand the differences in the accounting between the international financial reporting standards (Part I of CPA Canada Handbook) and the accounting standards for private enterprises (Part II of CPA Canada Handbook).

Much of the course is concerned with applications, especially the interpretation of financial information. Much class time involves analysis, not lecturing. Class discussions will be for presentation of the more complex aspects of the technical material.

**Examinations, however, will cover all the assigned material and will not be restricted to the material explicitly discussed in class.**

## LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format for the Summer 2020 term. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/docs/DOC-10721-what-are-the-basic-computer-specifications-for-canvas>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.



















## COURSE MATERIAL

Required reading for this course includes the following book. It is available for purchase from the York University bookstore. You must use the **updated seventh edition** since it includes the international financial reporting standards and the accounting standards for private enterprises. Prior editions are out of date.

1. Textbook: Intermediate Accounting Volume 1, **Updated Seventh Edition** with Connect with LearnSmart & SmartBook PPK © 2019, McGraw-Hill Ryerson Publisher. Authors: Beechy, Conrod, Farrell, McLeod-Dick
2. Annual reports      2019 Bombardier and Maple Leaf Foods Annual Reports (available on web)

Each section of a Schulich-based course has a Canvas website. Canvas includes some important general information for Schulich students. The database will be used to post Powerpoint slides 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. Please do not post questions on the database instead e-mail me directly with any questions you have on the course. Group e-mails will be sent out periodically with any special announcements. Therefore, it is important to check Canvas on a regular basis.

## ASSIGNMENT SUMMARY

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Connect Self-Assessment Questions 5%</b>			
Connect Self-Assessment Questions		5%	
<b>Lab Questions 5%</b>			
Lab Questions 1		0.83%	Thu Jun 25, 2020 at 06:00pm EDT
Lab Questions 2		0.83%	Thu Jul 2, 2020 at 06:00pm EDT
Lab Questions 3		0.83%	Thu Jul 9, 2020 at 06:00pm EDT
Lab Questions 4		0.83%	Thu Jul 16, 2020 at 06:00pm EDT
Lab Questions 5		0.83%	Thu Jul 23, 2020 at 06:00pm EDT
Lab Questions 6		0.83%	Thu Jul 30, 2020 at 06:00pm EDT
<b>Annual Report Questions 5%</b>			
Annual Report Questions 1		0.63%	Thu Jun 25, 2020 at 08:00am EDT
Annual Report Questions 2		0.63%	Tue Jun 30, 2020 at 08:00am EDT
Annual Report Questions 3		0.63%	Thu Jul 2, 2020 at 08:00am EDT
Annual Report Questions 4		0.63%	Tue Jul 7, 2020 at 08:00am EDT
Annual Report Questions 5		0.63%	Tue Jul 14, 2020 at 08:00am EDT
Annual Report Questions 6		0.63%	Thu Jul 16, 2020 at 08:00am EDT
Annual Report Questions 7		0.63%	Tue Jul 21, 2020 at 08:00am EDT
Annual Report Questions 8		0.63%	Tue Jul 28, 2020 at 08:00am EDT
<b>Technical Quiz 25%</b>			
Technical Quiz		25%	Thu Jul 23, 2020 at 08:00am EDT
<b>Midterm Exam 30%</b>			
Midterm Exam		30%	Thu Jul 9, 2020 at 08:00am EDT
<b>Final Exam 30%</b>			
Final Exam		30%	Thu Aug 6, 2020 at 08:00am EDT

## WRITTEN ASSIGNMENTS: DESCRIPTIONS

## Connect Self-Assessment Questions

There are 9 connect self-assessment quizzes for chapters 3-11 inclusive. The 5% is evenly distributed among the 9 quizzes. The mark is for completion not for achieving a specific grade. The questions will provide you an indication of concepts where you need to practice and/or ask questions in the class or lab. Late assignments will not be accepted and will receive a zero grade.

## Lab Questions 1



**Due Date:** Thu Jun 25, 2020 at 06:00pm EDT

The first of 6 sets of lab questions. The 5% is evenly distributed among the 6 sets of questions. The mark is for completion of the questions. These will then be discussed in labs. Late assignments will not be accepted and will receive a zero grade.

## Lab Questions 2



**Due Date:** Thu Jul 2, 2020 at 06:00pm EDT

The second of 6 sets of lab questions. The 5% is evenly distributed among the 6 sets of questions. The mark is for completion of the questions. These will then be discussed in labs. Late assignments will not be accepted and will receive a zero grade.

## Lab Questions 3



**Due Date:** Thu Jul 9, 2020 at 06:00pm EDT

The third of 6 sets of lab questions. The 5% is evenly distributed among the 6 sets of questions. The mark is for completion of the questions. These will then be discussed in labs. Late assignments will not be accepted and will receive a zero grade.

## Lab Questions 4



**Due Date:** Thu Jul 16, 2020 at 06:00pm EDT

The fourth of 6 sets of lab questions. The 5% is evenly distributed among the 6 sets of questions. The mark is for completion of the questions. These will then be discussed in labs. Late assignments will not be accepted and will receive a zero grade.

## Lab Questions 5



**Due Date:** Thu Jul 23, 2020 at 06:00pm EDT

The fifth of 6 sets of lab questions. The 5% is evenly distributed among the 6 sets of questions. The mark is for completion of the questions. These will then be discussed in labs. Late assignments will not be accepted and will receive a zero grade.


## Lab Questions 6



 **Due Date:** Thu Jul 30, 2020 at 06:00pm EDT

The sixth of 6 sets of lab questions. The 5% is evenly distributed among the 6 sets of questions. The mark is for completion of the questions. These will then be discussed in labs. Late assignments will not be accepted and will receive a zero grade.

## Annual Report Questions 1

 **Due Date:** Thu Jun 25, 2020 at 08:00am EDT


The first of 8 sets of annual report questions. There is one for each class excluding our first class. The 5% is evenly distributed among the 8 sets of questions. The mark is for completion of the questions. These will then be discussed in class. Late assignments will not be accepted and will receive a zero grade.

## Annual Report Questions 2

 **Due Date:** Tue Jun 30, 2020 at 08:00am EDT


The second of 8 sets of annual report questions. There is one for each class excluding our first class. The 5% is evenly distributed among the 8 sets of questions. The mark is for completion of the questions. These will then be discussed in class. Late assignments will not be accepted and will receive a zero grade.

## Annual Report Questions 3

 **Due Date:** Thu Jul 2, 2020 at 08:00am EDT


The third of 8 sets of annual report questions. There is one for each class excluding our first class. The 5% is evenly distributed among the 8 sets of questions. The mark is for completion of the questions. These will then be discussed in class. Late assignments will not be accepted and will receive a zero grade.

## Annual Report Questions 4

 **Due Date:** Tue Jul 7, 2020 at 08:00am EDT


The fourth of 8 sets of annual report questions. There is one for each class excluding our first class. The 5% is evenly distributed among the 8 sets of questions. The mark is for completion of the questions. These will then be discussed in class. Late assignments will not be accepted and will receive a zero grade.

## Annual Report Questions 5

 **Due Date:** Tue Jul 14, 2020 at 08:00am EDT


The fifth of 8 sets of annual report questions. There is one for each class excluding our first class. The 5% is evenly distributed among the 8 sets of questions. The mark is for completion of the questions. These will then be discussed in class. Late assignments will not be accepted and will receive a zero grade.

## Annual Report Questions 6


 **Due Date:** Thu Jul 16, 2020 at 08:00am EDT

The sixth of 8 sets of annual report questions. There is one for each class excluding our first class. The 5% is evenly distributed among the 8 sets of questions. The mark is for completion of the questions. These will then be discussed in class. Late assignments will not be accepted and will receive a zero grade.

## Annual Report Questions 7


 **Due Date:** Tue Jul 21, 2020 at 08:00am EDT

## Annual Report Questions 8

 **Due Date:** Tue Jul 28, 2020 at 08:00am EDT

The eighth of 8 sets of annual report questions. There is one for each class excluding our first class. The 5% is evenly distributed among the 8 sets of questions. The mark is for completion of the questions. These will then be discussed in class. Late assignments will not be accepted and will receive a zero grade.

## Technical Quiz

 **Due Date:** Thu Jul 23, 2020 at 08:00am EDT

The technical quiz is based on the material similar to the questions completed in your labs. The technical quiz is in on July 23. The technical quiz is an hour (60 minutes) long from 8:00 a.m. EST to 9:00 a.m. EST. The technical quiz will be taken up in your lab. If you miss the technical quiz due to documented medical reasons the mark will be allocated to the final exam.

The number of marks for each question will be identified on the technical quiz. A numerical grade will be assigned for the technical quiz.

### **Exam Writing Instructions for Technical Quiz:**

The technical quiz will be written as a timed exam for 90 mins on Canvas. Please follow these instructions.

- 1) 9:00 a.m. EST download technical quiz which will be posted as an announcement on Canvas.
- 2) You have 60 minutes to write the technical quiz. Write the exam using Microsoft word on your laptop remembering to save your files frequently. Remember you can use any hard copy resources but not electronic resources or information from your classmates. Make sure you label your files with your name and student number when you submit them.
- 3) 10:00 a.m. EST start to upload your files to Canvas in the assignment section under technical quiz. You will have until 10:10 a.m. EST to complete the upload. The extra 10 minutes is to allow time to download the exam and print it out as well as upload your files at the end of the exam.
- 4) After you upload the files on Canvas please also e-mail them to [actg@schulich.yorku.ca](mailto:actg@schulich.yorku.ca) as a back up.
- 5) The only time you will need an internet connection is to download the case and upload the files.


### **Absences from Quizzes:**

Students who miss the technical quiz must email their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence.

If the technical quiz is missed based on an acceptable (refer to Student Services guidelines) documented reason, the weight of the technical quiz will be allocated to the final examination - i.e. you will write the final exam for the combined technical quiz and final exam marks.

There is no "make-up" quiz.

## Midterm Exam

 **Due Date:** Thu Jul 9, 2020 at 08:00am EDT


The midterm date is on July 9. The midterm is one and a half hours (90 minutes) long. There will be three to five questions on the midterm. The questions will consist of discussion questions, technical questions and a case. The discussion question(s) based on either a topic discussed in class, based on the review of annual reports or an article discussed in class. The technical question(s) require specific calculations and/ or journal entries similar to those on technical quiz. The final question will be a case which will use assessment guides and competency based marking.

### Missed Midterms:

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. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services.

***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 Exam

 **Due Date:** Thu Aug 6, 2020 at 08:00am EDT

The final exam is one and a half hours long (90 minutes) long. Similar to the midterm it will be a combination of discussion, technical questions and one case. The exam will take place during the regularly scheduled examination period following the end of the term. The University's Registrar's office sets specific examination dates after the term begins and enrolment patterns are identified. Students should not make plans to be away from Toronto during *any* portion of the announced examination period until the dates for their specific examinations have been announced.

### Missed Final Exam:

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 (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> (http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf) .**

## WRITTEN ASSIGNMENTS: EVALUATION

### **Technical Quiz**

The technical quiz date is July 23. The technical quiz is one hour (60 minutes) long. The technical quiz is based on the material similar to the questions completed in your labs. The technical quiz will be taken up in your lab.

### **Midterm**

The midterm exam date is on July 9. The midterm is one and a half hours (90 minutes) long. There will be three to five questions on the midterm. The questions will consist of discussion questions, technical questions and a case. The discussion question(s) based on either a topic discussed in class, based on the review of annual reports or an article discussed in class. The technical question(s) require specific calculations and/or journal entries similar to those on technical quiz. The final question will be a case which will use assessment guides and competency based marking.

### **Final Exam**

The final exam date is August 6. The final exam is one and a half hours (90 minutes) long. Similar to the midterm it will be a combination of discussion, technical questions and one case. The exam will take place during the regularly scheduled examination period following the end of the term. The University's Registrar's office sets specific examination dates after the term begins and enrolment patterns are identified. Students should not make plans to be away from Toronto during *any* portion of the announced examination period until the dates for their specific examinations have been announced.

## CALCULATING COURSE GRADE

### **Case Assignment**

The mark allocation for the case assignment is outlined at the end of course outline.

### **Technical Quiz**

The number of marks for each question will be identified on the technical quiz. A numerical grade will be assigned for the technical quiz.

### **Midterm**

The number of marks for each question will be identified on the midterm. A numerical grade will be assigned for the midterm.

### **Final Exam**

The number of marks for each question will be identified on the final. A numerical grade will be assigned for the final.

General Academic

# CLASS-BY-CLASS SYLLABUS

## Class 1 - Topic 1

**Jun 23/20**

[Overview: Class 1](#)

### **Class Session 1 - June 23**

#### **Topics:**

**Zoom Class starts 8:00 am**

- Framework for Financial Reporting
- Objectives and Preparers of Financial Statements
- Case Writing Skills
- IFRS
- ASPE
- **Accounting Judgements**
- Accounting Principles, Concepts, Assumptions
- Measurement Conventions, Elements Of Financial Statements
- Fair Value Measurement

#### **Assigned Readings, Cases, etc.:**

**Text:** Ch. 1 and 2

#### **Assigned work due:**

**None**

## Class 2 - Topic 2

**Jun 25/20**

[Overview: Class 2](#)

### **Class Session 2 - June 25**

**Zoom Class starts 9:00 am**

#### **Topics:**

- **Statements of Income and Comprehensive Income**
- Asset Disposals, Discontinued Operations and Restructuring
- Income Tax Allocation

- Earnings Per Share

## Assigned Readings, Cases, etc.:

**Text:** Ch. 3 and Case 1-1

## Assigned work due:

### **Class Preparation:**

Annual report Questions – Ch. 3

Connect Self-Assessment Questions – Ch. 3\_

### **Lab Preparation: (June 25)**

A1-5, A1-12, A2-11

web exercise (posted on Canvas)

A3-5, A3-8, A3-11

## Lab 1 - June 25



Lab 1 - June 25



Lab Questions 1

## Class 3 - Topic 3

**Jun 30/20**

[Overview: Class 3](#)

## Class Session - June 30

**Zoom Class starts 9:00 am**

### **Topics:**

- **Statements of Financial Position and Changes in Equity; and Disclosure Notes**
- Limits And Purpose of The Statement of Financial Position
- Disclosure Issues
- Changes in Accounting Policy, Estimates, Prior Period Corrections
- **The Statement of Cash Flow**
- Definition of Cash

- Classification of Cash Flows

## Assigned Readings, Cases, etc.:

Text: Ch. 4, 5

## Assigned work due:

### Class Preparation:

Annual report Questions – Ch. 4 and 5

Connect Self-Assessment Questions – Ch. 4 and 5

### Lab Preparation: (July 2)

A4-16, A4-20, A5-1, A5-17, A5-29

## Class 4 - Topic 4

Jul 2/20

Overview: Class 4

## Class Session 4 - July 2

**Zoom Class starts 9:00 am**

### Topics:

- **Revenue and Expense Recognition**
- Revenue Recognition, Earnings Process
- Revenue Recognition Criteria
- Various Methods Percentage Completion, etc.
- Non-monetary Transactions
- Expense Recognition

## Assigned Readings, Cases, etc.:

Text: Ch. 6

## Assigned work due:

### Class Preparation:

Annual report Questions – Ch. 6

Connect Self-Assessment Questions – Ch. 6

## Lab 2 - July 2



Lab 2 - July 2



Lab Questions 2

## Class 5 - Topic 5

Jul 7/20

[Overview: Class 5](#)

### Class Session - July 7

**Zoom Class starts 9:00 am**

#### Topics:

**- Financial Assets: Cash and Receivables**

- Financial Assets
- Cash And Cash Equivalents
- Accounts Receivable
- Notes Receivable
- Foreign Currency Receivables

#### Assigned Readings, Cases, etc.:

Text: Ch. 7

#### Assigned work due:

Class Preparation:

Annual report Questions – Ch. 7

Connect Self-Assessment Questions – Ch. 7

Lab Preparation: (July 9)

A6-1, A6-15, A6-18, A6-22



A7-1, A7-2

## Class 6 - Topic 6

**Jul 9/20**[Overview: Class 6](#)

### **Class Session - July 9**

### **MIDTERM EXAM**

## Lab 3 - July 9



Lab 3 - July 9



Lab Questions 3

## Class 7 - Topic 7

**Jul 14/20**[Overview: Class 7](#)

### **Class Session:**

**Zoom Class starts 9:00 am**

### **Topics:**

#### **- Cost-based Inventories and Cost of Sales**

- Inventory-Cost, Overheads
- Inventory Estimation Methods
- Inventory Valuation

### **Assigned Reading:**

**Text:** Ch. 8

### **Assigned work due:**

#### **Class Preparation:**

Annual report Questions – Ch. 8

Connect Self-Assessment Questions – Ch. 8

**Lab Preparation: (July 16)**

A8-1, A8-5, A8-6, A8-15, A8-23

## Class 8 - Topic 8

**Jul 16/20**

[Overview: Class 8](#)

### **Class Session**

**Zoom Class starts 9:00 am**

### **Topics:**

**- Property, Plant and Equipment; Intangibles and Goodwill**

- Categories of Long-lived Assets
- Determining The Cost, Disposal Of Capital Assets
- Intangible Assets
- Goodwill
- Impairment of Long Lived Assets
- Investment Property
- Government Assistance

### **Assigned Readings, Cases, etc.**

**Text:** Ch. 9

### **Assigned work due:**

**Class Preparation:**

Annual report Questions – Ch. 9

Connect Self-Assessment Questions – Ch. 9

## Lab 4 - July 16



Lab 4 - July 16



Lab Questions 4

## Class 9 - Topic 9

**Jul 21/20**

[Overview: Class 9](#)

### **Class Session**

**Zoom Class starts 9:00 am**

### **Topics:**

#### **- Depreciation, Amortization and Impairment**

- Component Depreciation
- Policy Choices, Methods
- Revaluation Model

### **Assigned Readings, Cases, etc.:**

**Text:** Ch. 10

### **Assigned work due:**

#### **Class Preparation:**

Annual report Questions – Ch. 10

Connect Self-Assessment Questions – Ch. 10

#### **Lab Preparation: (July 23)**

A9-13, A9-14, A9-25

A10-15, A10-21, A10-28, A10-29

## Class 10 - Topic 10

**Jul 23/20**

[Overview: Class 10](#)

### **Class Session - July 23**

### **Topic:**

**TECHNICAL QUIZ**

### **Assigned Readings, Cases, etc.:**

### **Assigned work due:**

## Lab 5 - July 23



Lab 5 - July 23



Lab Questions 5

## Class 11 - Topic 11

**Jul 28/20**

[Overview: Class 11](#)

### Class Session - July 28

**Zoom Class starts 9:00 am**

#### Topic:

- **Financial Instruments; Investment In Debt and Equity Securities**

- Long And Short Term Investments

- Accounting By Cost Method

- Accounting By FVTPL Method

- Accounting by FVTOCI Method

- Accounting By Equity Method

- Consolidation Theory

### Assigned Readings, Cases, etc.:

**Text:** Ch. 11

### Assigned work due:

#### **Class Preparation:**

Annual report Questions – Ch. 11

Connect Self-Assessment Questions – Ch. 11

#### **Lab Preparation: (July 30)**

- Take up technical quiz

- A11-1, A11-4, A11-26

## Class 12 - Topic 12

**Jul 30/20**[Overview: Class 12](#)

### Class Session - July 30

**Zoom Class starts 9:00 am**

#### Topic:

**CASE REVIEW CLASS**

#### Assigned Readings, Cases, etc.:

#### Assigned work due:

**None**

## Lab 6 - July 30



Lab 6 - July 30



Lab Questions 6

## Final Exam



Final Exam

# STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

## Preparation

### Organization of the Course

The course is a combination of textbook readings, connect self-assessment questions, annual report questions, lectures integrated with problems and cases, and labs. The following is a step by step explanation of the structure of the course. For full details refer to the course schedule.

**Note First Class June 22: There is no class preparation work except for reading the chapters for the first class. The first Zoom class on June 22nd starts at 7:00 a.m. (EST).**

### Summary of structure

**Class Preparation Work (this can be done anytime during the week prior to class or in the first hour allocated to each class 9:00-10:00a.m. (EST)) The time period from 9-10 am will not include a lecture, it is set aside for you to prepare for class and complete the annual report questions and connect self- assessment questions if you prefer to not do the work earlier in the week.)**

Step 1 – Read the assigned textbook chapter.

Step 2 – Complete the assigned Connect self-assessment questions.

Step 3 – Complete the assigned annual report questions and upload your completed worksheet on Canvas through the “Assignments” section for the respective class date prior to the start of class at 7:00 a.m. (EST).

### **Zoom Lectures**

Step 4 – Log on to the Zoom lecture at 8:00 a.m. (EST). (With the exception of the first class which begins at 7:00 a.m. EST on June 22)

### **Labs**

Step 5 – Complete the assigned lab questions and upload your answers on Canvas through the “Assignments” section for the respective lab date prior to the start of the lab at 7:00 p.m. (EST). Log on to the Zoom lab at 7:00 p.m. (EST).

### Detailed guidance for each step

#### **Step 1 – Read textbook chapter(s).**

Each week one or two textbook chapters are assigned as readings prior to the Zoom lecture. Due to the complex material covered in the class, it is essential that the assigned readings are completed prior to the class.

PowerPoint slides will be posted on Canvas for each class. The PowerPoint slides are just teaching points not full descriptions of the content. These PowerPoint slides need to be supplemented with the readings from the textbook to gain an understanding of the accounting issues.

### **Step 2 – Complete Connect self-assessment questions**

Each week there are assigned Connect self-assessment questions that must be completed prior to the start of that week's Zoom lecture. For specific question details refer to Connect. These Connect self-assessment questions need to be completed **prior** to the start of each Zoom lecture at 8:00 a.m. (EST). Connect self-assessment questions are meant to provide you with an opportunity to see how much of the textbook chapter material you understand. It may also indicate areas where you need to go back and review content from the chapter. For areas that are unclear you can ask questions in the class and/or the lab.

An announcement will be posted on Canvas with specific information regarding accessing Connect Self-Assessment Questions . You need to make sure your computer is set to eastern-standard time (EST) for your time zone.

### **Step 3 – Complete annual report questions**

Each week there are annual report questions to complete prior to the start of the Zoom lecture. These questions will be posted each week on Canvas. These need to be completed and uploaded through the assignment function on Canvas **prior** to the start of the Zoom class at 10:00 a.m. (EST). You will be able to upload the files anytime during the week prior to 8:00 a.m. (EST). After that time Canvas will not allow you to upload your file. These questions will be discussed during the Zoom class.

You will need to go the Maple Leaf Foods website or **www.sedar.com** (<http://www.sedar.com>) to access and download the 2019 annual report for Maple Leaf Foods.

### **Step 4 - Zoom lectures**

Log on to the Zoom lecture at 8:00 am. (EST). Your microphone will be muted when you log on. If you want to ask a question, unmute yourself or raise your hand. PowerPoint slides for each class will be posted on Canvas. We will be discussing the annual report questions during the class so you should have a copy of your answers accessible. In addition, we will be working through some practice cases to prepare for the midterm and the final during class. For details refer to the class schedule. We will also be working through some problems in the class. These sessions are not going to be recorded so it is important if you miss a class to obtain notes from a classmate.

### **Step 5 - Labs**

Complete the assigned lab questions and upload your answers on Canvas through the assignment section **prior** to the start of the lab at 7:00 p.m. (EST). These assigned questions can be found on the detailed course schedule. Log on to the Zoom lab at 7:00 p.m. (EST). Labs are an essential component of the course. In class, we will discuss the accounting concepts. The labs will be used to apply those concepts from class to technical questions. Your lab instructors will walk through the logic and how to approach these technical problems. The content will be discussed in class on the accounting issues then the labs will be used to work through practical problems based on class content. The technical quiz is based on material similar to the technical problems discussed in the labs. Due to copyright restrictions we are not allowed to post the solutions to the lab questions. These labs are not going to be recorded so it is important if you miss a lab to obtain notes from a classmate.

# GENERAL SCHULICH ACADEMIC POLICIES: GRADING, ACADEMIC HONESTY, ACCOMMODATIONS AND EXAM

## Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

## Academic Honesty

**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 also be found on Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/> (<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://accessibility.students.yorku.ca/> (<http://accessibility.students.yorku.ca/>) .

## Exams (Absence from)

### Midterm

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. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation (e.g. Attending Physician's Statement, Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

*\* Please note that academic policies specific to this course may be contained in other parts of this course outline.*



***These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.***

***Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.***

## Memorandum

To: Faculty Council

From: Shanker Trivedi, Program Director of the MAcc/DIAc/DAAc programs

Date: November 25, 2020

Subject: Course change of ACTG 6160 3.0 by adding ACTG 6140 3.0 as an additional prerequisite

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### **Motion:**

That Faculty Council approve the proposal to change SB/ACTG 6160 3.0 prerequisite by adding ACTG 6140 3.0 as an additional prerequisite.

### **Rationale:**

ACTG 6160 3.0, Advanced Financial Accounting, as the course description states, is the final course in the three-course financial accounting core, the other two courses being ACTG 6120 3.0, Intermediate Financial Accounting I and ACTG 6140 3.0, Intermediate Financial Accounting II. ACTG 6160 3.0, the Advanced Financial Accounting course, is very technical and students need to have taken both intermediate courses to be ready to take ACTG 6160 3.0. While the first intermediate course focuses on the assets side of the balance sheet, the second intermediate accounting course focuses on the liabilities and owners' equity side of the balance sheet. Students need to be proficient with both sides of the balance sheet to be sufficiently prepared to take ACTG 6160 3.0. However, currently, only ACTG 6120 3.0, Intermediate Financial Accounting I, is included as a prerequisite to ACTG 6160 3.0, Advance Financial Accounting. Therefore, as a correction it is now proposed that ACTG 6140 3.0, Intermediate Financial Accounting II, be included as an additional prerequisite to ACTG 6160 3.0, Advanced Financial Accounting.

## Course Change Proposal Template

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

### 1. Program

*Schulich Diploma in Intermediate Accounting*

### 2. Course Number and Credit Value

*ACTG 6160 3.00*

### 3. Course Title

#### a) Long Course Title

*Advanced Financial Accounting*

#### b) Short Course Title

*Advanced Financial Accounting*

### 4. Existing Pre-requisites/Co-Requisites

*SB/ACTG 6120.3.00. NOTE: Open only to MACC students*

#### Type of Course Change (indicate all that apply)

	<b>in course number</b>
	<b>in credit value</b> (provide course outline)
	<b>in course title</b> (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	<b>in course description</b> (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	<b>in learning objectives/outcomes</b> (please append the program's existing learning outcomes as a separate document)
	<b>in integration</b> (provide statement of approval from other program)
	<b>in cross-listing</b> (provide statement of approval from other program)
X	<b>in pre/co-requisite – add ACTG 6140 3.00 Intermediate Financial Accounting II as an additional prerequisite</b>
	<b>expire course</b>
	<b>other</b> (please specify)

### 5. Effective Session of Proposed Change(s)

*Summer 2021*

### 6. Academic Rationale

ACTG 6160 3.0, *Advanced Financial Accounting*, as the course description states, is the final course in the three-course financial accounting core, the other two courses being ACTG 6120 3.0, *Intermediate Financial Accounting I* and ACTG 6140 3.0, *Intermediate Financial Accounting II*. ACTG 6160 3.0, the *Advanced Financial Accounting* course, is very technical and students need to have taken both intermediate courses to be ready to take ACTG 6160 3.0. While the first intermediate course focuses on the assets side of the balance sheet, the second intermediate accounting course focuses on the liabilities and owners' equity side of the balance sheet. Students need to be proficient with both sides of the balance sheet to be sufficiently prepared to take ACTG 6160 3.0. However, currently, only ACTG 6120 3.0, *Intermediate Financial Accounting I*, is included as a prerequisite to ACTG 6160 3.0, *Advanced Financial Accounting*. Therefore, as a correction it is now proposed that ACTG 6140 3.0, *Intermediate Financial Accounting II*, be included as an additional prerequisite to ACTG 6160 3.0, *Advanced Financial Accounting*.

## 7. Proposed Course Information

*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Course Information (Change from)	Proposed Course Information (Change to)
The final course in the three-course financial accounting core, this course emphasizes accounting for international activities and inter-corporate investments. The application of accounting principles to case situations in specialized industries and non-profit organizations is also considered. Note: Not available to exchange students visiting Schulich.  Prerequisite: SB/ACTG 6120 3.00.	The final course in the three-course financial accounting core, this course emphasizes accounting for international activities and inter-corporate investments. The application of accounting principles to case situations in specialized industries and non-profit organizations is also considered. Note: Not available to exchange students visiting Schulich.  Prerequisites: SB/ACTG 6120 3.00 & SB/ACTG 6140 3.00.

## 8. Consultation

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*

### Originator

Shanker Trivedi

Signature

November 17, 2020

Date

Shanker Trivedi

Name

Master of Accounting, Program Director

Area or Specialization

**Approvals:****Area or Specialization**

I have reviewed this change form and I support the proposed changes to the course.

Dean Neu  
Signature

November 17, 2020  
Date

Dean Neu  
Name

Accounting Area  
Area or Specialization

**Degree Program**

I have reviewed this change form and I support the proposed changes to the course.

Shanker Trivedi  
Signature

November 17, 2020  
Date

Shanker Trivedi  
Name of Program Director

Master of Accounting, Program Director  
Program

**Program Committee**

This course change has received the approval of the relevant Program Committee.

Marcia Annisette  
Signature

January 14, 2021  
Date

Marcia Annisette  
Name of Committee Chair

Master Program Coordinating  
Committee  
Committee



ACTG6160

W2021

CREDITS: 3.00

## ACTG 6160 Q - ADVANCED FINANCIAL ACCOUNTING

🕒 WED 08:30 - 11:30 🏠

### INSTRUCTOR

**Shanker Trivedi**

✉ strivedi@schulich.yorku.ca

📞 416.736.2100 Ext. 30191

🏠 S347 SSB

🕒 11:30 AM - 12:30 PM and by appointment

### ADMIN

**Kaltum Osman**

✉ kosman@schulich.yorku.ca

📞 416.736.5063

🏠 S344 SSB

THIS COURSE IS ONLY OPEN TO MAcc STUDENTS

## SHANKER TRIVEDI BIOGRAPHY

Shanker Trivedi is an Associate Professor of Accounting and Program Director of the Master of Accounting, Diploma in Intermediate Accounting, and Diploma in Advanced Accounting programs. Shanker Trivedi's research interests are in financial accounting, the accounting profession, and tax. His teaching interests are in contemporary issues in accounting and in financial accounting. He has taught at all levels; bachelors, masters, and doctoral. Shanker has published in journals such as Experimental Economics, and Accounting Organizations and Society, among others. He is also the co-author of the 6th and 7th editions of Advanced Financial Accounting. He has served on many committees within and outside the university setting.

## BRIEF DESCRIPTION

The final course in the three-course financial accounting core, this course emphasizes accounting for international activities and inter-corporate investments. The application of accounting principles to case situations in specialized industries and non-profit organizations is also considered.

Note: Not available to exchange students visiting Schulich.

Prerequisite: SB/ACTG 6120 3.00.

## COURSE LEARNING OUTCOMES

In this course we will focus on advanced topics in accounting. Specifically, we will cover three broad areas of accounting: i) intercorporate investments, business combinations and consolidations, ii) foreign currency transactions and operations, and iii) not-for-profits and public sector financial reporting. By nature such topics are highly theoretical and technical.

This course is of primary interest to students who intend to pursue a career in professional accounting. In this course, we will aim to hone your ability to recognize and resolve recording and reporting highly technical accounting issues keeping in mind the preparers and many users of accounting. We will emphasize relevant theory which will help you

exercise your professional judgement in unique situations and technical application of the current accounting rules for presenting these advanced accounting topics.

## Deliverables at a Glance

The learning of advanced financial accounting occurs through both a conscientious preparation for course lectures and the active participation in classroom activities. Lectures will consist of a review of key concepts as well as a variety of other learning activities.

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
Written assignments	3	3.0	9.0	In groups of 3-4
Case write up	1	15.0	15.0	In groups of 3-4
Zoom participation	11	.25	2.75	Individual
Homework submissions	10	.60	6.00	Individual
Midterm exam	1	25.25	25.25	Individual
Final exam	1	42.0	42.0	Individual
			<b>100%</b>	

## LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** [↗](https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux) (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** [↗](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/t5/p/66) (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/t5/p/66>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

## COURSE MATERIAL

Readings for this course include:

1. Advanced Financial Accounting, Thomas H. Beechy, V. Umashanker Trivedi, and Kenneth MacAulay, 7th Edition, Pearson Canada. (available for purchase from the York University bookstore)
2. Course material placed on Canvas.

### Recommended Reference Materials

IFRS and CPA Handbook (You should be able to access them online via the York University library).

**Note that the textbook publisher provides students with access to a companion website to the textbook which includes additional materials.**

### Technology

This course is delivered remotely online using Zoom and associated technology. You will require access to a laptop / desktop computer and reliable internet service.

### Canvas

Each section of a Schulich-based course has a Canvas page. Canvas is used as a central bulletin board on which the instructor will make announcements and post all lecture notes, additional readings, assignments, and solutions if any. **You are expected to check the Canvas page at least twice each week.** If you have any difficulty accessing Canvas, please contact Schulich Computer Services immediately.

In the past, students have found it very helpful to have common questions and answers posted to the Canvas page. When I receive a question from a student by e-mail, I will respond to it by e-mail. In addition, if the question is of likely interest to other students, I will extract the question from the e-mail (i.e. to make it anonymous) and post both the question and my response to it on the Canvas page.




## ASSIGNMENT SUMMARY

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Written homework assignments 9%</b>			
Written homework assignment 1		3%	Wed Feb 10, 2021 at 08:30am EST
Written homework assignment 2		3%	Wed Mar 17, 2021 at 08:30am EDT
Written homework assignment 3		3%	Wed Apr 7, 2021 at 08:30am EDT
<b>Case write up 15%</b>			
Case write up		15%	Wed Mar 31, 2021 at 08:30am EDT
<b>Participation - Zoom &amp; Homework (SUBMIT WEEKLY HOMEWORK ASSIGNMENTS HERE) 8.75%</b>			
Class contribution - Due Jan 20		1%	Wed Jan 20, 2021 at 08:30am EST
Class contribution - Due Jan 27		1%	Wed Jan 27, 2021 at 08:30am EST
Class contribution - Due Feb 3		1%	Wed Feb 3, 2021 at 08:30am EST
Class contribution - Due March 3		1%	Wed Mar 3, 2021 at 08:30am EST
Class contribution - Due March 10		1%	Wed Mar 10, 2021 at 08:30am EST
Class contribution - Due March 24		1%	Wed Mar 24, 2021 at 08:30am EDT
Zoom Participation in 11 Class Sessions		2.75%	
<b>Midterm exam 25.25%</b>			
Midterm exam		25.25%	Wed Feb 17, 2021 at 08:30am EST
<b>Final exam 42%</b>			
Final exam		42%	Tue Apr 20, 2021 at 08:30am EDT

## WRITTEN ASSIGNMENTS: DESCRIPTIONS

### Written homework assignment 1

 **Due Date:** Wed Feb 10, 2021 at 08:30am EST

### Hand in Assignments

There are two types of hand in assignments – i) homework assignments, and ii) a case write-up, both done in groups of **THREE/FOUR. YOU HAVE TO FOLLOW IFRS, UNLESS TOLD OTHERWISE EXPLICITLY, WHEN COMPLETING AND SUBMITTING ALL ASSIGNMENTS. ONE ASSIGNMENT PER GROUP HAS TO BE SUBMITTED ELECTRONICALLY VIA CANVAS ONLY. ASSIGNMENTS IN HARD COPY WILL NOT BE ACCEPTED.**

**Written assignments are due at the start of the class. Late assignments will not be accepted since we may take these up in class. Please keep a copy for yourself.** All assignments must be typed, double-spaced, use 11 point font, written on only one side of the page with 1 inch margins. This is important so that your answers are easy to read and there is room for the marker's comments. All assignments will be graded and returned as soon as possible (within one or two weeks usually). Common error sheets will be provided to indicate general errors. Logic and assumptions must be stated where applicable. As a variety of directive and non-directive questions are used, students must use judgment as to the style of response that seems appropriate.


Written assignments provide an opportunity to apply the skills being taught in the course and are useful for monitoring progress and for obtaining personal feedback. They are there to prepare you for the midterm and final exams.

**Faxed assignments or e-mailed assignments will not be accepted under any circumstance. MISSED ASSIGNMENTS CANNOT BE MADE UP NOR CAN THEIR WEIGHT BE TRANSFERRED TO OTHER COMPONENTS OF THE COURSE.**

### ***Written Homework Assignments***

There will be **THREE** written assignments counting towards 9% of your final grade at 3% each. Each assignment can have a maximum length of 8 pages excluding attachments. If the assignment includes a case, the case cannot take up more than 6 of the 8 pages. You have to follow the Schulich case method while providing your answer(s) to the cases in these assignments. Please see *Quick Reference: Summary of Classes, Activities and Deliverables* for due dates.

## Written homework assignment 2

 **Due Date:** Wed Mar 17, 2021 at 08:30am EDT

### Hand in Assignments

There are two types of hand in assignments – i) homework assignments, and ii) a case write-up, both done in groups of **THREE/FOUR. YOU HAVE TO FOLLOW IFRS, UNLESS TOLD OTHERWISE EXPLICITLY, WHEN COMPLETING AND SUBMITTING ALL ASSIGNMENTS. ONE ASSIGNMENT PER GROUP HAS TO BE SUBMITTED ELECTRONICALLY VIA CANVAS ONLY. ASSIGNMENTS IN HARD COPY WILL NOT BE ACCEPTED.**

**Written assignments are due at the start of the class. Late assignments will not be accepted since we may take these up in class. Please keep a copy for yourself.** All assignments must be typed, double-spaced, use 11 point font, written on only one side of the page with 1 inch margins. This is important so that your answers are easy to read and there is room for the marker's comments. All assignments will be graded and returned as soon as possible (within one or two weeks usually). Common error sheets will be provided to indicate general errors. Logic and assumptions must be stated where applicable. As a variety of directive and non-directive questions are used, students must use judgment as to the style of response that seems appropriate.


Written assignments provide an opportunity to apply the skills being taught in the course and are useful for monitoring progress and for obtaining personal feedback. They are there to prepare you for the midterm and final exams.

**Faxed assignments or e-mailed assignments will not be accepted under any circumstance. MISSED ASSIGNMENTS CANNOT BE MADE UP NOR CAN THEIR WEIGHT BE TRANSFERRED TO OTHER COMPONENTS OF THE COURSE.**

### **Written Homework Assignments**

There will be **THREE** written assignments counting towards 9% of your final grade at 3% each. Each assignment can have a maximum length of 8 pages excluding attachments. If the assignment includes a case, the case cannot take up more than 6 of the 8 pages. You have to follow the Schulich case method while providing your answer(s) to the cases in these assignments. Please see *Quick Reference: Summary of Classes, Activities and Deliverables* for due dates.

### Written homework assignment 3

 **Due Date:** Wed Apr 7, 2021 at 08:30am EDT

#### **Hand in Assignments**

There are two types of hand in assignments – i) homework assignments, and ii) a case write-up, both done in groups of **THREE/FOUR. YOU HAVE TO FOLLOW IFRS, UNLESS TOLD OTHERWISE EXPLICITLY, WHEN COMPLETING AND SUBMITTING ALL ASSIGNMENTS. ONE ASSIGNMENT PER GROUP HAS TO BE SUBMITTED ELECTRONICALLY VIA CANVAS ONLY. ASSIGNMENTS IN HARD COPY WILL NOT BE ACCEPTED.**

**Written assignments are due at the start of the class. Late assignments will not be accepted since we may take these up in class. Please keep a copy for yourself.** All assignments must be typed, double-spaced, use 11 point font, written on only one side of the page with 1 inch margins. This is important so that your answers are easy to read and there is room for the marker's comments. All assignments will be graded and returned as soon as possible (within one or two weeks usually). Common error sheets will be provided to indicate general errors. Logic and assumptions must be stated where applicable. As a variety of directive and non-directive questions are used, students must use judgment as to the style of response that seems appropriate.


Written assignments provide an opportunity to apply the skills being taught in the course and are useful for monitoring progress and for obtaining personal feedback. They are there to prepare you for the midterm and final exams.

**Faxed assignments or e-mailed assignments will not be accepted under any circumstance. MISSED ASSIGNMENTS CANNOT BE MADE UP NOR CAN THEIR WEIGHT BE TRANSFERRED TO OTHER COMPONENTS OF THE COURSE.**

### **Written Homework Assignments**

There will be **THREE** written assignments counting towards 9% of your final grade at 3% each. Each assignment can have a maximum length of 8 pages excluding attachments. If the assignment includes a case, the case cannot take up more than 6 of the 8 pages. You have to follow the Schulich case method while providing your answer(s) to the cases in these assignments. Please see *Quick Reference: Summary of Classes, Activities and Deliverables* for due dates.

### Case write up

 **Due Date:** Wed Mar 31, 2021 at 08:30am EDT

#### **Hand in Assignments**

There are two types of hand in assignments – i) homework assignments, and ii) a case write-up, both done in groups of **THREE/FOUR. YOU HAVE TO FOLLOW IFRS, UNLESS TOLD OTHERWISE EXPLICITLY, WHEN COMPLETING AND SUBMITTING ALL ASSIGNMENTS. ONE ASSIGNMENT PER GROUP HAS TO BE SUBMITTED ELECTRONICALLY VIA CANVAS ONLY. ASSIGNMENTS IN HARD COPY WILL NOT BE ACCEPTED.**

**Written assignments are due at the start of the class. Late assignments will not be accepted since we may take these up in class. Please keep a copy for yourself.** All assignments must be typed, double-spaced, use 11 point font, written on only one side of the page with 1 inch margins. This is important so that your answers are easy to read and there is room for the marker's comments. All assignments will be graded and returned as soon as possible (within one or two weeks usually). Common error sheets will be provided to indicate general errors. Logic and assumptions must be stated where applicable. As a variety of directive and non-directive questions are used, students must use judgment as to the style of response that seems appropriate.

Written assignments provide an opportunity to apply the skills being taught in the course and are useful for monitoring progress and for obtaining personal feedback. They are there to prepare you for the midterm and final exams.

**Faxed assignments or e-mailed assignments will not be accepted under any circumstance. MISSED ASSIGNMENTS CANNOT BE MADE UP NOR CAN THEIR WEIGHT BE TRANSFERRED TO OTHER COMPONENTS OF THE COURSE.**


### ***Case Write-up***

This group assignment, again done in groups of THREE/FOUR, will allow you to apply theoretical and technical knowledge to accounting related issues in the real world/case type situations. For the case you may be **required to use the recent financial statements of a public company reporting under IFRS**. The case write up will make up 15.5% of your grade and is due at the beginning of class.


### Class contribution - Due Jan 20

 **Due Date:** Wed Jan 20, 2021 at 08:30am EST


### Class contribution - Due Jan 27

 **Due Date:** Wed Jan 27, 2021 at 08:30am EST


### Class contribution - Due Feb 3

 **Due Date:** Wed Feb 3, 2021 at 08:30am EST


### Class contribution - Due March 3

 **Due Date:** Wed Mar 3, 2021 at 08:30am EST

### Class contribution - Due March 10


 **Due Date:** Wed Mar 10, 2021 at 08:30am EST

### Class contribution - Due March 24

 **Due Date:** Wed Mar 24, 2021 at 08:30am EDT

## Zoom Participation in 11 Class Sessions


### Midterm exam

 **Due Date:** Wed Feb 17, 2021 at 08:30am EST

Materials eligible for examinations include all assigned readings, handout material, class discussions, class discussion questions, lectures, and homework assignments. Examinations may cover material taken up to and including the previous class.

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 exam

 **Due Date:** Tue Apr 20, 2021 at 08:30am EDT

Materials eligible for examinations include all assigned readings, handout material, class discussions, class discussion questions, lectures, and homework assignments. Examinations may cover material taken up to and including the previous class.

## WRITTEN ASSIGNMENTS: EVALUATION

### Group Assignments

#### **General Guidelines:**

There are TWO group assignments – i) written assignments (3% each) and ii) a case write-up (15%) both done in groups of **THREE/FOUR. YOU HAVE TO FOLLOW IFRS (OR ASPE WERE APPLICABLE), UNLESS TOLD OTHERWISE EXPLICITLY, WHEN COMPLETING AND SUBMITTING ALL ASSIGNMENTS. ONE ASSIGNMENT PER GROUP HAS TO BE SUBMITTED ELECTRONICALLY VIA CANVAS ONLY. ASSIGNMENTS IN HARD COPY WILL NOT BE ACCEPTED.**

**Assignments are due at the start of the class. Late assignments will not be accepted.** All assignments must be typed, double-spaced, use 11-point font, written on only one side of the page with **1 inch margins**. Failing to comply with these guidelines will result in lost marks. All assignments will be graded and returned as soon as possible (within one or two weeks usually). Common error sheets will be provided to indicate general errors. Logic and assumptions must be stated where applicable. As a variety of directive and non-directive questions are used, students must use judgment as to the style of response that seems most appropriate.

Written assignments provide an opportunity to apply the skills being taught in the course and are useful for monitoring progress and for obtaining personal feedback. They are there to prepare you for the midterm and final exams.

**MISSED ASSIGNMENTS CANNOT BE MADE UP NOR CAN THEIR WEIGHT BE TRANSFERRED TO OTHER COMPONENTS OF THE COURSE.**

#### **Written Assignments (3 assignments at 3% each)**

There will be **THREE** written assignments counting towards 9% of your final grade at 3% each. Each assignment can have a maximum length of **6 pages double-spaced excluding exhibits**. You have to follow the Schulich case method

while providing your answer(s) to the cases in these assignments. Please see *Quick Reference: Summary of Classes, Activities and Deliverables* for due dates.

### **Case Write-up (15%)**

This group assignment, again done in groups of THREE/FOUR, will allow you to apply theoretical and technical knowledge to accounting related issues in the real world/case type situations. For the case you may be **required to use the recent financial statements of a public company reporting under IFRS**. The case write up will make up 15% of your grade and is due at the beginning of class.

### **Individual Homework Assignments (6.25%)**

Given the complexity of the course, regular and consistent practice is required. Students are expected to complete assignment problems individually and to submit them via Canvas at the beginning of class. No exceptions will be granted.

### **Remote Assessments**

1) The accounting policy for all remote assessments (such as the midterm and final exams for this course) is 5 minutes download time and 10 minute submission time to facilitate their submission in two ways: a) the email of their assessment to **actg@schulich.yorku.ca (mailto:actg@schulich.yorku.ca)** (**students must input their name and course code on the subject line of the email**) and b) to upload their assessment to canvas (therefore a 1 hour quiz would be granted 60 minutes + 5 minutes download + 10 minutes submission time). The 10 minutes is strictly submission time and is not additional writing time. All students are required to submit their assessment both ways.

2) Canvas will NOT accept submissions after the 10 minute upload time.

3) Late submissions will be docked 20% per minute based upon the email submission time to **actg@schulich.yorku.ca (mailto:actg@schulich.yorku.ca)**. Therefore, an email submission received 1 minute after the final upload time will be docked by 20%, and a submission 5 minutes after the final upload time will be docked by 100%.

4) In the event of legitimate technical difficulties (such as a power failure at York University), we will use the time at which the upload was attempted on canvas, as obtained from the canvas administrators.

5) Finally local legitimate technical difficulties (such as a local service failure or power outage) will require substantive, objective documentation submitted to the instructor within 24 hours of the completion of the assessment, and must include the completed form for technical difficulties obtained from the Office of the Associate Dean Academic.

## **CALCULATING COURSE GRADE**

Masters Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2.

Schulich's 9-value index system for Masters-level grading is as follows:


### **Grade Grade Point / Index Value Percentage Points**

A+	9	90 – 100
A	8	85 - 89
A-	7	80-84

B+	6	75-79
B	5	70-74
B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49%


**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/>  (<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/>  (<http://cds.info.yorku.ca/>) .

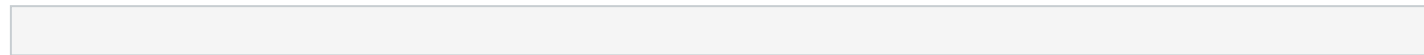
#### **Exams** (*Absence from*)

**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.

**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 documentation (scanned) regarding the reason for missing the exam must be submitted to the Director of Student Services, (SSB Room W262) within 48 hours of missing the final exam via email with a copy to the instructor. 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>  (<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) .

## CLASS-BY-CLASS SYLLABUS

### Assignment Files



### Week 1

**Jan 13/21**

Overview: [Week 1](#)

#### Class Session: Week 1

#### Topic

- Setting the Stage
- Intercorporate Equity Investments: An Introduction

#### BTM Readings

- Chapters 1 and 2

#### Assigned Problems & Cases for class discussion and take up

- Case 2-2, P2-4, P2-8, P2-9

#### IFRS Suggested References

- IFRS 1, IFRS 9, IAS 28, IFRS 11 Joint Arrangements
- Accounting Standards for Private Enterprises

### Week 2

**Jan 20/21**

Overview: [Week 2](#)

#### Class Session: Week 2

#### Topic

- Intercorporate Equity Investments: An Introduction Business Combinations

#### BTM Readings



- Chapter 2 continued, and online Appendix 2A
- Chapter 3

### **Assigned Problems & Cases for class discussion and take up**

- P2A-3, P2A-5
- Case 3-3, P3-2, P3-3, P3-6, P3-7

### **IFRS Suggested References**

- IFRS 3

## Week 3

**Jan 27/21**

Overview: [Week 3](#)

**Class Session: Week 3**

### **Topic**

- Business Combinations Wholly Owned Subsidiaries: Reporting Subsequent to Acquisition

### **BTM Readings**

- Chapter 3 continued, and online Appendix 3A
- Chapter 4

### **Assigned Problems & Cases for class discussion and take up**

- P4-1, P4-2, P4-3,
- P4-6, P4-7, P4-8

### **IFRS Suggested References**

- IFRS 3
- IAS 27
- IFRS 10

## Week 4

**Feb 3/21**

Overview: [Week 4](#)

**Class Session: Week 4**

**Topic**

- Wholly Owned Subsidiaries: Reporting Subsequent to Acquisition
- Consolidation of Non-Wholly Owned Subsidiaries

**BTM Readings**

- Chapter 4 continued
- Chapter 5

**Assigned Problems & Cases for class discussion and take up**

- P4-1, P4-2, P4-3, P4-6, P4-7, P4-8
- P5-1, P5-2, P5-3, P5-10, P5-12

## Week 5

Feb 10/21

Overview: [Week 5](#)**Class Session: Week 5****Topic**

- Consolidation of Non-Wholly Owned Subsidiaries

**BTM Readings**

- Chapter 5 continued

**Assigned Problems & Cases for class discussion and take up**

- P5-1, P5-2, P5-3,
- P5-10, P5-12

**Assignment Due**

- Assignment #1 TBA

## Week 6

Feb 17/21

Overview: [Week 6](#)**Class Session: Week 6****Midterm examination**

## Reading Week February 23 - 26

## Week 7

Mar 3/21

Overview: Week 7

## Class Session: Week 7

**Topic**

- Take up of Midterm examination
- Subsequent-Year Consolidations: General Approach

**BTM Readings**

- Chapter 6

**Assigned Problems & Cases for class discussion and take up**

- Case 6-3, P6-2, P6-6,
- P6-17, P6-19

## Week 8

Mar 10/21

Overview: Week 8

## Class Session: Week 8

**Topic**

- Subsequent-Year Consolidations: General Approach
- Foreign Currency Transactions and Hedges

**BTM Readings**

- Chapter 6 continued
- Chapter 8

**Assigned Problems & Cases for class discussion and take up**

- Case 6-3, P6-2, P6-6, P6-17, P6-19

- Case 8-2, P8-4, P8-7, P8-14

## IFRS Suggested References

- IAS 21

## Week 9

**Mar 17/21**

Overview: [Week 9](#)

**Class Session: Week 9**

### Topic

- Foreign Currency Transactions and Hedges

### BTM Readings

- Chapter 8

### Assigned Problems & Cases for class discussion and take up

- Case 8-2, P8-4, P8-7, P8-14

### IFRS Suggested References

- IAS 21

### Assignment Due

- Assignment #2 TBA

## Week 10

**Mar 24/21**

Overview: [Week 10](#)

**Class Session: Week 10**

### Topic

- Reporting Foreign Operations

### BTM Readings

- Chapter 9

## Assigned Problems & Cases for class discussion and take up

- Case 9-2, Case 9-4, P9-3, P9-9

## IFRS Suggested References

- IAS 21

## Week 11

Mar 31/21

Overview: [Week 11](#)

## Class Session: Week 11

### Topic

- Reporting Foreign Operations
- Financial Reporting for Non-Profit Organizations

### BTM Readings

- Chapter 9 continued
- Chapter 10

## Assigned Problems & Cases for class discussion and take up

- Case 9-2, Case 9-4, P9-3, P9-9
- Case 10-2, Case 10-6
- P10-3, P10-6, P10-8
- Excel example

## IFRS Suggested References

- CICA
- S. 4400- S. 4470

### Assignment Due

- Case Write-up Due

## Week 12

Apr 7/21

Overview: [Week 12](#)

## Class Session: Week 12

### Topic

- Financial Reporting for Non-Profit Organizations
- Public Sector Financial Reporting
- Review

### BTM Readings

- Chapter 10 Continued
- Chapter 11

### Assigned Problems & Cases for class discussion and take up

- Case 10-2, Case 10-6
- P10-3, P10-6, P10-8
- Excel example

### Assignment Due

- Assignment #3 TBA

## Final Exam

**Apr 20/21**

Overview: Final Exam

**Final Exam – April 20<sup>th</sup> 2021**

## STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

### Preparation

While the material covered in this class is highly theoretical and technical, the solutions are case specific. Furthermore, mere technical knowledge will become fast outdated in the face of the rapid changes mentioned above. Rote learning will not suffice in these circumstances. Therefore, we will continue to build on the critical thinking skills you have developed, and the case approach of learning accounting you have encountered, in your earlier accounting courses at Schulich. Specifically, this course presumes that students have acquired the requisite conceptual base in Accounting 3110 and 3120 (or their equivalent at the masters level) and are prepared to deal with more complex technical issues.

The material that is required to be mastered in this class is vast and therefore impossible to cover completely in the limited class time we have. **Therefore, students are expected to be able to study and comprehend most of the material on their own.** Class time will be focused on the more complex aspects of the technical material and the discussion of the assigned problems and cases. **Examinations, however, will cover all of the assigned material, including any articles assigned for reading and any material handed out in class. Examinations will not be restricted to the material explicitly discussed in class.**

### Class Contribution (9%)

You are expected to be prepared to discuss the topics and challenge and question the analyses of the lecture material presented. **You are also expected to attend and participate in all Zoom classes for the entire class in order to earn 2.75% of your class contribution marks.** Contribution is an essential component in the overall education experience of this advanced level course.

In addition, problems will be assigned throughout the term requiring the submission of homework prior to the start of class. Completion of these homework assignments will account for **6%** of the overall grade. Details on the specific question types will be provided by the instructor.

### Ground Rules

- **This is a challenging course. Therefore, come fully prepared for each class.** Specifically, read through the assigned material and work out the assigned questions/cases/problems before each class session. Class time will be reserved for answering students' questions and for going through the assigned material.
- Be prepared to constructively engage in the class discussions. Think about what is being said and feel free to voice your agreement or disagreement with it. However, do so professionally and courteously.

**Copyright:** Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials, I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

### Class Participation (contribution)

#### Class Participation (2.75% of overall grade)

It is your responsibility to ensure that you take an active role in the class. The grading for class contribution in each session is as follows:

Grade	Contribution
0	Does not show up for class
1	Attends class but contributes nothing or very little
2	Participates actively in any Zoom breakout sessions, surveys or other activities and is active throughout the entire class

Absence from class will mean a zero on your participation points for that day unless such absence is because of medical reasons or other extenuating circumstances (you will have to submit supporting documentation).

### **Mid-term (25.25%) and Final Examinations (42%)**

Materials eligible for examinations include all assigned readings, handout material, class discussions, class discussion questions, lectures, and homework assignments. Examinations may cover material taken up to and including the previous class.

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.

The midterm and final examinations will be written as **timed exams**. The assessments will be accessible for download via an Announcement on Canvas. The exams will be completed remotely within a restricted time, and uploaded through Canvas. Internet access and computer equipment including but not limited to, a mouse, keyboard and monitor should be tested regularly and in advance of the exams to ensure no issues with respect to access and completion. Internet connection is required only to download and upload the files.

Students are expected to complete the examinations without the assistance of any resources, peers or other individual(s) in accordance with the Schulich School of Business' Academic Integrity policies.

**Further exam-specific instructions will be provided by the instructor closer to the respective examination dates.**



## GENERAL SCHULICH ACADEMIC POLICIES


### Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

### Academic Honesty

**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 also be found on Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>  (<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://accessibility.students.yorku.ca/>  (<http://accessibility.students.yorku.ca/>) .

### Exams (Absence from)

#### Midterm

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. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

#### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation (e.g. Attending Physician's Statement, Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral>  (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

*\* Please note that academic policies specific to this course may be contained in other parts of this course outline.*

### Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** [↗](https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf) (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> [↗](http://oscr.students.yorku.ca/) (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> [↗](https://oscr.students.yorku.ca/student-conduct) (<https://oscr.students.yorku.ca/student-conduct>). Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

**Take time to fully review the Code of Student Rights and Responsibilities:**

<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf> [↗](https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf)

(<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>)

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## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Melanie Cao, Director of the Master of Finance  
Date: January 7, 2021  
Re: Course number and rubric change

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**Motion:** That Faculty Council approves the recode a required course titled “Advanced Derivative Securities” from FNEN6820 to MFIN5520 while leaving the course contents intact.

**Rationale:** FNEN6820 (Advanced Derivative Securities), offered by the Financial Engineering graduate diploma program, is a required course for the MF’s Financial Risk Management stream. It will be a recommended course in the newly proposed Risk Management field. Given the suspension of the Financial Engineering program, the course will be recoded as MFIN 5520 (Advanced Derivative Securities) while keeping the same course contents.

## Course Change Proposal Template

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

**1. Program**

*Schulich Master of Finance Program*

**2. Course Number and Credit Value**

*FNEN 6820 3.0*

**3. Course Title**

**a) Long Course Title**

*Advanced Derivative Securities*

**b) Short Course Title**

*Advanced Derivative Securities*

**4. Existing Pre-requisites/Co-Requisites**

*Please list any existing pre/co-requisites for this course and ensure that this information aligns with what is included on the attached course outline.*

**5. Type of Course Change (indicate all that apply)**

x	<b>in course number</b>
	<b>in credit value</b> (provide course outline)
	<b>in course title</b> (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	<b>in course description</b> (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	<b>in learning objectives/outcomes</b> (please append the program's existing learning outcomes as a separate document)
	<b>in integration</b> (provide statement of approval from other program)
	<b>in cross-listing</b> (provide statement of approval from other program)
	<b>in pre/co-requisite</b>
	<b>expire course</b>
x	<b>other</b> (please specify) course rubric change

**6. Effective Session of Proposed Change(s)**

*Fall 2021*

**7. Academic Rationale**

FNEN6820 used to be offered by Schulich's Financial Engineering graduate diploma program and is a required course for the MF Financial Risk Management specialization. Recently, Schulich has decided to suspend the Financial Engineering program indefinitely due to its low enrollments. Since this course is essential to the MF program, we propose to recode it as MFIN5520 while leaving the course title and contents unchanged.

Basically, we would like to retain a course that we consider essential to the MF program. FNEN6820 (Advanced Derivative Securities) has been offered by the Financial Engineering graduate diploma program and is currently a required course for the Financial Risk Management stream. We would like to keep it as a recommended course in the newly proposed Risk Management field. However,

given the suspension of the Financial Engineering program, we will recode it (as MFIN 5520) while keeping the same course contents.

### 8. Proposed Course Information


*Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Course Information (Change from)	Proposed Course Information (Change to)

### 9. Consultation

*For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.*


### Originator

 _____ Signature	January 15, 2021 _____ Date
Melanie Cao _____ Name	Finance _____ Area or Specialization

### Approvals:


#### Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

 _____ Signature	January 15, 2021 _____ Date
Melanie Cao _____ Name	Finance _____ Area or Specialization

**Degree Program**

I have reviewed this change form and I support the proposed changes to the course.

 _____ Signature	<u>January 15, 2021</u> _____ Date
<u>Melanie Cao</u> _____ Name of Program Director	<u>Master of Finance</u> _____ Program

**Program Committee**

This course change has received the approval of the relevant Program Committee.

<u>Marcia Annisette</u> _____ Signature	<u>January 14, 2021</u> _____ Date
<u>Marcia Annisette</u> _____ Name of Committee Chair	<u>MPC-PCC</u> _____ Committee

## FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS MINUTES OF MEETING

A meeting of the Schulich Faculty Council for the 2020-2021 academic year was held on  
Friday December 11<sup>th</sup> at 10:30am via Zoom.

### In Attendance:

**Chair:** C. Graham

**Vice-Chair:** R. Shao

**Secretaries:** L. Da Silva & M. Machado

### **Voting Members of Faculty Council Present:**

Senior Admin.	M. Annisette, K. Kanagaretnam
ACTG	M. Bamber, C. Cho, J. Everett, S. Hsu, A. Mawani, D. Neu, L. Thorne, V. Trivedi
ARTM	
BSUS	
ECON	I. Henriques, B. Wolf (ret.)
FINE	M. Cao, P. Foroughi, M. Kamstra, Y. Larkin, M. Milevsky, L. Ng, A. Rzeznik, P. Shum, Y. Tian
MKTG	A. Campbell, E. Fischer, M. Giesler, N. Mead, T. Noseworthy, G. Packard, Y. Pan, E. Veresiu
ORGS	C. Bell, I. Hideg, B. Lyons, W. Shen, K. Tasa, M. Valente, L. Wright (ret.), L. Zhu
OMIS	I. Bicer, M. Biehl, A. Diamant, D. Johnston, H. Kim, M. Kristal, M. Levesque, D. Oppong-Tawiah, J. Rungtusanatham
PLCY	P. Aulakh, E. Auster, J. Darroch, Y. Deutsch, B. Eberlein, M. Kipping, A. Madhok, T. Peridis, R. Phillips, W. Sheremata, S. Weiss, T. Wesson
PROP	J. Clayton, A. Devine, J. McKellar (ret.)   OTHER: B. Graham (alumni), S. Quail (Lib)
Voting CPM's & Director of 601	L. Hillcoat, A. Mustapha, I. Holzinger
Student Council Reps	A. Chan (GBC), P. Dhakshnamurthy (GBC), S. Dinyarian (UBS), B. Durrani (UBS), L. He (PhD), A. Samji (GBC), S. Srivastava (GBC)

### **Voting Members of Faculty Council Absent/Regrets:**

K.-H. Bae	M. Farjoun	G. Kistruck	O. Morris (UBS)	J. Tan
T. Beechy (ret.)	B. Gainer (ret.)	F. Lazar	C. Oliver (ret.)	M. Voronov
R. Belk	D. Horváth	G. Li	E. Prisman	E. Westney (ret.)
A. Bhanich-Supapol	R. Imanirad	I. Macdonald (ret.)	S. Qu	S. Yeomans
J. Chung	R. Irving (ret.)	D. Matten	M. Rice	J. Zemans (ret.)
W. Cook (ret.)	A. Joshi	R. McClean (ret.)	K. Rogers	D. Zwick
A. Coutts	S. Kanao (GBC)	C. McMillan	H. Rosin (Ret.)	
P. Darke A.	R. Karambayya (ret.)	T. McQueen	P. Sadorsky	
A. DeCarufel (ret.)	A. Kecskes	M. Micucci (UBS)	A. Sirsi	
D. Dimick (ret.)	S. Khan (GBC)	G. Morgan (ret.)	S. Soleja	

### **Leaves and Sabbaticals:**

M. Dong	Z. Li (sab.)	G. Saxton	
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### Non-Voting Members of Faculty Council Present

M. Aparicio (guest)	A. Graham (guest)	R. Mayer	N. Sutherland
M. Bhutani	A. Gravel	J. Morgan	S. Tenn
C. Carder	R. Hines	C. Mueller (guest)	E. Wang
M. Cernea	B. Kha	C. Niederwanger	K. Welsby
M. Chodak (guest)	R. Lenton (guest)	M. Orlan	A. Welsh
A. Coyle (guest)	S. Ly	L. Philipps (guest)	D. Woticky
L. De Wilde	D. Mak	J. Pinto	F. Zandi
B. Fenton (guest)	Y. Massop (guest)	L. Serras	

### Non-Voting Members of Faculty Council Absent:

D. Barret	E. Farrell	P. Laycock	B. Pasquali	S. Sigel
S. Black	C. Ford	R. Leonidas	L. Philipps	H. Sinker
O.P. Bhatt	F. Gorbet	A. Leslie	M. Perlis	J. Thompson
E. Caprioni	P. Grant	R. Lynn	E. Peters	P. Tsaparis
G. Chen	C. Hantho	A. Makooie	P. Pivato	N. Verma (regrets)
M. Cohen	A. Harris	K. Mapa	S. Pulver	B. White
D. Conklin	B. Horowitz	D. McCuaig	E. Roman	J. Wilkins
M. Cowan	T. Javed	A. Middleton	R. Ross	J. Wleugel
T. D'Agostino	J. Jeyakumaran	R. Moy	B. Schofield	E. Wright
P. Deonandan	L. Kharlip	S. Nahm	W. Schroeder	J. Wu
P. Dillon	G. Klar	L. Pan	A. Shaw	D. Yundt
A. Faiella	A. Kuzmicki	C. Partland	C. Sicoli	C. Zhuang

### 1. Welcome & Chair's Remarks

The Chair called the meeting to order at 11:34am and thanked council members for attending.

C. Graham introduced the guests to Council including, President Rhonda Lenton, Lisa Philipps, Anne Coyle, Megan Aborisio and Brandon Fenton.

Land Acknowledgement

### 2. Decanal Search: President R. Lenton & Provost L. Philipps to introduce consultants

President R. Lenton started by noting that the survey that had been circulated had a bimodal distribution feel and not all were in agreement. Consequentially it confirmed her own views of moving forward with the search.

She went on to note that the openness of the school rather than an already established school is a very attractive attribute of this position. She expressed her concern that Schulich still does not have a search committee when it should have been established in the fall. The delay is understandable due to the pandemic; however, it is now time to get a dean in place.



Schools across Canada in the middle of their dean search are moving forward and Schulich must start to recruit to not lose a chance on those great leaders. The longer the process is postponed, the more questions are raised in minds of perspective candidates.

L. Philipps moved onto timing with process, noting that once a committee is elected it will then take time to meet which is another step that needs to take place before the consultants can do their part. It is best to build momentum at the start of the year rather than the middle.

C. Graham opened the floor for discussion.

A. Coyle commented that the consultants are looking to see if the interest of the committee is in traditional or non-traditional. A record is kept of candidates across the sector of who are interested in senior leadership and meet the criteria of the appointment.

E. Auster commented on internal vs. external candidates, noting that open is better if possible and candidates can be narrowed down in later stages. She also noted that the search committee should ensure they reach out to the faculty to share input.

R. Lenton agreed on allowing internal and external candidates and not limit the candidates. As for open or closed search, the faculty would determine if they want a presentation to be given to Council. Some Councils prefer to give input to the search committee and others prefer to have one representative from Council. Others want short listed or top two to present at Council – the top two can be asked if they are willing to go public. If they do not agree, we do not do that provision.

A. Coyle summarized the consultant input: a candidate development strategy would be proposed and brought to the search committee. Consultants would recommend candidates 1, 2 and 3 etc. and then committee reaction would determine what is pursued. As Ellen mentioned, starting with a robust list and narrowing down is best.

L. Philipps added that Council has an opportunity to comment on the draft position profile.

**ACTION ITEMS:**

1. Agreement on search procedure document and to ensure they meet Presidential guidelines.
2. Develop Search Committee.
3. Comments on the AD and position profile

Timeline required for search committee availability is 4-6 months.

E. Fischer inquired whether faculty are able to recruit colleagues. A. Coyle confirm this can be done two different ways. 1. Speak to your colleague and recommend they put their name forward, or 2. Put a name forward to the consultants anonymously

C. Graham moved forward to discuss considering a motion of composition of the search committee.

President R. Lenton and guests left meeting.

C. Graham reviewed the documentation with the committee and requested a motion be put forward.

**Motion:** To adopt composition

Motion moved by David Johnston, Seconded by Eileen Fischer

Several members discussed the changes to the document.

C. Graham called a vote on the motion:

Yes – 59

No – 1

Abstain – 3

Motion passed.

### **3. Dean's Remarks**

No remarks

### **4. PhD/GBC/UBS Initiatives**

L. He reported that several concerns re exams were recently addressed. Successful mentoring and student support meetings. Many thanks to faculty for their support.

A. Samji also assisting students with exams, survey to be sent out to students for questions on support services to ensure they are being connected. Lots of positive feedback to faculty for accommodations.

B. Durrani also addressing concerns re exams. Nova alumni conference to come next semester and planning formal logistics.

### **5. Motion:** Creation of the CPA Ontario Centre in Digital Financial Information at the Schulich School of Business, York University (*D. Neu*)

Motion moved by D. Neu, Seconded by M. Giesler

D. Neu summarized motion.

C. Graham called a vote for the motion:

47 yes, 0 no

Motion passed.

### **6. Adjournment**

The Chair and Vice-Chair thanked the members for their participation. B. Durrani moved to adjourn, M. Biehl seconded. The meeting adjourned at 12:04pm.

## CONSENT AGENDA

*A consent agenda item is deemed to be approved unless, at any moment before or during the meeting, a member of the Faculty Council of the Schulich School of Business advises the Chair of his or her request to debate it.*

The following consent agenda items were approved with no changes:

1. **Enquiries & Communications**
  - a) **For Information:** Senate Synopses (2020.10.22)
  - b) **For Information:** Senate Clarification re Deferred Exams & Principles re S21 Course Planning (2020.11.18)
2. **BBA/iBBA Program Committee (M. Valente)**
  - a) **Course Changes**
    1. MGMT 1050 3.00 Business Analytics (*title, description, content, rubric*)
    2. MGMT 2050 3.00 Business Analytics II (*title, description, content, format, rubric*)
    3. OMIS 2010 3.00 Operations Management (*pre-req., title, description, content*)
4. **EMBA Program Committee (M. Kipping / M. Annisette)**
  - a) **New Course Proposals**
    1. EMBA 6175 2.00 Omnichannel Business
  - b) **Course Changes**
    1. EMBA 6035 2.00 Mergers & Acquisitions (increase in credit value)
    2. EMBA 6560 2.00 Strategies for Growth (increase in credit value)
    3. EMBA 6620 2.00 Healthcare Strategy (increase in credit value)
    4. EMBA 6890 2.00 Family Enterprises (increase in credit value)
5. **Master Programs Committee (M. Annisette)**
  - a) **Program Changes**
    1. New Specialization MBA/IMBA Program – Digital Transformation (A. Joshi)
6. **Minutes of the Last Meetings:** 2020.11.06 & 2020.11.27

### Upcoming Meeting Dates for 2020-2021:

#### **Schulich Executive Committee:**

Friday, January 22, 2021  
Friday, February 26, 2021  
Friday, April 9, 2021

#### **Schulich Faculty Council:**

Friday, February 5, 2021  
Friday, March 12, 2021  
Friday, April 16, 2021