



**ACCT 5137 A/B**  
**PROFESSIONAL ACCOUNTING CASES II**

**COURSE OUTLINE**  
**MAY – JUNE 2021**

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<b>Instructor</b>	Hayley Cooper, MAcc, CPA, CA
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<b>Office Hours</b>	By appointment – please email me and we will schedule a virtual meeting
<b>Course Mentor:</b>	Devin Fraser, MAcc, CPA, CA
<b>Class time</b>	Section A: Tuesdays 11:30 – 14:30 Section B: Tuesdays 14:30 – 17:30
<b>Case Writing Sessions</b>	Fridays 11:00 – 16:00

**Modality:** This course will be delivered synchronously during scheduled class time.

**Calendar Description:**

A continued development and honing of problem-solving abilities when placed in real-life, business situations. Case-writing skills will be finessed, with focus on analysis and integration, while keeping the big picture in mind.

**Course Description:**

This course elevates and finesses interdisciplinary case writing skills developed in previous courses and focuses on the analysis and integration required in solving real-world business issues. The focus of this course is to introduce longer, comprehensive-style cases.

**Course Objectives:**

1. Develop the ability to identify, rank and integrate issues across a multidisciplinary case
2. Develop the ability to analyze issues, while maintaining the integrative nature of issues across a multidisciplinary case
3. Enhance professional written communication skills, for quantitative and qualitative information

**Prerequisites:**

ACCT 5120 – Advanced Concepts, ACCT5121-Advanced Concepts II

## Course Requirements & Methods of Evaluation:

Case Analysis – comprehensive case revise & resubmit	15%
Case Analysis – 2 comprehensive cases	40%
Case Analysis – 1 CFE Day 2 comprehensive case	30%
Participation:	
Case Analysis – Peer evaluation	5%
Classroom participation	10%

### Case Analysis – Comprehensive case revise & resubmit (15%)

Students will write their first 5-hour comprehensive case on **Friday, May 14<sup>th</sup> from 11:00 – 16:00 EST** worth 10%. The case will be made available for download on BrightSpace at 10:55 and will be due for submission via the assignment dropbox by 16:15. Please submit both a Word and Excel file. The case will be marked by the instructor and course mentor and detailed feedback will be provided. Students will be given a suggested solution and a detailed debrief. Students will be asked to read through the feedback and, using ‘Track Changes’ or a different coloured font, revise and resubmit their case response by 23:59 on Saturday, May 29<sup>th</sup>. 5% will be awarded on submissions where a meaningful attempt at applying feedback was made.

### Case Analysis – Comprehensive Cases (40%)

Students will write a 5-hour comprehensive case on both **May 21 & June 4 from 11:00 – 16:00 EST**. The cases will be made available for download on BrightSpace at 10:55 on the respective day and will be due for submission via the assignment dropbox by 16:15. Please submit both a Word and Excel file. The responses will be professionally marked with detailed feedback and debriefed in the following class. Each case is worth 20%.

### Case Analysis – CFE Day 2: Common Core & Assurance (30%)

Students will write a 5-hour comprehensive case in the Day 2 CFE style in the assurance role on **June 11 from 11:00 – 16:00 EST** as the final case of the course. The case will be made available for download on BrightSpace at 10:55 and will be due for submission via the assignment dropbox by 16:15. Please submit both a Word and Excel file. The response will be marked by the instructor with feedback provided and debriefed in the following class.

### Participation (15%)

Classroom participation (10%): Students are expected to make a solid attempt at case analysis each week. To improve at case writing, practice is required. These marks are awarded for active participation during case debrief discussions and on BrightSpace discussion boards. A portion of this grade will go towards the completion and submission of two approximately 90-minute multi-competency cases written on **Friday, May 28<sup>th</sup> from 11:00 – 14:00 EST**. The cases will be made available for download on BrightSpace at 10:55 on the respective day and will be due for submission via the assignment dropboxes by 14:15. Please submit both a Word and Excel file for each case, where applicable.

Peer evaluation (5%): Students will be asked to peer review one of the multi-competency cases written on May 28<sup>th</sup> (to be assigned by the Instructor) in an anonymous process. Students will be provided with another student’s case response (anonymously), the suggested solution, and an evaluation guide by the instructor. Students are required to provide feedback on the other student’s case response using the resources provided by **Thursday, June 3rd at 9:00 EST**. The following week, students will receive the feedback on their personal response. The 5% is awarded based on the student’s effort in providing valuable feedback to the other student, *not* on the quality of feedback they received from their peer.

## **Late Assignments and Evaluations:**

To ensure fairness for all students, penalties will be applied to late case submissions. Late submissions will receive a 1% deduction for every minute past due to a maximum of 100%. Additional time is provided in advance to control for technical difficulties. A late case will still receive feedback if submitted within 24 hours of the due date.

Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

## **Required Materials:**

On BrightSpace:

- Cases for weekly assignments; drop boxes for submission
- Link to the CPA Competency Map; CFE Blueprint; CFE Appendix

Access to the CPA Handbook:

- Go to [www.library.carleton.ca](http://www.library.carleton.ca)
  - Search for: “CPA Canada Standards and Guidance Collection”
  - Choose the first item that comes up
  - Enter your CarletonOne login and password
  - You are now on Knotia, which has access to the “CPA Canada Standards and Guidance Collection (CPACHB)”, which houses the Accounting (IFRS and ASPE) and Assurance standards in Canada. We will be using this frequently in class, and should be a main resource you utilize while writing case responses.

In preparing for these cases, students will need to refer to other various reference sources to understand and evaluate current practices and requirements. See Appendix A for the list of reference materials required for the Master of Accounting Program.

## **CLASSROOM STRUCTURE**

Every class will address one comprehensive or multi-competency case (covering topics from all prerequisites listed above). The case(s) have to be prepared as homework before class in a fixed 5 hour window and have to be submitted via BrightSpace.

Due to COVID-19, case debrief lectures will be held online through Zoom, a free-to-use video-conferencing software. Students are expected to create an account on Zoom and upload a profile picture. To facilitate better class discussions, students are strongly encouraged to use a microphone and webcam video during class to simulate a physical face-to-face classroom experience. For privacy protection of personal study space, consider using a virtual background.

**Case Analysis Focus:**

- Identification of role and what that will mean to the communication of the response
- Identification of users of the response and of the financial statements; what are their needs/biases and how will this impact your analysis/conclusions
- Identification of the case requirements and the information available in the simulation to resolve these requests; identification of analytical approach to take
- Consideration of case timeline and whether this will impact any of the requirements
- Ranking of issues and consideration of time allotment
- Identifying areas that integrate/affect each other
- Analysis: CPA Accounting & Assurance Handbook criteria, discussion of reasonable alternatives, quantitative analysis, qualitative analysis, and other techniques such as WIR, RAMP, etc.
- Conclusion on each requirement/issue

**Development of Enabling Competencies**

One of the objectives of the MAcc is the development of the following enabling competencies:

1. Professional and Ethical Behaviour
2. Problem Solving and Decision Making
3. Communication (written and oral)
4. Self-Management
5. Teamwork and Leadership

This course will develop all of the above competencies through the analysis of case studies.

**COMPETENCY MAP COVERAGE**

Most of the technical competencies listed in the CPA Canada competency map will have been covered at levels A, B or C in courses taken prior to this course. The cases used in this course will provide situations where students will have to apply a wide range of the technical and enabling competencies and knowledge topics at the level specified of the CPA Canada competency map for courses taken to date or being taken concurrently.

**COURSE SCHEDULE (A: 11:30 – 14:30 | B: 14:30 – 17:30) ONLINE**

<b>Class</b>	<b>Topic/Case</b>
1 – May 11	Introduction Debrief of a multi-competency case A review of case analysis Introduction to comprehensive case writing
2 – May 18	Debrief comprehensive Case (# 1)
3 – May 25	Debrief comprehensive Case (# 2)
4 – June 1	Debrief multi-competency Day 3 Type Cases (#1 & #2)
5 – June 8	Debrief comprehensive Case (# 3)
6 – June 15	Debrief comprehensive Case (# 4)

**CASE WRITING SCHEDULE (A&B: 11:00 – 16:00) ONLINE**

<b>Case</b>	<b>Topic/Case</b>
1 – May 14	Comprehensive Case 1
2 – May 21	Comprehensive Case 2
3 – May 28 (11:00 – 14:00)	CFE Day 3 type multi-competency Case 1 CFE Day 3 type multi-competency Case 2
4 – June 4	Comprehensive Case 3
6 – June 11	Comprehensive Case 4

CONTRIBUTION TO LEARNING GOALS OF THE PROGRAM ([MAcc](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
<b>CHECK (X) ONE PER ROW</b>				
<b>MA1 Technical Competencies</b> <i>Graduates will possess the technical abilities expected of professional accountants in all functional areas.</i>				X
<b>MA2 Problem-Solving and Decision-Making</b> <i>Graduates will be skilled in problem-solving and decision-making.</i>				X
<b>MA3 Enabling Competencies</b> <i>Graduates will possess the essential skills of a professional accountant including professional and ethical behaviour, communication, self-management, and teamwork and leadership.</i>			X	

## **APPENDIX A – REFERENCE MATERIALS FOR THE MASTER OF ACCOUNTING PROGRAM**

CPA Canada Handbook – Accounting  
CPA Canada Handbook – Assurance  
Available on-line in the Library

Arens, Elder, Beasley, Splettoesser, Auditing – The Art and Science of Assurance Engagements, 12<sup>th</sup> Canadian Edition, Pearson

Beam, Laiken, Barnett, Introduction to Federal Income Taxation in Canada, CCH, most current edition

Blocher et. al, Cost Management - A Strategic Management Emphasis, 6th Edition, McGraw-Hill.

Damodaran, Applied Corporate Finance: A Users' Manual, 3rd Edition, Wiley, 2011

Federal Income Tax Act, most current edition

Kieso, Weygandt, Warfield, Young, Wieck, McConomy, Intermediate Accounting I and II, Wiley, 10th Canadian Edition

Hilton, Herauf, Modern Advanced Accounting in Canada, 7th Edition, McGraw-Hill

Merchant & Van de Stede, Management Control Systems, Prentice Hall

Ross, Westerfield, Jordan, and Roberts, Corporate Finance, 6th Canadian edition, McGraw-Hill Ryerson, 2011

## APPENDIX B – ADDITIONAL INFORMATION

### Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

### Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>



## Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

### **Drop Course Policy:**

The deadline for academic withdrawal is the last day of classes (each term).

### **Academic Integrity:**

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

### **Centre for Student Academic Support:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

### **Other Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>