
Course Name

Code No.**I. COURSE DESCRIPTION:**

Upon successful completion of this course the student will demonstrate knowledge of information needed to carry out the three essential functions in an organization: (1) planning operations, (2) controlling activities and (3) making decisions. This course enables the student to continue to develop techniques in the internal use of accounting data used by managers in directing the affairs of business and non-business organizations.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

- 1) Prepare a flexible budget and explain the advantages of the flexible budget approach over the static budget approach. Define Profit Planning and apply the techniques used in drafting Profit Plans.
- 2) Distinguish between ideal standards and practical standards in regards to standard cost systems.
- 3) Analyze organizational performance and extend performance assessments to non-monetary areas. Calculate a firm's Return on Investment. Describe a balanced scorecard approach to extend performance measures beyond non-monetary areas.
- 4) Apply cost data in decision making in regards to relevant costs.
- 5) Apply cost data in decision making in regards to capital budgeting decisions.
- 6) Apply cost data in decision making in regards to financial statement analysis.

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B. Learning Outcomes and Elements of the Performance:

Upon successful completion of the course, the student will demonstrate the ability to:

1) Define Profit Planning and apply the techniques used in drafting Profit Plans. Prepare a flexible budget and explain the advantages of the flexible budget approach over the static budget approach.

POTENTIAL ELEMENTS OF THE PERFORMANCE:

- 1.1 Explain why organizations budget and the processes they use to create budgets.
- 1.2 Prepare the supporting components of a master budget and the budgeted financial statements.
- 1.3 Prepare a flexible budget and explain the need for the flexible budget approach.
- 1.4 Prepare a performance report using the flexible budget approach.

This learning outcome will constitute approximately 20% of the course's grade.

2) Distinguish between ideal standards and practical standards in regards to standard cost systems.

POTENTIAL ELEMENTS OF THE PERFORMANCE

- 2.1 Explain how direct material standards and direct labour standards are set.
- 2.2 Compute the direct materials price and quantity variances and explain their significance.
- 2.3 Compute the direct labour rate and efficiency variances and explain their significance.
- 2.4 Compute the variable manufacturing overhead spending and efficiency variances.
- 2.5 Explain the significance of the denominator activity figure in determining the standard cost of a unit of product.
- 2.6 Compute and interpret the fixed overhead budget and volume variances.

This learning outcome will constitute approximately 15% of the course's grade.

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3) Analyze organizational performance and extend performance assessments to non-monetary areas. Calculate a firm's Return on Investment. Describe a balanced scorecard approach to extend performance measures beyond non-monetary areas.

POTENTIAL ELEMENTS OF THE PERFORMANCE

3.1 Differentiate among responsibility centres such as cost centres, profit centres, and investment centres, and explain how performance is measured in each.

3.2 Determine the range, if any, within which a negotiated transfer price should fall and explain the other approaches to setting the transfer price.

3.3 Analyze the return on investment (ROI).

3.4 Compute residual income and describe the strengths and weaknesses of this method of measuring performance.

3.5 Explain the use of balanced scorecards to assess performance.

3.6 Identify the four types of quality costs, explain their interaction and prepare a quality cost report.

This learning outcome will constitute approximately 15% of the course's grade.

4) Apply cost data in decision making in regards to relevant costs.

POTENTIAL ELEMENTS OF THE PERFORMANCE

4.1 Distinguish between relevant and irrelevant costs in decision making.

4.2 Prepare analyses for various decision situations.

4.3 Determine the most profitable use of a constrained resource and the value of obtaining more of the constrained resource.

This learning outcome will constitute approximately 15% of the course's grade.

5) Apply cost data in decision making in regards to capital budgeting decisions.

POTENTIAL ELEMENTS OF THE PERFORMANCE

5.1 Determine the payback period for an investment.

5.2 Compute the simple rate of return for an investment.

5.3 Evaluate the acceptability of an investment project using the net present value method.

5.4 Evaluate the acceptability of an investment project using the internal rate of return method.

5.5 Evaluate an investment project that has uncertain cash flows.

5.6 Rank investment projects in order of preference.

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5.7 Include income taxes in a capital budgeting analysis.

This learning outcome will constitute approximately 20% of the course's grade.

6) Apply cost data in decision making in regards to financial statement analysis

POTENTIAL ELEMENTS OF THE PERFORMANCE

6.1 Explain the need for and limitations of financial statement analysis.

6.2 Prepare a trend and common-size balance sheet and income statement.

6.3 Compute and interpret the financial ratios used by the common shareholder.

6.4 Explain what is meant by the term financial leverage and show how financial leverage is measured.

6.5 Compute and interpret the financial ratios used by the short-term creditor.

6.6 Compute and interpret the financial ratios used by the long-term creditor.

This learning outcome will constitute approximately 15% of the course's grade.

III. TOPICS TO BE COVERED:

- 1) Profit Planning through Budgeting
- 2) Standard Costs and Performance measures
- 3) Reporting for Control
- 4) Relevant Costs for Decision Making
- 5) Capital budgeting decisions
- 6) Financial statement analysis

IV. REQUIRED RESOURCE/TEXT/MATERIALS:

Managerial Accounting, Garrison, Noreen, Chesley, Carroll 8th Canadian Edition, Irwin Publishers

Fundamental Accounting Principles, Larson, Jensen 12th Canadian Edition, McGraw-Hill Ryerson Publishers

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V. EVALUATION PROCESS/GRADING SYSTEM:

The final grade will be based on three term tests representing 90% of the marks, and a number of assignments drawn from daily homework assigned representing 10% of the marks as follows:

Test #1	30%
Test #2	30%
Test #3	30%
Assignments	10%
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Grand Total	100%

An optional final exam will be made available at the end of the semester for those who have completed all assignments and wish to replace their mark on the exam for a failed or missed test. The grade received on the exam will replace the lowest failed or missed test. This exam is a comprehensive test drawing upon all of the material covered during the regular semester. This test is not for the purpose of bettering a grade obtained in the regular course program.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for	

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the faculty member to report grades.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.