



Proposal to Offer:

# Graduate Diploma Program in Accounting

## 1. INTRODUCTION

### a. Background

In 2014 CPA Canada was created through the unification of three national accounting organizations: the Society of Management Accountants of Canada, the Certified General Accountants Association of Canada and the Canadian Institute of Chartered Accountants to become Canada's sole national accounting organization. The new Canadian accounting designation, the CPA (Chartered Professional Accountant) replaces three designations – Certified Management Accountant (CMA), Certified General Accountant (CGA) and Chartered Accountant (CA).

With the merger comes a new education program for CPAs. In the past in Ontario many students received their education in university and (to a much lesser extent) college business programs, while the remainder took courses through the professional accounting organizations (CMA and CGA). Students completing university programs business programs would enter education programs run by the professional accounting organizations (each organization had its own program), completion of which would satisfy the education requirements for the designation. Once a student fulfilled the experience requirements he or she would receive the professional accounting designation.

Universities continue to play an important role in educating accountants, but CPA Canada has developed and is managing the Professional Education Program (PEP), a six-module program designed to prepare students for careers as CPAs. Once the PEP is completed candidates for the CPA designation write the Common Final Examination (CFE). Passing the CFE combined with meeting the experience requirements permits a candidate to receive his or her CPA designation.

CPA Canada recognizes the role of universities in the development of CPAs and has established standards for the recognition of undergraduate courses for admission to the PEP. CPA Canada has also established standards for accreditation of graduate courses and programs for advanced standing in the PEP. UOIT's undergraduate courses are recognized for meeting the entrance requirements of PEP and the curriculum of this proposed UOIT Graduate Diploma Program in Accounting has been accredited by CPA Ontario.

Offering a Graduate Diploma Program in Accounting would allow our BComm graduates to save considerable time achieving their CPAs because they would be able to complete the Program on a full-time basis within three months of graduation from the UOIT BComm, rather than needing 12-18 months to complete the equivalent PEP modules offered by CPA Canada. As a result students would be able to attempt the CFE within about a year of graduation from the UOIT BComm. They would also be able to complete the modules before they begin their full-time jobs and benefit from familiarity with the faculty and location of UOIT, the intensity of the learning environment with face to face instruction (the CPA PEP modules are mainly online), and additional content over the minimum since all four electives are included (instead of just two). The bottom line is a better education provided more efficiently.

An important feature of graduate programs in accounting is that, initially at least, an institution's graduate program will be open only to its own graduates. A UOIT BComm graduate who has completed all the required prerequisite courses specified by CPA Canada and CPA Ontario will not be able to enroll in a graduate program offered by another university: UOIT BComm graduates would either take a graduate program offered by UOIT or enter the PEP program offered by CPA Canada. Note, however, that this limitation is subject to change by CPA Ontario.

This arrangement makes a Graduate Diploma Program in Accounting very important for FBIT. The accounting program has been very successful and is the most popular business major. FBIT and UOIT will be at a significant competitive disadvantage for attracting accounting students if they do not have access to the benefits of a graduate diploma program.

It is important to recognize that CPA Canada and CPA Ontario view the PEP as graduate-level education. For UOIT students to receive credit toward PEP modules they must complete a

graduate program. Even though the UOIT BComm covers most of what is in the PEP, a graduate diploma will be needed if students are to receive advanced standing in the PEP modules.

As part of the process of developing and applying for this Graduate Diploma Program in Accounting, CPA Ontario reviewed the complete UOIT Accounting Program (UOIT BComm (Major in Accounting) plus the proposed Graduate Diploma Program in Accounting) and has accredited the curriculum. This means that students who complete the UOIT Graduate Diploma Program in Accounting will receive credit for the specified modules of the PEP (pending approval of the Graduate Diploma Program in Accounting by the university and the government).

This Graduate Diploma Program in Accounting is a professional program aimed at preparing prospective CPAs for their careers. It is intended to be full cost recovery. However, its ability to be full cost recovery is dependent the size enrollment. Estimated breakeven enrollment is about 11 students. Students will require a B+ CPGA in the relevant BComm courses and a minimum C in the relevant courses to be admitted to the program. This is a relatively high standard but CPA Ontario will be monitoring the performance of students who take the diploma program (as it will for all accounting diploma programs) and may sanction programs that underperform. (Performance will be measured as the proportion of candidates who are successful on the CFE.) We believe that B+ is a reasonable predictor of success on the professional exams.

The Graduate Diploma Program in Accounting will be entirely consistent with UOIT's mission. The Program will meet the needs of students by providing them with a program that is tailored to expand the knowledge and skills from the UOIT BComm Accounting Major and pave the way for them to enter the PEP at Capstone 1. Integral to the Graduate Diploma Program and to meeting the requirements of the PEP will be the development of the five "enabling competencies" that are described in the CPA Competency Map. The five enabling competencies are:

- Professionalism and ethical behavior
- Problem-solving and decision making
- Communication
- Self-management
- Teamwork and leadership

These enabling competencies represent high-level skills crucial for thinking and socially responsible professionals.

Even if the enrollment is low the Graduate Diploma Program in Accounting will still be beneficial because without one FBIT may not be able to attract students to the BComm and the accounting major. This will weaken the BComm Program.

In terms of the UOIT Strategic Plan the Graduate Diploma Program in Accounting will help prepare graduates for the evolving workplace for professional accountants.

The UOIT BComm Accounting Major has been a highly successful program. In 2012 and 2013 over 90% of UOIT graduates who wrote the professional exam for admission to the Chartered Accountancy profession were successful. In addition, though we cannot track the results, many of our graduates also were successful in the CMA and CGA program. The Graduate Diploma in Accounting allows UOIT to continue with its success in the new CPA educational context.

- Rationale for the program indicating the career and academic opportunities for graduates and other evidence of fit with the mission, mandate and strategic plans of the university
- Brief program abstract indicating how the nomenclature for the proposed program is appropriate for the program content and is consistent with current usage in the discipline, and highlighting innovative or distinguishing aspects of the program. Indicate also whether the program is a professional program and/or a full cost recovery program
- Description of the ways in which the program fits into the broader array of program offerings, identifying areas of teaching and research strengths and complementary areas of study, specifying resources significant to the program such as research chairs, research units, library collections, or

special facilities, and noting any external financial support for the program such as facility/equipment, grants, or other donations or gifts

#### **b. Student Demand**

The Accounting Major is the most popular and most successful major in the UOIT BComm program. Virtually all students who enter the Accounting Major do so with the goal of becoming a CPA. Graduates of undergraduate programs are allowed to obtain their professional education from university graduate programs, but initially they will only be able to do so at the university they obtained their undergraduate degree. This means that there will be a pool of UOIT BComm graduates who will have an interest in the Graduate Diploma Program in Accounting.

The Graduate Diploma Program in Accounting will be an attractive alternative to the CPA Canada PEP because it will save students considerable time obtaining their CPAs and will reduce stress and workload by allowing them to complete a significant portion of their professional education before they begin full-time employment. It may also allow students to demonstrate to potential employers that they are capable of success in the professional program and will be more attractive candidates for employment.

While there will be an adequate number of UOIT students available to take the Graduate Diploma Program in Accounting, the number who will be eligible is unclear. About 100 students are admitted to the Accounting Major in Fall of third year. About 60 of these continue to the fourth year of the program. From the students who complete the program, those who have B+s will be eligible for the Graduate Diploma Program in Accounting. The number of students who graduated from the UOIT BComm with a CGPA of B+ or better is shown in the table below:

	2010	2011	2012	2013	2014
Number of students graduating with a CGPA greater than 3.295 (B+)	20	19	10	14	20
Number of students graduating with a CGPA greater than 2.995(B)	22	31	20	24	35

The Faculty expects at least 70% of the eligible graduating students to enroll in the Graduate Diploma Program in Accounting. We also believe the quality of students in the Accounting Major is improving, particularly because of the increasing numbers of Pathways students who are entering the Major. The Pathways students who are admitted to the Accounting Major tend to be bright, mature, and hardworking and these students displace weaker four-year BComm students. In sum, it is believed that the program will have enough demand to make it financially.

If students with grades of B+ or better perform at a very high level in the final professional exam (the CFE), consideration will be given to lowering the admission standard to a B. Given that CPA Ontario will be paying careful attention to the performance of graduates of the Graduate Diploma Programs in Accounting, the Faculty believes it will be better to set the admission standard high at the outset and lower it if appropriate, rather than having to increase the admission standard at a later date.

- Statement on the general need and student demand for the program and projected duration
- Projected enrolment levels for the first five years of operation, specifying the intended steady-state enrolment and the year in which it will be achieved
- Estimates of demand through application statistics, e.g., number of enquiries, applications received, number of qualified applicants, and domestic vs international interests

#### **c. Societal Need**

The market for accountants is strong and is expected to remain strong for the foreseeable future.

For the Graduate Diploma in Accounting to be implemented it must be accredited by CPA Ontario. An accreditation team from CPA Ontario visited UOIT on October 9, 2014 to review the

UOIT Bachelor of Commerce Program plus the proposed Graduate Diploma Program in Accounting to assess whether the two programs together meet the requirements of the CPA Professional Education Program through the elective modules (through the first four modules). The accreditation team determined that the combined UOIT program meets the CPA requirements. The program will meet the requirements of CPA Ontario and CPA Canada for preparation of CPAs for their professional careers.

Information on demand for accountants can be seen in articles cited at the end of this section and provided in Appendix 1 to this proposal.

[http://www.calgaryeconomicdevelopment.com/sites/default/files/pdf/research/reports/whats\\_new/global\\_demand\\_canada\\_us\\_uk/CED%20Labour%20Supply%20Study%202012%20-%20Recruiting%20Financial%20Auditors%20and%20Accountants%20in%20Canada\\_US\\_UK\\_Ireland.pdf](http://www.calgaryeconomicdevelopment.com/sites/default/files/pdf/research/reports/whats_new/global_demand_canada_us_uk/CED%20Labour%20Supply%20Study%202012%20-%20Recruiting%20Financial%20Auditors%20and%20Accountants%20in%20Canada_US_UK_Ireland.pdf)

<http://cgamagazine.ca/calling-all-accountants/>

<http://www.theglobeandmail.com/report-on-business/careers/career-advice/life-at-work/this-accountant-is-mining-her-potential/article13007867/>

<http://www.macleans.ca/work/jobs/accounting-designations-get-together/>

Robert Half 2014 Salary Guide Accounting & Finance

- Evidence of the need for graduates of the program in specific fields (academic, public and/or private sector, to address socio-cultural, economic, scientific or technological needs of society), and whether the need is local, regional, provincial or national, and duration of the need
- For professional programs, a description of the program's congruence with current regulatory requirements of the profession

#### **d. Duplication in Market Place**

The UOIT Graduate Diploma Program in Accounting will be unique in that it will be almost the only graduate program that UOIT BComm graduates will be able to attend. Other Ontario universities will have similar programs but these will be available only to the graduates of those universities. So for UOIT BComm graduates to have the opportunity take the CPA Canada PEP in a university environment they will have to do it at UOIT. Otherwise they will have to take the CPA Canada PEP program. This limitation is subject to change by CPA Ontario. In the future, UOIT may consider admitting graduates from other universities to the UOIT Graduate Diploma Program in Accounting and UOIT graduates could attend graduate programs offered by other universities.

This arrangement exists because while highly similar, each university undergraduate program is different. If a student completes an undergraduate business degree at one university and a graduate program at another, that student may not address all the competencies required by the CPA Competency Map at the required level of proficiency. CPA Ontario looks at accounting programs in a coordinated way, looking at the graduate program as a continuation of the Bachelor's degree. Combining the undergraduate and graduate components at the same university ensures that all the knowledge and skill requirements are covered by a student. The UOIT Graduate Diploma in Accounting will build on the specific knowledge and skills of the UOIT undergraduate program so at the completion of the Graduate Diploma Program in Accounting, our students will be fully prepared to enter the CPA Canada PEP at Capstone 1.

- Description of similar or complementary programs elsewhere in Ontario with evidence to justify any duplication based on societal need or student demand
- An indication as to why the program is being offered on a "stand-alone" basis rather than as a joint program offered with another institution

## **2. DEGREE REQUIREMENTS**

### **a. Program learning outcomes**

Graduates of the Graduate Diploma in Accounting will have achieved the following learning outcomes:

- Demonstrate and apply the technical competencies at the prescribed levels as stated in the CPA Competency Map;
- Integrate technical knowledge with enabling competencies to effectively solve problems;
- Demonstrate strong analytical and problem solving skills;
- Recognize the importance of professional and ethical behaviour for CPAs
- Demonstrate professional and ethical behaviour in simulations that represent scenarios they will face in their careers as CPAs;
- Communicate information, ideas, problems and solutions persuasively and accurately, using oral, written and visual form, to specialist and non-specialist audiences;
- Display well-developed leadership and interpersonal skills in team environments; and
- Demonstrate the ability to manage one's own performance, solicit feedback, and seek advice when needed.

## Degree (diploma)-Level Expectations

NOTE: It is expected that all courses in the Graduate Diploma Program in Accounting will contribute to the achievement of the degree-level expectations.

Degree (Diploma) Level Expectation	Program learning outcome	How this will be evaluated
Depth and breadth of knowledge	<ul style="list-style-type: none"> <li>• Demonstrate and apply the technical competencies at the prescribed levels as stated in the CPA Competency Map</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge-based review tests of the technical competencies stated in the CPA Competency Map</li> <li>• Cases, problems, and class discussions in which knowledge pertaining to the CPA technical competencies are interpreted and applied. Strong quantitative and qualitative analytical skills are necessary for completion of these evaluations.</li> </ul>
Knowledge of methodologies / Research and scholarship	<ul style="list-style-type: none"> <li>• Demonstrate strong analytical and problem solving skills</li> <li>• Integrate technical knowledge with enabling competencies to effectively solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Research paper requiring in-depth investigation of a relevant professional topic</li> </ul>
Application of knowledge	<ul style="list-style-type: none"> <li>• Demonstrate and apply the technical competencies at the prescribed levels as stated in the CPA Competency Map</li> <li>• Demonstrate strong analytical and problem solving skill</li> <li>• Integrate technical knowledge with enabling competencies to effectively solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Cases, problems, and class discussions in which knowledge pertaining to the CPA technical competencies are interpreted and applied. Strong quantitative and qualitative analytical skills are necessary for completion of these evaluations.</li> <li>• Research paper requiring in-depth investigation of a relevant professional topic.</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>• Communicate information, ideas, problems and solutions persuasively and accurately, using oral, written and visual form, to specialist and non-specialist audiences;</li> </ul>	<ul style="list-style-type: none"> <li>• In class oral presentations.</li> <li>• Written case assignments.</li> <li>• In class discussions (cases and topical materials).</li> <li>• Discussion boards.</li> </ul>

Degree (Diploma) Level Expectation	Program learning outcome	How this will be evaluated
Awareness of limits of knowledge	<ul style="list-style-type: none"> <li>Integrate technical knowledge with enabling competencies to effectively solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Problems and cases that emphasize the ambiguity of standards (accounting/tax/assurance) in application.</li> <li>Discussion and application problems that address alternative interpretations of standards and professional knowledge.</li> </ul>
Autonomy and professional capacity	<ul style="list-style-type: none"> <li>Demonstrate the ability to manage one's own performance, solicit feedback, and seek advice when needed</li> <li>Recognize the importance of professional and ethical behaviour for CPAs</li> <li>Demonstrate professional and ethical behaviour in simulations that represent scenarios they will face in their careers as CPAs</li> </ul>	<ul style="list-style-type: none"> <li>Integrated, professional-level case analyses. The case approach used requires students to: <ul style="list-style-type: none"> <li>➤ identify and play your role;</li> <li>➤ identify information users and their needs;</li> <li>➤ identify and rank case issues, distinguishing between primary and secondary issues in a case;</li> <li>➤ identify alternatives for each issue given the constraints in the case;</li> <li>➤ analyze identified alternatives stressing fact integration, issue integration, and integration across knowledge areas and;</li> <li>➤ communicate practical, supported recommendations to information users.</li> </ul> </li> <li>Discussions, problems, etc. on ethical and professional behaviour.</li> <li>Assigned material for coverage in the non-face-to-face components of the course.</li> <li></li> </ul>

**Description of the abilities that graduates of the new program are expected to demonstrate in the following areas consistent with the provincial degree level expectations:**

- Depth and breadth of knowledge
- Knowledge of methodologies / Research and scholarship (Graduate)
- Application of knowledge
- Communication skills
- Awareness of limits of knowledge
- Autonomy and professional capacity

(See Sections 7-D Degree level expectations and 7-E Program learning outcomes)

**b. Admission requirements**

Students who (i) complete the UOIT BComm Accounting Major with a cumulative grade point average of 3.3 or higher in courses required for admission to the CPA PEP program and (ii) receive a grade of 60% (C) or higher in courses required for admission to the CPA PEP program, will be eligible for admission to the Graduate Diploma Program in Accounting. Students will have



to have successfully completed all the courses specified for the UOIT Accounting Major to be eligible. The program will not initially be open to students from other universities.

[An outline of the requirements for admission to the program, including additional requirements or procedures, and recognition of prior learning experience, if appropriate](#)

### **c. Program structure**

The proposed Graduate Diploma Program in Accounting is designed to meet the needs of UOIT Bachelor of Commerce Graduates with a Major in Accounting who want to complete the first four modules of the CPA Professional Educational Program at UOIT in the Spring/Summer semester following graduation. The program is designed to complete development of the CPA Competency Map Technical Competencies in Financial Reporting, Strategy and Governance, Management Accounting, Audit and Assurance, Finance, and Taxation and further develop the CPA Enabling Competencies.

Students will take four courses, each with three modules. The modular structure provides flexibility in topic coverage and order of delivery to allow for effective achievement of the learning outcomes. For example, the Modules will be organized to facilitate integration. The Graduate Diploma Program in Accounting will include a research component to be presented to peers/faculty. The courses are:

- BUSI 5120—Professional Accounting
- BUSI 5150—Advanced Finance
- BUSI 5160—Performance Management
- BUSI 5190—Critical Thinking, Integration, and Analysis

All courses will have to be completed in the Spring/Summer semester, usually the one immediately following graduation from the UOIT BComm Program. Part-time students will not be permitted. Part-time completion is not practical because the program will be offered only in the Spring/Summer semester so taking the CPA Canada PEP will be more time efficient for students who do not want to do the Graduate Diploma Program in Accounting full time. Also, the program is designed to be integrated across the courses and modules. This integration would be lost if the program was taken on a part-time basis. There will be a minimum passing grade of B- for each course.

The courses and modules will be hybrids. UOIT and FBIT have extensive experience with hybrid courses and this approach will allow for efficient use of student time, using a learning modality that is most effective for each learning outcome in a module. Hybrid delivery means a mix of self-study, on-line delivery of material in various mediums, and face-to-face sessions. For example, the students may take all of the “Module 1” sessions simultaneously.

- [Calendar copy and program maps showing courses and/or research components offered each semester, and indicating courses currently offered, new courses, and required courses provided by other units](#)
- [Description of any experiential or other applied learning opportunities within the program](#)
- [Description of the ways in which the structure of the program will ensure the intellectual quality of the student experience](#)

### **d. Program content**

The Graduate Diploma Program in Accounting will comprise four courses, each with three modules. The courses and modules are designed to complete development of the CPA Competency Map Technical Competencies and further develop the CPA Enabling Competencies. The combined UOIT BComm with a Major in Accounting was assessed by CPA Ontario on October 9, 2014 and it accredited the program so that graduates can enter the CPA PEP at Capstone 1, which means they will receive credit for the first four modules, Core 1 and 2 plus the electives.

The following table provides a summary of the courses and modules in the program. A detailed description of each course in the program is provided in Appendix B:

<b>Course 1</b> BUSI 5120	<b>Course 2</b> BUSI 5150	<b>Course 3</b> BUSI 5160	<b>Course 4</b> BUSI 5190
<b>Professional Accounting</b>	<b>Advanced Finance</b>	<b>Performance Management</b>	<b>Critical Thinking, Integration and Analysis</b>
Various competencies	Primarily Finance  (An advanced Finance course, with some integration)	Primarily Strategy and Governance and Management Accounting	Primarily Enabling Competencies
<b>Module 1</b>  Introduction to the competencies required becoming a professional accountant  Research component of current developments in the profession. Focus on Financial Accounting and Assurance	<b>Module 1</b>  Focus on advanced Finance	<b>Module 1</b>  Focus on Governance - Social Responsibility, Sustainability, and Corporate Values	<b>Module 1</b>  Use of “CFE-like cases”  Skills, communication –revisited “how to write a case”- revisited.
<b>Module 2</b> Focus on Governance and Firm Strategy, with a focus on Ethics	<b>Module 2</b> Advanced Finance topics	<b>Module 2</b> Focus on Strategic Risk Management	<b>Module 2</b> Cases -non-comps
<b>Module 3</b> Focus on Tax Planning	<b>Module 3</b> Focus on advanced Finance topics	<b>Module 3</b> Focus on Advanced Management Accounting Topics	<b>Module 3</b> Cases - comps
3 credits in total	3 credits in total	3 credits in total	3 credits in total

Proposed course outlines, using the New Course Template, indicating calendar level course descriptions, pre-requisites and co-requisites, credit weight, hours of class, labs and tutorials, mode of delivery and teaching methods, assessment of student learning, and intended learning outcomes

### 3. RESOURCE REQUIREMENTS

18/11/2014

**a. Faculty members**

Name	Faculty Rank	Home Unit	Teaching interests
Jane Bowen FCPA FCA	Teaching Faculty	FBIT	Financial accounting, Assurance
John Friedlan PhD CPA CA	Associate Professor, Assistant Dean, Accounting Program Director	FBIT	Financial accounting
Athina Hall CPA CA	Teaching Faculty	FBIT	Financial accounting
Ferdinand Jones CPA CMA	Teaching Faculty	FBIT	Tax, management accounting, financial accounting
Michael Konopaski PhD CPA CMA	Teaching Faculty	FBIT	Financial accounting, management accounting, entrepreneurship
Morden Shapiro BComm FCA FCPA CMC	Teaching Faculty	FBIT	Management accounting, entrepreneurship, management
Hamid Akbari PhD	Assistant Professor	FBIT	Strategic management
Bin Chang PhD	Associate Professor	FBIT	Finance
Jeff Moretz PhD	Assistant Professor	FBIT	Strategic management

No new full-time faculty will be required for the Graduate Diploma Program in Accounting. Courses will be taught by existing faculty members or sessional instructors appointed because they have experience and/or expertise in required areas. Full-time accounting faculty members are committed to teaching in the Graduate Diploma Program in Accounting and to making it a success

- [List of core faculty including appointment status, home unit, teaching strengths, research and scholarly record, supervisory experience \(for graduate programs only\), and other indicators of faculty quality](#)
- [Statement on new faculty requirements and gaps they would be expected to fill](#)

**b. Additional academic and non-academic human resources**

No new faculty will have to be hired for the Graduate Diploma Program in Accounting. Courses will be taught on an overload basis or, if necessary, an external sessional instructor will be engaged. The intention is that most instruction will be done by people who already teach for UOIT.

The Graduate Diploma Program in Accounting will create some additional administrative requirements to help manage and organize the program but the additional requirements can be supported by existing non-academic personnel. See the memo on the next page from Belinda Bambrick, FBIT Planning and Budget Officer.

[Details of administrative requirements, including support staff, adjunct and part-time faculty, supervision of experiential learning opportunities, or other additional academic and non-academic human resources](#)

# MEMORANDUM

---

TO: John Friedlan

FROM: Belinda Bambrick

SUBJECT: Graduate Diploma in Accounting

DATE: October 6, 2014

TOTAL PAGES:

This memo will confirm classroom and technology space is available during the proposed Spring/Summer semester for the Graduate Diploma in Accounting with the expected enrollment of 20 to 25 students.

In addition the current number of administrative staff in the Faculty of Business and IT is adequate to support this program.

If you require further information, please feel free to contact me.

Regards,  
Belinda Bambrick  
Planning and Budget Officer

**c. Physical resource requirements**

The program will be offered in a hybrid format. Some activities will be face-to-face and will require classroom space and some content will be delivered electronically, which will require use of UOIT's technology resources. The Graduate Diploma in Accounting program will be held during the spring and summer sessions so there should be adequate physical space and adequate technological resources (Adobe Connect, for example) to meet the needs of the program. The program is expected to be relatively small so there will only be one section per course.

[Details of the physical resource requirements including library holdings, information technology support and student services, special equipment, and space requirements \(classrooms, laboratory, graduate student work/study space, other\)](#)

**d. Student support requirements (graduate programs only)**

No student support will be required.

**4. BUSINESS PLAN**

**a. Statement of funding requirements**

The Graduate Diploma Program in Accounting will not require government funding and will be profitable with a student enrollment of 11. Tuition per course will be approximately \$1,750 or \$7,000 for the entire program. Part-time students will not be accepted because the program is modular and integrated so it will not be possible for a student to effectively take only a part of the program at a time.

Here is an estimated budget for the program

Enrollment	5	10	11	15	20
Revenue	\$35,000	\$70,000	\$77,000	\$105,000	\$140,000
Instructor cost	35,040	35,040	35,040	35,040	35,040
Grading costs	<u>2,500</u>	<u>5,000</u>	<u>5,500</u>	<u>7,500</u>	<u>10,000</u>
Contribution Margin	(\$2,540)	\$29,960	\$36,460	\$62,460	\$94,960
Overhead	<u>16,020</u>	<u>32,040</u>	<u>35,244</u>	<u>48,060</u>	<u>64,080</u>
Profit/(Loss)	(\$18,560)	(\$2,080)	\$1,216	\$14,400	\$30,880

Revenue: \$1,750 per module or \$7,000 for the entire program. Students must enroll in the full program. There will be no part-time students. The tuition fee selected took into consideration the amount charged by CPA Canada for its PEP modules and equivalent programs at other universities. CPA Canada charges \$4,850 for the first four modules of PEP. This includes the first two modules, which are required by all candidates (Core 1 and 2) and two of the four elective modules (candidates have to choose two of four electives, although they are allowed to take more). The UOIT Graduate Diploma in Accounting will provide all four electives. The tuition for Core 1 and 2 and four electives from CPA Canada would be \$7,250. Queen's University charges \$7,883.33 and McMaster University charges \$7,000 for their equivalent programs.

Teaching cost: \$8,000 per course plus 9.5% in benefits = \$8,760 per course. Total teaching cost = \$35,040 (\$8,760 X 4 courses). Teaching costs are fixed. There will only be one section of each course.

Grading costs: \$500 per student. This will be a grading intensive program. It is important for students to get extensive feedback, especially on their case writing. This will require professional-level graders who will have to be paid at the market rate. Grading time of about 12 hours per student is budgeted.

Overhead: The Assistant Vice-President and Registrar has suggested an overhead charge of \$801 per student.

Note that this program will not incur any opportunity costs related to overhead. Because the program will run in the spring/summer semester there will not be any excess demand for space or technology resources.

As can be seen from the budget table the Graduate Diploma in Accounting breaks even at a contribution level at six students and produces a profit with 11 students. An important question is the availability of students who would be eligible for the Graduate Diploma in Accounting Program. The following table shows the number of students who graduated with the UOIT BComm with minimum CGPAs of 3.3 (B+) and 3.0 (B):

	2010	2011	2012	2013	2014
Number of students graduating with a CGPA greater than 3.295 (B+)	20	19	10	14	20
Number of students graduating with a CGPA greater than 2.995(B)	22	31	20	24	35

We expect to capture at least 70% of the eligible graduating students. We also believe the quality of students in the Accounting Major is improving, particularly because of the increasing numbers of Pathways students who are entering the Major. The Pathways students who are admitted to the Accounting Major tend to be bright, mature, and hardworking and these students displace weaker four-year BComm students. If the Graduate Diploma in Accounting captures 70% of the eligible of students, we would need 16 eligible students each year to breakeven.

[Summary statement of funding required to support the program, including projected enrolments, and start-up and continuing costs, including student support costs \(graduate programs only\)](#)

**b. Statements of resource availability**

Only limited resources will be required to support this program. The direct costs will be mainly instructors, and this will mainly be on an overload basis for full-time faculty and at appropriate rates for sessional instructors. A letter from the Dean of the Faculty of Business and IT attesting to the availability of resources for the program is provided below.

## 2. Letter from the Dean of the Faculty of Business and Information Technology (FBIT)

It is my pleasure to write this letter to demonstrate my full support for the Proposal for a Graduate Diploma Program in Accounting in the Faculty of Business and Information Technology (FBIT) at the University of Ontario Institute of Technology (UOIT).

FBIT offers stimulating, innovative, market-driven programs that prepare our students for exciting and successful careers in a broad range of fields in business or information technology. Even more relevant to the current business environment all of our graduates have a background in both business disciplines and IT, providing them with a skill base fully suited the business environment of today and tomorrow.

From the outset it was our commitment that our Accounting Program would enable our students to earn designations as Chartered Accountants, Certified Management Accountants or Certified General Accountants. With the changes in the structure of Canadian Accounting Institutions there is an impact on our accounting program. We continue to commit that the undergraduate accounting program will provide the background necessary for our students to achieve the CPA designation. We fully intend that the Graduate Diploma in Accounting program is developed to expand upon an student's undergraduate education such that it provides an opportunity for our Bachelor of Commerce graduates to complete part of the CPA Canada Professional Education Program at UOIT.

Our Bachelor of Commerce (Honours) program is designed to enhance students understanding of key business functions and systems technologies and with the additional Graduate Diploma Program we are confident that those students will have success in the new CPA Professional Education Program and the Common Final Evaluation.

The Graduate Diploma Program in Accounting being developed by our faculty will provide our students with knowledge and skills that will allow them to grasp the integrative nature of the competencies needed by a CPA.

Our accounting graduates have achieved major successes in their field, thereby supporting our belief in the strength of our program and effectiveness of our Faculty members. The success of our graduates reflects success back to UOIT and FBIT. We fully expect to see similar success with the new Graduate Diploma Program.

As Dean, I am committed to supporting the Faculty with the resources necessary to build another strong program that provides opportunities for our students to succeed.



**Dr. Pamela Ritchie, PhD, CPA, CGA**

Dean, Faculty of Business and Information Technology



Statements attesting to the adequacy of resources to support the program from Deans who may have faculty members involved in or are contributing resources to the program, the Registrar, the Chief Librarian and the Provost

## **Appendix 1—Articles on the Demand for Accountants in Canada**

Title: This accountant is mining her potential

Source: **Globe & Mail (Toronto, Canada)**. (July 5, 2013): Business News: pB12.

Document Type: Article

Copyright: COPYRIGHT 2013 The Globe and Mail Inc.

<http://www.globeandmail.com>

Full Text:

Byline: VIRGINIA GALT; Special to The Globe and Mail

### **HOT JOBS**

Ikram Al Mouaswas's career as a chartered accountant has taken her - in hard hat and steel-toed boots - to remote mining projects in India, Sri Lanka, Pakistan, the Northwest Territories, and Northern Ontario's Ring of Fire region.

A manager in Deloitte Canada's assurance and advisory group, Ms. Al Mouaswas specializes in commodity mining - diamonds, gold, nickel, copper. "I love the mining industry. It's changing every day. There's always a complex or interesting transaction going on." It's rewarding work with a demanding schedule.

Still, every fall, Ms. Al Mouaswas and her colleagues at Deloitte engage in some prospecting of their own - blanketing Canadian university campuses in search of the next generation of accounting professionals. "Recruiting season" starts in September, and wraps up by Thanksgiving. And the war for talent is fierce, Ms. Al Mouaswas says.

"The big [professional accounting] companies and some of the mid-sized ones, as well, heavily recruit. They go out there and have events, rent banquet halls and bring out as many of their representatives as they can to tell the students about their firms, about the advantages, about their own experiences."

The employment prospects for accountants are excellent, says Jacques Maurice, an accounting professor in the commerce program at Carleton University's Sprott School of Business. "I would say for the good students, the strong students ... the placement rate is probably 100 per cent on graduation."

Students who have done co-op terms are typically snapped up by the employers they were placed with, and the remaining grads who are not hired right out of school tend to land jobs within six months, Prof. Maurice says.

At the entry level, the challenge for recruiters is that "we are all after the top candidates," says Craig Irwin, a partner in Deloitte Canada's assurance and advisory group. Deloitte invests heavily in its recruits, helping them prepare for their accounting exams and offering a range of work experiences and professional advancement opportunities. As they become more experienced, more specialized and more marketable, the challenge is to retain them.

A recent survey on the demand for accounting and finance professionals, conducted by Hays Recruiting, found "key shortages ... particularly in niche roles, including: property accountants, specialist knowledge in mining and construction, cost accounting, financial analysis, bilingualism, payroll managers and financial and management reporting."

Here's a look at what it takes to become an accountant and the skills employers want.

### The Educators

The starting point is an undergraduate degree, typically a bachelor of commerce with a major in accounting. From there, candidates earn their certification through courses and exams administered by Canada's three professional accounting bodies - the Canadian Institute of Chartered Accountants, the Society of Management Accountants of Canada and the Certified General Accountants Association of Canada - that are now in the process of merging.

The certification program being developed by the new body - Chartered Professional Accountants Canada - is designed to equip accountants with a broader set of skills demanded by the market, says Kevin Dancey, president and chief executive officer of the organization.

"They will be able to understand business, they will have the right interpersonal skills and will also understand the numbers, they won't be afraid of the numbers," he says. The new credential will be a business credential as well as an accounting credential and "a springboard" to a wider array of business and management career options, Mr. Dancey adds.

### The employer

Mr. Irwin at Deloitte says that, because of the accreditation requirements, most chartered accountants start their careers at professional accounting firms while they earn their CA designation.

Hays Recruiting found in its survey that "career progression is the No. 1 ranked item on employees' minds, followed by professional development, flexible work options and RRSP matching." Salaries vary by seniority and sector.

"The appeal is probably not the compensation early on in your career," says Mr. Irwin, but salaries rise considerably as accounting professionals climb the corporate ladder. The typical base wage rate for an audit staff accountant at a small accounting firm would range between \$50,000 and \$65,000 a year and between \$60,000 and \$75,000 at a large firm. In publicly traded companies, senior accountants' base salaries range between \$50,000 and \$100,000, according to Hays's research. These figures do not include bonuses, benefits and other compensation. Controllers in large publicly traded firms earn base salaries between \$120,000 and \$160,000, vice-presidents of finance earn between \$150,000 and \$200,000-plus, and chief financial officers pull in upward of \$250,000 or \$300,000 a year, Hays says.

### The accountant

Ms. Al Mouaswas was studying life sciences at the University of Toronto before discovering a knack for accounting and switched to the commerce program at the Rotman School of Management. She was scouted by Deloitte and hired into the firm's resource group as soon as she graduated. "When you are starting out in your career, you learn a lot more about the general audit function than you do about the industry, but a few years in, you start becoming a lot more specialized."

Accountants enter the profession with similar academic backgrounds but specialization is the differentiator, Ms. Al Mouaswas says. "I get the chance to talk to geologists, mining engineers, geoscientists. I have been here almost seven years now, and I still find myself learning every day."

VIRGINIA GALT

**Source Citation** (MLA 7<sup>th</sup> Edition)

"This accountant is mining her potential." *Globe & Mail* [Toronto, Canada] 5 July 2013: B12. *Canadian Periodicals Index Quarterly*. Web. 5 Oct. 2014.

**Document URL**

[http://go.galegroup.com/uproxy.library.dcuoit.ca/ps/i.do?id=GALE%7CA335867578&v=2.1&u=ko\\_acd\\_uoo&it=r&p=CPI&sw=w&asid=15c7b1432518a8b9af3da07d39a3b7c3](http://go.galegroup.com/uproxy.library.dcuoit.ca/ps/i.do?id=GALE%7CA335867578&v=2.1&u=ko_acd_uoo&it=r&p=CPI&sw=w&asid=15c7b1432518a8b9af3da07d39a3b7c3)

**Gale Document Number:** GALE|A335867578

## Bean counters unite

**Author:** McMahon, Tamsin

[ProQuest document link](#)

**Links:** [Linking Service](#), [Check the Journals A to Z list for this title](#).

### Full text: Headnote

What the single-stream CPA designation means to students wanting jobs in the big-ledger firms

[PHOTO OMITTED]

PHOTO CAPTION: Wanted: 'Accountants are one of the most in-demand groups in the Canadian economy'

PHOTO CREDIT: photograph by Roger Lemoine

For students considering a career in accounting, 2013 might seem like the most confusing time in the history of the profession. For more than a century, Canada has had three different accounting designations, each with its own unique path from school to work and each competing for its share of influence among students and industry. But this year, a little more than 100 years after the split, it has reunited, changing both the nature of accounting and the path students follow to get there.

In the past, three designations—chartered accountant, certified management accountant and certified general accountant—occupied their own comfortable niches within the profession. CAs were dedicated number crunchers who typically worked in public practice, performing corporate and government audits, and CAs generally aspired to jobs at major accounting firms like Deloitte and KPMG. CMAs were the corporate leaders: Their studies were akin to an M.B.A., focusing more on business management. More recently, the country has seen the explosive growth of CGAs, whose part-time, distance-education-style certification program was aimed at working professionals who wanted to advance their career by adding an accounting designation to their resumé. As the only accounting designation that didn't require a university degree, it also became the preferred route for new immigrants, college graduates and those who hadn't gone to business school.

Over the years the designations began to blur. An increasing number of CAs have made their way into corporate offices, traditionally the domain of CMAs. Last year CGAs in all provinces finally won the right to do audits, traditionally reserved for CAs. Where once employers may have demanded specific designations for senior accounting jobs, now more will accept any kind of professional accounting designation.

Last year, a review by the Quebec government sought to merge all three professions under common regulations, prompting accounting bodies in other provinces to think about setting aside their historic differences.

Earlier this year the three were merged into a single entity to be known as a chartered professional accountant. With that will come a new certification program, which officials say will take the best of all three programs to create a more well-rounded professional.

The new program, which starts this year in Western Canada (it's being offered directly through the new Chartered Professional Accountants of Canada and will eventually include partnerships with some universities) and next year in most of Eastern Canada, will require all students to get a grounding in both accounting and finance principles and business leadership. The courses will vary slightly based on whether students are destined for auditing or management. It will still require roughly two years of work experience before students can earn the designation, but that will be opened up to a wider variety of on-the-job training than formerly allowed.

The idea is each CPA will be "more than a bean counter," says Tashia Batstone, vice-president of education services for the Chartered Professional Accountants of Canada. "We want to make sure that people coming out of this program have broad management skills in order to be able to apply the technical knowledge they've

learned."

The changes have caused a flurry of calls to accounting professor Steven Salterio's office at Queen's University from students and their parents worried about what it will mean for their education and their career. Not much, says Salterio, who heads the CPA Queen's Centre For Governance. "There might be an extra course here or there, but for a student in university right now, there's not going to be much of a difference," he says. "It doesn't change their job prospects. Accountants are one of the most in-demand groups in the Canadian economy." The biggest change will come for mid-career professionals and immigrants who don't have degrees in business or finance from a Canadian university and will lose the option of a CGA. But the new CPA will offer a separate qualifying program for those students with university degrees in unrelated subjects. Both programs will be available online as distance-learning courses, which opens the door to working professionals outside of major centres.

The changes are more complicated in Ontario and Manitoba, where CGAs have refused to join the new organization. Doug Brooks, head of CGA Ontario, says talks broke down because the new CPA organization couldn't provide written guarantees that all members would be treated equally.

Another issue, he says, is that CGAs couldn't be sure they would have equal access to any new agreements over credential recognition in other countries. "We've said all along we always believed that unifying the profession could make sense under the right circumstances," says Brooks. "Those circumstances are enforceable commitments around members' rights and privileges."

Whether students in Ontario and Manitoba should choose a CPA or a CGA will likely come down to personal preference. The CPA is designed as a two-year, part-time course taken at the same time that students gain required work experience. CGA students typically take five or six years to complete their studies, which reflects the fact that the designation has been aimed at two-year community college graduates who are going back to university and people looking to switch careers.

Despite the short-term turmoil, Salterio says the changes will strengthen Canada's accounting programs in the long run by making them more uniform. He suspects CGAs in Ontario and Manitoba may eventually iron out their differences and join the CPA—perhaps prompted by provincial governments who want to even the playing field. "I just hope all this gets straightened out and we have a complete unification across the country, because this has been a long time coming. A hundred years is kind of ridiculous."

**Publication title:** Maclean's

**Volume:** 126

**Issue:** 38

**First page:** 66

**Publication year:** 2013

**Publication date:** Sep 18, 2013

**Year:** 2013

**Publisher:** Rogers Publishing Limited

**Place of publication:** Toronto

**Country of publication:** Canada

**Publication subject:** General Interest Periodicals--Canada

**ISSN:** 00249262

**CODEN:** MCNMBC

## Calling All Accountants...

Posted on [April 5, 2013](#)

[Career](#) / Ramona Dzinkowski /

2013 is a good year to be an accountant in Canada. The most recent Robert Half Professional Employment Report for Canada shows a steady year over year growth in demand with 5 per cent of CFOs saying they would increase accounting staff in Q3 of 2012. At the same time, accountants in Canada are in short supply. Thirty-eight per cent of CFOs claimed that finding skilled professionals is a challenge. In addition, according to a 2011 report by Service Canada, the demand outlook for accountants in Canada will continue to benefit from the extension of the accountant's role. More specifically, accountants are now increasingly being recruited for areas like financial strategy development, performance indicator and financial information analysis, environmental safety assessments, computer system audits and corporate restructuring.

Demand conditions will likely be in accountants' favour for many years to come. Demand supply imbalances will grow for the foreseeable future as Canadian baby boomers leave the work force en-masse in the next ten years. Local accounting bodies will be challenged to come up with a home-grown solution to meet the growth in demand through increasing student enrollment. Estimates show that between 40 and 45 per cent of practicing accountants in Canada are over the age of 50, and that the domestic supply of students will in no way be able to handle the attrition in years to come.

Certain areas of the country will be more accountant-strapped than others. For example, financial auditors and accountants (collectively, "accountants") have been identified as a high-demand occupation in Calgary, based on the Calgary Labour Demand Forecast 2012. In 2010, there were about 16,700 accountants in the Calgary labour force. Between 2010 and 2020, demand for these workers is expected to increase by about 2.1 per cent annually, resulting in a total labour demand for over 20,400 workers in 2020. According to Calgary Economic Development, employers will likely face difficulties recruiting qualified workers for both newly-created jobs and existing positions that become vacant. (During the global economic slowdown of 2007-2009, 35 per cent of Calgary accounting employers reported recruiting accountants; of those that recruited, 43 per cent reported that they experienced hiring difficulties.) Ultimately, the combination of growing demand and limited supply are likely to result in shortages of accountants in Calgary over the next decade.

Meanwhile, Canadian and international accountants alike are finding increasing opportunities in the U.S. The US Bureau of Labor Statistics projects 15.7 percent growth for accountants between 2010 and 2020, which is much faster than the average growth for most other professions. An additional 190,700 accounting and auditing jobs will need to be filled during that time period.

Canadian companies will increasingly rely on a foreign supply of talented accounting professionals. The Government of Canada predicts that for the next ten years, all growth in the labour market will come from immigration and has subsequently fast-tracked the visa process for qualified foreign professionals. Through the fast track visa process, the federal government has recognized the importance of attracting qualified foreign accounting professionals, and

18/11/2014

international mutual recognition agreements have made it feasible for qualified accountants who wish to immigrate to Canada, to receive full recognition of their global qualifications. At the same time, efforts on the part of provincial governments have improved inter-provincial mobility for accountants from foreign countries.

This bodes particularly well for international accountants who come to Canada with a view to achieving their CGA designation. Accountants with direct IFRS training and experience will be in high demand, as well as international accountants with emerging market experience, and any experience related to mining, oil and gas, and finance and insurance. The world's accounting institutes are working hard to ensure that their brands are highly valued and recognizable, and that their training casts a wide net over the scope of professional practice. Mutual recognition has become the norm between many accounting bodies around the world, allowing for increased mobility of their members between countries, particularly in the commonwealth and emerging markets.



## Recruiting Financial Auditors and Accountants in Canada, the United States, the United Kingdom and Ireland

### Demand for Financial Auditors and Accountants in Calgary

Financial auditors and accountants (collectively, “accountants”) have been identified as a high-demand occupation in Calgary, based on the Calgary Labour Demand Forecast 2012.<sup>1</sup> In 2010, there were about 16,700 accountants in the Calgary labour force. Between 2010 and 2020, demand for these workers is expected to increase by about 2.1 per cent annually, resulting in a total labour demand for over 20,400 workers in 2020. Employers will likely face difficulties recruiting qualified workers for both newly-created jobs and existing positions that become vacant. During the global economic slowdown of 2007-2009, 35 per cent of Calgary accounting employers reported recruiting accountants; of those that recruited, 43 per cent reported that they experienced hiring difficulties.<sup>2</sup> The combination of growing demand and limited supply are likely to result in shortages of accountants in Calgary over the next decade.

In order to meet the growing demand for accounting workers, Calgary employers may need to access labour markets outside of Calgary, including international labour markets, to meet a portion of their hiring needs. To facilitate targeted recruiting efforts, Calgary Economic Development (CED) has created this guide to identify the best cities and regions for recruiting workers in Canada, the United States, the United Kingdom and Ireland. Top cities and regions for recruiting are recommended based on the size of the occupational labour force and the likelihood that workers will migrate out of the area.

### Top Locations for Recruiting in Canada

The out-migration probability index scores<sup>3</sup> for accountants are similar in most cities in Canada with only St. John's, NL being slightly higher than average with a labour force of approximately 1,200 workers. The three largest markets, Toronto, Montréal, and Vancouver, each have an accountant labour force that exceeds 20,000 workers. Immigrants and inter-provincial migrants have a higher-than-average probability of relocating in the future, and Toronto and Vancouver have the highest percentage of workers who are immigrants or have made an inter-provincial move in the past.

<sup>1</sup> See Calgary Labour Demand Forecast 2012

<sup>2</sup> See Alberta Wage and Salary Survey 2009

<sup>3</sup> An out-migration probability index of workers is estimated based on a set of factors that are indicators of future migration. Factors include historical migration patterns, demographics of the occupational labour force, local economic conditions, median income, and the presence of foreign workers in the labour force.

# Detailed Descriptions of the Courses in the Graduate Diploma Program in Accounting

TEMPLATE 8-A

## NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

<b>Faculty: Business and IT</b>		
<b>Course title: Advanced Finance</b>		
<b>Course number:</b> BUSI 5150	<b>Cross-listings:</b>	<b><u>  x  </u> Core    <u>    </u> Elective</b> <b>If Elective, for which program (s):</b>
<b>Credit weight: 3 modules (three modules = one course)</b>	<b>Contact hours:</b> <u>  2  </u> Lecture <u>    </u> Lab <u>    </u> Tutorial <u>  1  </u> Other	

## CALENDAR DESCRIPTION

This course is designed to provide the knowledge and understanding of finance topics that are important for accountants interested in working in a finance environment. The course will develop topics in financial analysis and planning, treasury management, capital budgeting, valuation, risk management, and corporate finance transactions. Students will learn to apply the knowledge from these topics through the use of cases and integrate the material with other CPA competencies.

<b>Prerequisites</b>	Admission to the UOIT Graduate Diploma in Accounting and completion of the UOIT Bachelor of Commerce with a Major in Accounting
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	

## LEARNING OUTCOMES

**After completing this course students will have the following competencies:**

### Financial Analysis and Planning

- Evaluates the entity's financial state
- Develops or evaluates financial proposals and financing plans

### Treasury Management

- Evaluates the entity's cash flow and working capital
- Evaluates the entity's investment portfolio
- Evaluates sources of financing
- Evaluates decisions affecting capital structure
- Evaluates the entity's cost of capital
- Evaluates decisions related to distribution of profits

### Capital Budgeting

- Develops or evaluates capital budgeting processes and decisions

**Valuation**

- Determines the value of a tangible asset
- Applies appropriate methods to estimate the value of a business
- Estimates the value of an intangible asset

**Financial Risk Management**

- Develops or evaluates financial risk management policies
- Analyzes the use of derivatives as a form of financial risk management

**Corporate Finance Transactions**

- Evaluates the purchase, expansion, or sale of a business
- Advises a financially troubled entity

**DELIVERY MODE:**

This will be a hybrid course. Delivery will combine face-to-face interactive classroom meetings, self-study, and online activities. Students will be assigned readings and problems to learn fundamental concepts. Interactive sessions will be devoted to in-depth understanding of the concepts and techniques and to integration of the topics with other accounting related competencies.

**TEACHING AND ASSESSMENT METHODS**

- Exams
- Case analyses and class room take up

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

Course will be offered exclusively in the Graduate Diploma in Accounting Program. An instructor will have to be engaged to teach the course at a cost about \$8,000 plus benefits

**APPROVAL DATES:**

Date of submission	<b><i>September 30, 2014</i></b>
Curriculum Committee approval	
Faculty Council approval	

## NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

<b>Faculty: Business and IT</b>		
<b>Course title: Critical Thinking, integration and Analysis</b>		
<b>Course number:</b> BUSI 5190	<b>Cross-listings:</b>	<b><u>  x  </u> Core    <u>    </u> Elective</b> <b>If Elective, for which program (s):</b>
<b>Credit weight: 3 modules (three modules = one course)</b>	<b>Contact hours:</b> <u>  3  </u> Lecture <u>      </u> Lab <u>    </u> Tutorial <u>      </u> Other	

### CALENDAR DESCRIPTION

This is an integrative case course that stresses the enabling competencies and critical thinking skills required by CPAs. Students will integrate the technical and practical knowledge obtained their undergraduate business degree program and from other courses in the Graduate Diploma in Accounting Program. The course will present case simulations of problems encountered in the business world and students will play different roles based on the case. These cases will help prepare students for analytical work in the Capstone Modules, the CFE, and in their professional careers. Students will write responses to cases and receive feedback on the strengths and weaknesses of the analyses.

<b>Prerequisites</b>	Admission to the UOIT Graduate Diploma in Accounting and completion of the UOIT Bachelor of Commerce with a Major in Accounting, BUSI 4190
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	

### LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

- Demonstrate critical thinking and problem-solving skills.
- Integrate knowledge and skills across functional disciplines.
- Apply business knowledge to realistic case settings.
- Understand the technical material an accountant (or sophisticated user of accounting information) requires.
- Apply professional judgement.
- Select and use appropriate analytical tools in non-directive scenarios
- Communicate effectively.

**DELIVERY MODE:**

This is a face-to-face course. Cases will be taken up in the face-to-face sessions and the time will be used to refine case writing and analytical skills. Students are expected to prepare and submit a full write up of each case. Students will be asked to make formal presentations of their analyses to the full class. The class sessions will be devoted to in-depth understanding of the concepts and techniques and to integration of the topics with other accounting related competencies.

**TEACHING AND ASSESSMENT METHODS**

Each face-to-face session will take up one or two cases. Students will write two sets of exams, each one having two cases. Students will also be evaluated on the cases they hand in, in-class presentations, and their engagement in the case discussions.

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

Course will be offered exclusively in the Graduate Diploma in Accounting Program. An instructor will have to be engaged to teach the course at a cost about \$8,000 plus benefits

**APPROVAL DATES:**

Date of submission	<b><i>Sept 30, 2014</i></b>
Curriculum Committee approval	
Faculty Council approval	

## NEW COURSE TEMPLATE

<b>Faculty: Business and IT</b>		
<b>Course title: Professional Accounting</b>		
<b>Course number:</b> BUSI 5120	<b>Cross-listings:</b>	<b><input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective</b> <b>If Elective, for which program (s):</b>
<b>Credit weight:</b>	<b>Contact hours:</b> <u>3</u> Lecture <u>    </u> Lab <u>    </u> Tutorial <u>    </u> Other	

## CALENDAR DESCRIPTION

This course is designed to provide the coverage of specific knowledge and understanding of topics that are important for success as a CPA, while developing the appropriate enabling skills. The course will develop knowledge and skills in financial accounting, assurance, strategic management and tax planning for individuals and corporations and other entities.

<b>Prerequisites</b>	Admission to the UOIT Graduate Diploma in Accounting and completion of the UOIT Bachelor of Commerce with a Major in Accounting
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	

## LEARNING OUTCOMES

<p><b>Module 1- Current Developments in Accounting and Assurance</b></p> <p>Upon completion of this module, students will be expected to “start thinking” and acting like a professional accountant. The students will be expected to understand the importance of lifelong learning by reviewing current developments in accounting and assurance, and revisit some non-routine transactions and complex transactions in financial reporting.</p>
<p><b>Module 2 - Ethics, Governance and Firm Strategy for Accountants</b></p> <p>Upon completion of this module, students should be familiar with governance structures in modern corporations. Significant emphasis will be placed on understanding the roles of the board and of the firm’s management. Students will develop capability to analyze corporate structures and their effectiveness across multiple dimensions, including, but not limited to, control and compliance. The role of governance structures and policies in facilitating broader stakeholder value creation and organizational learning and growth will also be discussed. Professional and ethical behavior topics will be integrated into this module.</p>

**Module 3 Tax Planning and other topics**

Upon completion of this module, students will be expected to demonstrate an understanding of the breadth of tax planning opportunities. Students must show a strong understanding of the general concepts and principles of taxation under various structures, including joint ventures, partnerships, and trusts. Students will develop the capacity to analyze the situation and assist individuals and corporations meet the objective of tax minimization yet recognizing the need for full compliance with the ITA laws and regulations.

Routine and non-routine transactions and situation will be introduced and the students will be able to provide advice on specific tax planning opportunities, including transfer pricing and all advice on the assessments and appeals process.

**DELIVERY MODE:**

This is a hybrid course. Delivery combines face-to-face interactive classroom meetings, self-study, and online activities. Students will be assigned readings to learn fundamental concepts. Interactive sessions will be devoted to in-depth understanding of the concepts and techniques, to integration of the topics with other accounting-related competencies, and to developing the enabling competencies.

**TEACHING AND ASSESSMENT METHODS**

Each module will have an exam. Students will be evaluated on hand in assignments, engagement in class, and quality of case work.

**CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

Course will be offered exclusively in the Graduate Diploma in Accounting Program. An instructor will have to be engaged to teach the course at a cost about \$8,000 plus benefits.

**APPROVAL DATES:**

Date of submission	<b>Sept 30, 2014</b>
Curriculum Committee approval	
Faculty Council approval	

## NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

<b>Faculty:</b> Business and IT		
<b>Course title:</b> Performance Management		
<b>Course number:</b> BUSI 5160	<b>Cross-listings:</b>	<b><u>  x  </u> Core    <u>    </u> Elective</b> <b>If Elective, for which program (s):</b>
<b>Credit weight:</b>	<b>Contact hours:</b> <u>  2  </u> Lecture <u>    </u> Lab <u>    </u> Tutorial <u>  1  </u> Other	

### CALENDAR DESCRIPTION

This course is designed to provide knowledge and understanding of strategy and strategic management and risk management. The course will develop a strong understanding of strategic risk management through enterprise risk management (ERM) approaches to the significant risks identified. The sustainability of an enterprise will be assessed through financial analysis and planning, treasury management, capital budgeting, valuation, risk management, and corporate finance transactions.

<b>Prerequisites</b>	Admission to the UOIT Graduate Diploma in Accounting and completion of the UOIT Bachelor of Commerce with a Major in Accounting
<b>Co-requisites</b>	
<b>Credit restrictions</b>	
<b>Credit exemptions</b>	

### LEARNING OUTCOMES

**After completing this course students will have the following competencies:**

#### **Module 1 - Social Responsibility, Sustainability, and Corporate Values**

Upon completion of this module, students will demonstrate understanding of the importance of the vision, mission, and values of a corporation and have the ability to tie corporate values to the longer-term vision. Students will grasp the role of the board in ensuring consideration of broader stakeholder interests and be able to analyze corporate structures and assess the sustainability of the firm's positions across a broad range of perspectives, including social, financial, regulatory, environmental, etc.

#### **Module 2 – Strategic Risk Management**

Upon completion of this module, students will demonstrate an understanding of the breadth of risks that firms face and some of the approaches that are taken to manage these risks. Students will understand Enterprise Risk Management (ERM) approaches to risk and the drawbacks to such approaches. Students will grasp the ERM choices of avoidance, transfer, mitigation, and acceptance, and they will also examine the value of newer approaches to risk management such as real options analysis and staged commitment. Students will develop the capacity to analyze complex situations, explore the types of associated risks, and develop appropriate risk management approaches. Students will also explore the inter-relationship between risk, innovation, strategic positioning, etc.

#### **Module 3 – Advanced Management Accounting**

Upon completion of this module, students will demonstrate an understanding of the management accounting tools that different organizations can use to manage revenue and costs and make



decisions. Students will show an understanding of techniques to manage costs and evaluate performance of an organization.

#### **DELIVERY MODE:**

This is a hybrid course. Delivery combines face-to-face interactive classroom meetings, self-study, and online activities. Students are assigned readings to learn fundamental concepts. Interactive sessions will be devoted to in-depth understanding of the concepts and techniques and to integration of the topics with other related competencies.

#### **TEACHING AND ASSESSMENT METHODS**

Course will be offered exclusively in the Graduate Diploma in Accounting Program. An instructor will have to be engaged to teach the course at a cost about \$8,000 plus benefits

#### **CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE**

Course will be offered exclusively in the Graduate Diploma in Accounting Program. An instructor will have to be engaged to teach the course at a cost about \$8,000 plus benefits.

#### **APPROVAL DATES:**

Date of submission	<b><i>Sept 30, 2014</i></b>
Curriculum Committee approval	
Faculty Council approval	

Below is a diagram of the new CPA certification program. The academic prerequisites will be provided in the UOIT undergraduate program by students completing the Accounting Major. The UOIT Graduate Diploma in Accounting will fill the gaps in the prerequisite education so that graduate will be able to enter the CPA Canada Professional Education Program at Capstone 1.

*Diagram of the new CPA certification program:*

