

COURSE INFORMATION

Course title:	Foundations in Accounting II	Credits:	1.5
Course code:	BAAC 551	Class location:	ANGUS 133
Session, term, period:	2023W T2, Period 3	Class times:	M/W 8:00-10:00am
Section(s):	001	Pre-requisites:	Either BAAC 550 or Comm 320 None
Course duration:	January 8 - February 7, 2024	Co-requisites:	N/A
Division:	Accounting and Management Information Systems		
Program:	FTMBA		

INSTRUCTOR INFORMATION

Instructor:	Scott M. Sinclair, B.Comm, FCPA, FCA	Office location:	ANGUS TOWER 378
Phone:	604-827-4413	Office hours:	M/W Noon – 1pm or by appointment
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Teaching Assistant:	TBA
Office hours:	TBA
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COURSE DESCRIPTION


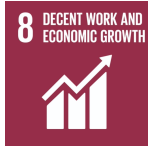

This course introduces students to the key aspects of managerial accounting. Managerial accounting, which focuses on internal users (such as managers and employees), differs from financial accounting, which focuses on external users (such as investors and creditors). Managerial accounting emphasizes planning, directing and controlling an organization with significant emphasis on internal financial analysis and assessment.

Management accounting has two major roles:

- **Decision-Facilitating role:** Managers have the responsibility and authority for making decisions with respect to the use of the firm's resources. To do this effectively they must identify the alternative actions and strategies available to them, predict the possible consequences of those actions or strategies, and then select the strategic course of action that has the most preferred predicted outcome. Management accounting systems can be effective in providing information that is useful in predicting the possible consequences of alternative actions and in identifying when and where corrective action may be required.
- **Decision-Influencing role:** Although a manager may be the sole owner of an entity, most managers are employees who may or may not hold an interest in the entity. The choices made by a manager are likely dependent on the predicted consequences that are of personal concern to her/him. As a result, a manager may not make the choices most preferred by the owners. To mitigate this problem, the firm's owners (or higher-level managers) frequently establish formal or informal incentive systems that are designed to motivate their managers to choose actions in the best interest of the entity.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
<p>Goal 4: Quality Education</p> 	<p><i>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</i></p> <p>Effective managers need to adapt to an ever-changing economic environment. Financial literacy is essential to analyze the varied challenges faced in business. This course encourages students to realize the importance of life-long learning and the need to develop their skills in analyzing and recommending potential solutions. The three cases used in this course provide opportunities to develop those perspectives.</p>
<p>Goal 8: Decent Work and Economic Growth</p> 	<p><i>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</i></p> <p>Managers are concerned with planning, implementing and controlling the financial affairs of an entity. Seldom is there a “perfect answer”. Completing the problems and exercises presented throughout the course encourages students to carefully think about 1) the detail to be included in their analysis and 2) the format of their responses - i.e., it encourages students to exercise creativity, innovation and demonstrate a clear understanding of the organization. Organizations often are faced with more potential investments/projects than they can realistically implement. Managerial Accounting requires managers to evaluate these projects and consider which should be undertaken to achieve growth strategies. Such evaluations require managers to consider the pros and cons of growth and expansion. This perspective is required when completing “Incremental Analysis” on various business decisions.</p>
<p>Goal 9: Industry, innovation and infrastructure</p> 	<p><i>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</i></p> <p>Planning and directing new infrastructure are important goals of Managerial Accounting. Although Innovation is expensive and time-consuming, senior management understand its importance to the long run well-being of their entity – e.g., new products, new processes, etc. Access to new, reliable technology is important to all aspects of the organization. Innovations are often driven by information derived from the use of data analytics a topic discussed in many chapters of the course.</p>

COURSE FORMAT

This section meets twice weekly. Each class contains both a lecture and review of problems component. The lecture introduces and discusses the basic concepts, tools and approaches necessary to address managerial questions and/or scenarios. Individual and/or group work will be undertaken in most classes. Accounting is best learned through practice and class discussion. I hope you will be comfortable discussing and sharing your real-life experiences. Our focus **is on understanding** rather than memorizing concepts and appreciating how the skills learned will help you improve your decision making as a manager.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- *Explain the differences between managerial and financial accounting.*
- *Classify costs as either product or period costs.*
- *Identify and classify manufacturing costs as either direct materials or direct labour or manufacturing overhead.*
- *Explain absorption costing, and its relevance (or lack thereof) to decision making.*
- *Explain the difference between Job Order Costing and Process Costing systems.*
- *Track the flow of costs in a typical Job Order Costing system.*
- *Discuss the difference between traditional costing and activity-based costing.*
- *Explain and identify fixed and variable costs.*
- *Prepare Cost-Volume-Profit analysis (Breakeven analysis).*
- *Prepare analysis to support business decisions often encountered by managers – e.g., incremental analysis to analyze differences between potential alternative courses of action.*
- *Appreciate the essentials of effective budgeting & the problems often associated with budgeting.*
- *Describe the concepts of and need for Master and Flexible Budgets.*
- *Calculate and explain direct material, direct labour and manufacturing variances.*
- *Understand how management accounting utilizes accounting information for measuring the performance of individuals and business segments.*
- *Evaluate company performance using a Balanced Scorecard approach.*

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Class participation	10%
Online Assignments (2)	10%
Group Case Project	15%
In-class Quiz	25%
Final exam	40%
Total	<u>100%</u>

Details of Assessments

Class Participation (10%)

Overall participation will be evaluated based on your **in-class contribution**. Developing business professionalism means learning to actively listen, think critically, effectively communicate ideas in groups, and work as a positive and productive contributor. Meaningful participation is highly valued. Quality beats quantity. Verbal contributions that add value will be noted. **Attendance does not factor into this evaluation. Unless an accommodation is granted, 1.5 marks will be deducted for each class or partial class is missed.**

Online Assignments (10%)

There will be two equally weighted assignments – Each assignment may be comprised of multiple-choice questions and/or problems/short cases. The assignments are submitted through New WileyPLUS – the textbook’s learning platform which is integrated into Canvas.

Details of Assessments continued

Group Case Project (15%)

The class will be divided into groups on a random basis. Composition of each Group and details of the project will be provided in class. Each Group will be required to submit an analysis of an assigned case. As every group member is expected to actively participate in the completion and submission, all group members will receive the same mark. Adjustments will be made for any group member who does not actively participate in completion and submission of the analysis.

In-class quiz (25%)

The in-class quiz (70 minutes) provides an opportunity to write under exam conditions prior to the final examination and provides each student with an evaluation of their understanding of course material. The quiz will only contain problems - i.e., no multiple-choice questions.

Final Exam (40%)

The 120-minute exam will cover all course material and be comprised of a combination of multiple-choice and problems.

LEARNING MATERIALS

Textbook

You must purchase your textbook through the ubc bookstore as New WileyPLUS, the publisher's website, is integrated into Canvas. Purchasing the textbook from other sources (e.g., used textbooks, Amazon, etc.) will not allow you access to use New WileyPLUS.

Required: Managerial Accounting - Tools for Business Decision-Making, Sixth Canadian Edition with New WileyPLUS by Weygandt, Kimmel and Aly (Wiley).

The ubc bookstore's listing is:

ISBN 978111888208 - The digital version with Canvas access code is \$70 while the print version is \$160.

Technology Requirements

We will be using [Canvas](https://canvas.ubc.ca/courses/129172) for this course. The course page, <https://canvas.ubc.ca/courses/129172>, will be accessible **starting January 3, 2024**.

Other Learning Resources

Cases

Three cases are incorporated into this course. Details on how to download the cases from Ivy Publishing will be posted in January. The cost is approximately \$5/case.

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Other Learning Resources continued

Additional on-line learning materials will be made available on Canvas as the course progresses including:

Review/Supplementary Problems

Completing as many of the exercises and problems as possible is an integral component of the course requirements. The exercises and problems provide examples of procedural and conceptual issues and are intended to assist you in understanding and responding to technical and discussion/essay-type questions encountered during the course and on examinations. Solutions to selected textbook exercises and problems will be posted.

Course Notes

I will post notes and other documents in the “Modules” section of Canvas

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Unless an academic concession is granted, late online assignments will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC’s policy on Academic Concession](#).

Other Course Policies and Resources

Marks for Assessments due prior to students joining the course (i.e., during the add/drop period) will be assigned to the final exam assessment.

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An “adequate acknowledgement” requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course.

Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI (Including ChatGPT) Not Permitted

Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE (all classes are in person)
(Subject to change with class consultation)

Class	Date	Topics	Textbook Prereading or Activities (LOs = Learning Objectives)	Assessments due (*)
1	Jan 8	Review of Financial Statements (BAAC 550)/ Introduction to Managerial Accounting, & Managerial Cost Concepts & Behaviour	Chapter 1 LOs 1-4 Chapter 2 LOs 1-4	
2	Jan 10	Job Order Costing	Chapter 3 LOs 1-3, & 5	
3	Jan 15	Activity-Based Costing	Chapter 5 LOs 1-4	
4	Jan 17	Cost-Volume-Profit	Chapter 6 LOs 1-5	Online Assignment 1 (Chapters 1,2,3 & 5) due Jan 21 at 10pm
5	Jan 22	Cost-Volume-Profit continued		Discussion of Case 1
6	Jan 24	Decision Making Incremental Analysis	Chapter 7 LOs 1-6	
7	Jan 29	In-class quiz - Coverage Chapters 1-3, 5, & 6 (70 minutes)/ Decision Making continued (40 minutes)		
8	Jan 31	Pricing Budgetary Planning	Chapter 9 LOs 1- 4 Chapter 10 LOs 1-4	Discussion of Case 2 Online Assignment 2 (Chapters 6, & 7) due Jan 30 at 10pm
9	Feb 5	Budgetary Control & Responsibility Accounting/ Calculation of Variances	Chapter 11 LOs 1-4 Chapter 12 LOs 1-3	Group Project (Case 3) due Feb 6 at 10pm
10	Feb 7	Balanced Scorecards & Review of Group Project	Chapter 12 LO 4	
Exam Week	The date and time of the Final Examination (2 hours) will be set by the RHL office and announced in late January 2024. The exam period is between February 12-16, 2024.			

Note:

(*) Online assignments are to be submitted through New WileyPLUS on Canvas.