

GRADUATE PROGRAM IN

FINANCIAL ACCOUNTABILITY MFAC

Enhancing the quality of corporate governance.

Detailed Course Outline
for
FINANCIAL ACCOUNTABILITY PRACTICUM

FACC 6850 6.00

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by

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Note: The most current version of this outline can be found on eClass at <https://eClass.yorku.ca/eClass/course/view.php?id=5181>

Course Description

Calendar (Short) Course Description:

Placements in organizations will provide students with the opportunity to explore the relationship between theory and practice in financial accountability as well as obtain relevant employment experience to prepare for careers.

Pre-requisite: GS/FACC6000 3.00 Introduction to Governance and Accountability

Pre- or Co- requisite: GS/FACC6100 3.00 Corporate Responsibility and Ethics

Practicum: at least either 10 hours of work in each of 22 weeks or 30 hours a week for 10 weeks (a minimum of 300 hours over at least 10 weeks unless you work at least 22 weeks in which case the minimum is 220 hours)

Expanded Course Description:

This course provides students with the opportunity to work in a financial accountability related position. The placement will allow students to observe professionals at work and will give them the opportunity to apply their theoretical knowledge to live situations or projects. Consistent with the goals of experiential learning, students will critically reflect on their experience, theory and the integration of both in the construction of knowledge.

Learning Objectives:

1. Describe the field context in which financial accountability is practised and explain the objectives of practitioners in this context.
2. Understand and explain the challenges faced by practitioners in the placement and compare and contrast them with challenges faced by other organizations.
3. Demonstrate the application of theory to real-life situations and projects.
4. Apply theory to practical situations.
5. Critically reflect of the integration of theory and practice, discussing how each informs the other.
6. Demonstrate self-reflection through discussion of self-evaluation and the evaluation provided by a faculty member.

It is the student's responsibility, with assistance from the course director and the Career Centre, to locate an appropriate placement. Placements must be vetted through the course director before they are accepted.

About the Course

Course Time and Location

Class sessions vary as to timing and location. Mutually agreeable times are chosen. Class sessions may be on any York campus or other classroom. Employment location and working hours are determined by the employer.

Instructor

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Any inconsistency within the outline should be resolved in favor of the Instructor, and/or any York University policy.

Organization of and Success in this Course

This course was offered for the first time in Fall 2018.

This course has been designed with substantial input from the School's Disaster and Emergency Management area. The Masters of Disaster and Emergency Management program currently offers a course GS DEMS 5080 6.0 (Disaster & Emergency Management Practicum) which has been offered for several years. We will take advantage of this experience and that we will use of the same office to administer both programs. For efficiency our course and the DEMS course have much in common except for academic content.

It is a full 6.00 course involving a minimum of at least either 10 hours of work in each of 22 weeks or 30 hours a week for 10 weeks – a minimum total of 220 hours of employment if part-time and 300 hours if full-time.

Practicums are arranged by the students involved and will normally be paid when hosted by for-profit organizations and are usually unpaid when in not-for-profit organizations. These are not rules and there will likely be exceptions.

International students, with assistance from us, normally need a coop permit. Insurance coverage is required in all cases. For paid assignments coverage is arranged by the employer, for unpaid assignments arrangements are required to be made between you and York University.

It will not be possible to enroll in the course without the permission of the instructor. Prospective students will contact the instructor (pevans@yorku.ca) who may accept them into the FACC6850 Pre-Registration Orbis Platform (FACC6850 PROP) site which will facilitate the matching of students with employer organizations. Students will be able to network via the site as they search for a practicum host. Permission to enroll in the course will be requested through the FACC6850 PROP site after students have located a host organization. Information on insurance, work permits and other relevant matters to be finalized, prior to commencing employment and enrolling, will also be given in FACC6850 PROP and the [MIAB Website](#). As soon as students have been accepted into the course they will be transferred to a separate FACC6850 eClass site which will normally only be available to enrolled students.

This course will be focused on a case study (also called a report), prepared by the student, involving the organization in which the student is employed. Students will be instructed on how to prepare such case studies prior to the commencement of their work in their host organization.

Some commentary about this re-designed course:

- **Practicum Host Organizations (PHs) will be involved in assessment and invited to attend when students present their case study.**
- **Confidentiality will be respected.** Students may not discuss confidential information without the permission of the PH, matters concerning PHs may not be discussed outside the class except with faculty and other course students. They may not otherwise

reveal confidential information. Case studies should be prepared so as not to reveal confidential information. Case studies are to be based on the practicum experience but are not a simple documentation of that experience. Depending on the wishes of the organization involved, case studies may not name the company or organization involved and/or the actual experience will differ sufficiently to protect confidentiality.

- **It is an EClass based course.** Any MFAc student can join the prospective student site. This site will enable you to network with other prospective students and communicate with the course director to enhance your search for a suitable practicum. As soon as you have arranged your practicum you will transfer to the course EClass site where you will receive instructions, a course outline and schedule as well as submit your draft and final reports, provide peer evaluations and receive feedback.
- **It is both practical and evidence-based.** While you gain practical experience you will reflect on what you are doing within the frameworks provided by your textbook, other MFAc courses you have taken and your own research.
- **It is evaluative and developmental.** You will develop and assess each other and yourself. You will assess each other's performance and contribution throughout the course, as well as interact with the professor in five classes spaced throughout your practicum
- **The standards are high.** You will come to class fully prepared, to present your paper or discuss others' papers. Attendance will be taken. Your practicum organization will complete evaluations of you. We hope that your highly successful completion of project(s) or work assignments will pave the way for additional practicums for future students.
- **It is mainly paperless.** You must purchase the textbook. Students are advised to possess a tablet, e.g., iPad, or a laptop. You are not advised to take notes on a cell phone. If you text during class, you will be asked to leave.
- **Shared learning experience.** The major participants learn from each other. Organization, students and faculty. We are enormously grateful to organizations for providing this learning experience and hope to offer them valuable perspectives resulting from our students' exposure to theory.
- **Learning provided is incremental.** Commencing with formulation of a plan, there is a logical and integrated progression ending with a final report.
- **It is inclusive and diverse.** Representative(s) from faculty, students and organizations interact to provide an optimal work experience. The course involves both work and study assignments.
- **Learning outcomes are designed to be achieved.** The evaluation and teaching methodologies are designed to meet the needs of organizations and academic assessment.

Success, Course Structure and Readings

Academic assessment takes place within four main components – project / case study design, an interim draft report presentation and interim report, a draft final report presentation and final report and quality of input to other students draft submissions. There will also be assessments by the organization in which the student completes the practicum and an assessment of the practicum experience by the student. You will work a minimum of 10 hours a week and come to class for four presentations concerning your practicum assignment. You will also come to

class on separate occasions to participate in the presentation sessions of other students. Count on spending at least 10 hours a week with your practicum organization and an average of another 3-5 hours on attending classes and preparing your reports. You will get out of this course what you put into it.

By registering for this course, it is assumed you have made a learning “contractual” commitment to yourself, your colleagues, practicum host organization and the Instructor and that you will, indeed, complete the readings or required reports for every Classroom Session. You will be assessed for doing so. The preparation of reports and reading the reports of others are central to this course.

The classes serve to enrich, clarify and illustrate crucial issues gleaned from the textbook and practicum organization. This will, in turn, drive and motivate you for your Final Report which will be a case study informed by working with your practicum host. It is crucial that students develop proficiency in efficient and effective reading. See here:

<http://www.wikihow.com/Learn-Speed-Reading> and here:

<http://blizzard.cs.uwaterloo.ca/keshav/home/Papers/data/07/paper-reading.pdf> for example. It is not the case that more pages mean additional time to digest a document, necessarily. A dense document can take much longer to digest than a document several times this length, which is well laid out but at a higher level of analysis. Do not assume for example that the number of pages of required readings necessarily equates with a commensurate increase in workload or invested time.

Reading and Preparing for Class, continued

It is critical that students (i) have an appetite for, and are proficient in, digesting multiple documents and reports; (ii) dedicate sufficient time and resources to do so; (iii) have intellectual curiosity and a bias to learn; (iv) and are comfortable with digital reading/annotating and other forms of communication and software (such as Notability, iAnnotate PDF and PDFpenPro).

Success in this course requires a commitment to: learn, contribute to, and benefit to both the class and the organization you work for. This requires careful and diligent preparation and attention to how one participates (e.g., your tone, your words used, your integrating with points made, and your timing), both in class and when you are working. You will be guided by the comments and assessments of the instructor and other students.

Different Teaching Vehicles and Presentation Organization

There will be an introductory session (individual or group) where expectations of the course are reviewed. After this you will attend sessions, comprising discussion of up to four reports. Different reports in their various stages of completion will be presented. You will be required to attend six class sessions other than those in which you present. Each Presentation will be 20-30 minutes after which there will be a class discussion. There will be a break if more than two reports are presented in one class. Each presentation session will comprise:

- 1) **Introduction by Course Director** (administrative concerning the course as well as general introduction of those present and the reports that will be presented)
- 2) **Presentation of each draft paper,**
- 3) **Immediately followed by a discussion involving all those present,**
- 4) **Immediately followed by question and comments from practicum organization representative, if present, and further discussion**
- 5) **Immediately followed by a conclusion** (by the Instructor) – to debrief, reflect, and prepare for the next presentation.

You should attend five sessions other than those at which you present. Attendance will be taken and will form part of your participation grade for this course. Attendance credit will be prorated where you do not attend the entire class. It is expected that all of you will participate and add value to the classroom in order that cross learning occur and that we all learn from each other. Learning will also take place outside of the classroom, with your course reading (the textbook and reports of other students), your practicum workplace, writing of your reports, making your presentations, and participating in discussions.

MIAB Career Skills sessions will count for attendance credit of up to six hours. Each hour of Career Skills attendance counts as 1/3 of a class.

Communication, Engagement and Validation

Your practicum host will determine how you communicate with members of their organization. You must comply with their policies, procedures and instructions. It is particularly important that you maintain confidentiality both in respect of your practicum host and the papers and presentations of others.

You will be enrolled in EClass by the course director. There are two EClass sites associated with this course. One is available to all MFAC students interested in a practicum and the other is for those who have arranged their practicum and are accepted into the course.

To request enrolment please contact pevans@yorku.ca. Once you are enrolled in either site you must communicate with the course director using EClass messages or in the case of submission of documents, normally via the relevant EClass upload area of the site. If you must send documents separately by e-mail you must also send a EClass message repeating the content of the e-mail apart from the attachment. Other e-mails will be returned.

What You Can Expect From this Course and Your Instructor

Mutual expectations between the instructor and students are neither trivial nor obvious. From an instructional point of view, this course has been designed with the intent of being among one of the most useful courses you will take in this Program and your graduate studies. Here is what you can expect from the Instructors: (i) thorough preparation, punctuality, promptness, professionalism, responsiveness and accessibility; (ii) providing sufficient information and materials to enable students to prepare adequately for each Session; (iii) supplying timely,

objective, constructive and actionable information and feedback on student performance; and (iv) providing a stimulating, inclusive, dynamic and enjoyable learning environment.

What Your Instructor Expects From You

You will be thoroughly familiar with the required textbook prior to the start of your practicum you will also thoroughly prepare you submission and for classes at which the submissions of other students are discussed. Advance preparation is essential in order to contribute effectively and achieve full value.

At the risk of repetition, you should treat your classroom obligations as you would treat any other professional engagement. You should prepare thoroughly, arrive promptly, adhere to deadlines and timetables, participate fully and effectively, display courtesy towards class peers and support staff, raise your hand if you wish to contribute, not interrupt or talk over people. You should provide objective and constructive feedback to your peers and the Instructors regarding their effectiveness and contribution.¹

The Strength of Diversity

You should display respect for diversity in all forms within the York University community and within the PH (e.g., gender, geography, ethnicity, age and sexual orientation, without limitation and in no particular order). The reason for this is not only equity and human rights, but to create the dynamic, work and classroom environment and discussion that cannot be replicated without the diversity.

Desired Learning Outcomes of the Course: Healthy Skepticism and Constructive Challenge

This course is designed to be practical and supported by strong theoretical foundations. You are encouraged – indeed you are required and will be adjudicated on this output – to be constructively critical of the assumptions, arguments, positions, the status quo and extant theories and practices.

Competencies and Other Attributes to Develop Throughout the Course

We will link competency development to learning objectives, teaching methods, the real-world work environment and academic as well as work assessment. As part of student assessment, PO feedback and collegial peer review will occur in this course

Consistent with the direct focus on competencies and your work for the PH you will perform your assigned tasks to a high standard. In the process you will acquire both employment and

¹ Adapted in part from University of Chicago and University of San Diego.

academic skills and credentials. You will develop skills at relating your courses in the MFAc to the workplace environment and situations. You will develop competencies in report writing and academic reflection on your work assignment(s).

The foregoing competencies and other attributes, in turn, are expected to contribute to overall program cornerstone competencies and degree expectations and will be aligned with learning objectives, instructional activities and performance assessment in the next section.

Course Materials

There will be four categories of course materials: (i) a textbook, which you will need to purchase; (ii) reports prepared by other students; (iii) powerpoint slides, to be provided other students or by your instructors; and (iv) readings from weblinks, which are publicly available on the Internet.

(i) Course Textbook

There is one recommended book for the course – this can be purchased from many bookstores (including the York University bookstore) and online booksellers:

Required:

[Robert K. Yin](https://us.sagepub.com/en-us/nam/case-study-research-and-applications/book250150), Case Study Research and Applications: Design and Methods, Sixth Edition, Sage, 2018 - <https://us.sagepub.com/en-us/nam/case-study-research-and-applications/book250150>

(ii) Reports prepared by other students

Prior to each class in which you participate (including those at which you present) there will be reports to read prepared by other students presenting their draft submissions to the class. These are required to be read thoroughly prior to coming to class. You must participate in the discussion of each draft report and a minimum of one question must be asked per presentation.

(iii) PowerPoint Slides

These will be prepared by students in advance and distributed to other students via the Discussion Forum

(iv) Materials and links publicly available on the Internet:

Links for publicly available materials will be included in reports and on EClass.

Learning Objectives, Teaching Activities and Student Evaluation

Within this course, a taxonomy of aligned learning objectives, instructional activities and evaluation requirements are designed to focus on educational objectives in cognitive, affective and psychomotor domains of learning. See the following table, below. Desired learning objectives (see column three) are statements of specific performance outputs the Instructors want students to achieve from the course. They should be SMART (specific, measureable, achievable, relevant and timely) (Teaching Support Services) and reflect Benjamin Bloom's taxonomy of cognitive educational objectives. Instructional activities (see column four) include teaching and learning choices designed to address each corresponding learning objective. Lastly, student evaluation (column five below) includes the various student assessments throughout the course, to assess the achievement of the learning objective, which in turn all sum together to contribute to a final grade. Generally, teachers start (or should start) from the left and move right, and students / learners typically start from the right in the table below. If the curriculum is reflected in the assessment, however, the teaching and the learner are aligned and both directed towards the same goals.

Domain	Emphasis	Course Learning Objectives	Instructional Activities	Student Evaluation
Cognitive	Knowledge	<i>Acquire knowledge of financial accountability in the workplace</i>	Practicum	Participation and reports
Cognitive	Comprehension	<i>Relate the practice of financial accountability to theory learned in classes</i>	Pre-requisite and other courses, practicum and classes	Participation and reports
Cognitive	Application	<i>Employ judgment, reasoning and understanding to work in a Practicum Host Organization</i>	Practicum	Practicum host supervisor evaluations

Cognitive	Analytical	<i>Display quantitative and qualitative skills in understanding of key value drivers, performance metrics, hurdles, value creation, performance relative to a practicum assignment.</i>	Practicum	Practicum host supervisor evaluations
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Cognitive	Synthesis	<i>Use information, arguments and application to successfully undertake a practicum</i>	Prerequisite courses plus fulfilment of all course activities and practicum assignment	Final report
Cognitive	Reflection	<i>Place the practicum experience in the context of your courses and make constructive suggestions for changes in both environments.</i>	Interim and final reports and participation in the drafts of other students	Participation, presentations and reports.
Affective	Integrity	<i>Be honest and consistent in what you say, do and your actions. Be trustworthy, ethical, reliable and dependable.</i>	Tone established by course instructors and practicum host supervisor; class discussion	Senate policies ; Student Code of Conduct; Ethics Review Process; applicable Rules of Professional Conduct; Text recognition software;
Affective	Communication	<i>Listen, be open to others' opinions, encourage open discussion, and present logically, persuasively, with healthy skepticism and influence.</i>	Practicum and class participation	Participation (peer assessment); presentations; practicum supervisor reports
Affective	Adaptation	<i>Bring your classroom and life experience to perform meaningful work in a functioning workplace</i>	Class and practicum organization instruction and peer mentoring, classroom feedback,	Participation (Instructor, self, peer assessment); Session and Project Presentation (peer feedback);

Affective	Commitment	<i>Display commitment and invest time to prepare for and perform both practicum work and class requirements effectively</i>	Example by Instructors, Guest Speakers and Student Leaders; Group Activity;	Participation; Session and Project Presentation (peer feedback);
Psycho-motor	Movement	<i>Understand body language and non-verbal cues (self, group, Instructor), and react accordingly.</i>	Class participation and presentations; real time debriefing and confidential feedback by instructors and your practicum supervisor	Participation in your presentation and those of others; direct interactions with your work supervisor and instructor

Student Evaluation and Due Dates

This course will be graded on the basis of two types of activity:

- (i) Class Participation (including attendance, preparation, presentation and contribution, with a self, instructor and peer assessment component), worth about 30% (half of your practicum plan (PPS) mark, your two presentation marks and your participation marks);
- (ii) Reports worth 70% (including half of your practicum plan mark, your interim report and final report)

In tabular form, your course grade includes the following items.

Item	Instructor	Practicum Organization (minimum)	Practicum Organization (maximum)	Total
Practicum Plan (PPS) and Presentation	10%			10%
Draft Interim Report Presentation	2.5-5%		2.5%	5%
Interim Report	7.5%	7.5%	7.5%	15%
Draft Final Report Presentation	5-10%		5%	10%
Final Report	25%	25%	25%	50%
Class participation	10%			10%
TOTAL	60-67.5%	32.5%	40%	100%

Note that the Practicum Host Organization will be invited to the Interim and Final Report Presentations. If represented they may help determine up to half your marks for your Interim and Final Report presentations. The Practicum Host Organization can thus influence up to 40% of your course grade.

Due dates vary and feedback will be given according to the following typical schedule.

Item	Due	Feedback no later than
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Practicum Plan Submission (PPS) and Presentation	Plan is due within 3 weeks of starting practicum work	7 days after presentation, including grade.
Draft Interim Report Presentation	Submission and pdf of Powerpoint slides to be posted in the Group Forum at least 48 hours in advance.	Peer evaluations and instructor feedback communicated within 10 days
Interim Report	Within 7 days of receipt of all feedback	2 weeks after submission – all interim report related grades will finalized then.
Draft Final Report Presentation	Submission and pdf of Powerpoint slides to be posted in the Group Forum at least 48 hours in advance.	Peer evaluations and instructor feedback communicated within 10 days
Final Report	Within 7 days of receipt of all feedback	3 weeks after submission – all remaining grades will be finalized then
Class participation	Peer assessments must be completed within 48 hours of attending class	3 weeks after Final Report submission

*Class Participation includes: Attendance, communicating critical reflection, participating in class discussions, peer evaluations and other class contributions not related to your own case study.

The success of this course is contingent (in part) on creating robust class discussion and cross-learning environment, rhythm and momentum, which is in turn contingent on consistent and sustained engagement by all and a high quality of reading, analysis and reflection.

Participation is worth 30% of your course grade. It is comprised of participating in the presentations of others (10%) and your presentation marks (5% each for your plan and interim report and 10% for your final report)

Participation is defined in this course to include (i) punctuality, attendance, (ii) advance preparation, and (iii) constructive, thoughtful, reflective and effective engagement, clear and audible speaking, and contribution (collectively, “contribution”), which will all be assessed by the Instructors and your peers. Each of these three areas will now be described.

Attendance: Attendance is mandatory at your presentations and five others (six is preferred). Lateness will be taken account of in awarding marks.

Any use of technology unrelated to contributing to the course or meaningful participation in a class is not permitted. This includes but is not limited to irrelevant surfing, texting and checking emails. There will be regular smartphone and laptop breaks. If you use technology unrelated to the foregoing, you will be asked to leave class. For a repeat offender, he or she may be asked to withdraw from the course.

Preparation: You are expected to take all reasonable steps to ensure that the required readings (especially the drafts of others when you are not presenting) are complete. You are expected to attend class fully prepared to discuss.

This degree of preparation being proposed would mean that you would not need to consult in real time with your readings very much, as you make your points, but integrate and reflect the readings with ease and precision. Your peers and the Instructors will be able to assess the adequacy of your preparation by the content (including terminology used) and insightfulness of the remarks you make, as is the case.

To validate this preparation, you must participate effectively. Even if not presenting, your instructor may ask you questions to stimulate critical thinking and illuminate ideas and concepts.

Second, you will be required to ask at least one question on any class presentation of another student.

You are required to post a peer evaluation within 48 hours of each request to do so. Do not post an evaluation for your own session.

For clarity purposes, your involvement should involve a “critical reflection”. This does not mean a summary, but rather: (i) a heightened level of objective, independent analysis, with a mindset of healthy skepticism; (ii) an informed, insightful synthesis and critique of positions, assumptions and divergent views and arguments on the topics for that class, all with an ability towards constructive challenge; (iii) an integration and positioning within a larger context; and (iv) any action, advice or recommendation emanating from your reflective critique.

Contribution: This will be assessed by your instructor and often by your peers and practicum supervisor as well.

Your “contribution” in the context of this course includes:

- (i) demonstration of integration of the textbook, your work experience and your own research;
- (ii) listening to, responding to, building upon, and constructively challenging what your colleagues (at both the workplace and students in the course), instructors and practicum supervisor are saying to advance the discussion collectively and cooperatively;
- (iii) promoting a classroom environment of inclusiveness, respect, professional courtesy, tolerance and encouragement of participation;
- (iv) impact and influence;
- (v) demonstrating oral topic compensation and shareholder leadership and insight commensurate with your knowledge, skills or experience to bear on issues discussed;
- (vi) demonstrating written topic leadership in importing new insight and knowledge from outside the class (including articles or information as applicable) to bear on issues discussed; and

(vii) leadership in the class discussion of your drafts.

You will be continually assessed and receive feedback as you progress through the course.

Participation grades should not be comparative (i.e., in relation to other students), but rather objective, based on the foregoing criteria (attendance, preparation and contribution), for a total of 30% of your course grade.

Lastly, in terms of over- or otherwise problematic participation, this occurs in almost every class. This individual(s) will be limited to three questions/comments per presentation and possibly fewer, or otherwise addressed by the instructor. Under-participation will also be addressed through specific exercises during class time and confidential mentoring and coaching.

Class Presentation

There may be up to five presentations in a class. Each class presentation will last up to 40 minutes including comments and questions. The presentation itself should be approximately 20 minutes.

Peer Assessment of Class Presentation: A student's participation grade (30%) will be based on materials provided, delivery and response to instructors' and peer's questions. Your peers will also assess your presentation, based on the foregoing criteria (materials, delivery and response to questions), and submit a peer evaluation using the EClass site within 48 hours of presentations they participate in but do not present at. The instructor will provide feedback orally and/or in writing, for learning and developmental purposes. Peer reviews of Class Presentations are confidential. In other words, the instructor will take efforts to preserve anonymity of peer feedback.

It is stressed that it is important to provide constructive feedback, questions and suggestions during classes and in the peer evaluations. Do not provide a superficial assessment without giving reasons: it is not sufficient to simply state that a presentation or report is excellent, good or poor. Also, you are expected to ask perceptive questions in class. Perceptive comments instead of questions are permitted but normally you should not be content with only making comments.

Class Presentations, within each Session, are: to (i) take 15-20 minutes to present, and (ii) be followed by, or integrated with, 5-10 minutes of questions and answers, with (i) and (ii) to occur sequentially or simultaneously.

The instructor will take steps (e.g., managing expectations orally and ensuring the Class is "warmed up" at the outset) to ensure performance and feedback are managed so students who present earlier or later in the process are treated equally to the fullest extent, and do not feel disadvantaged in presenting earlier or later, in other words, given that students and classes tend to congeal over time, the instructor will make appropriate adjustments with a view to promoting equitable treatment of students.

The deliverables for the Session Presentations are as follows:

Deliverables:

- (i) A copy of the PowerPoint® slides (or notes) of the Presentation;
- (ii) Your draft PPS, IR or FR (PPA and PPS can just be presented with PowerPoints if you wish)
- (iii) Any issues, questions, advance materials or pre-readings that you might wish to submit to focus the discussion; and
- (iv) Any other supporting materials (hard or soft copy).

All materials are to be submitted as Word or PowerPoint® files, with the exception of items (iii) and (iv). Save all your files as back-ups until the course is complete. On the first page of the submission, please put the title of the presentation and your name and coordinates.

Students are welcome to use their own laptop for the presentation, bring a USB key as backup, or email the presentation to the Instructors and the instructors' laptop can be used.

Submission and Delivery Requirements:

You simply post your submissions in the upload area of eClass. Items posted there can be seen only by you and your instructor. Always keep the most recent version of the submission you are preparing as backup. You must use the following file naming convention <YYMMDD> <your first name><your surname><subject>. You should not delete earlier mounted versions of your file. You must also post in the Discussion Forum all items you present at least 48 hours in advance. This means that those attending any of your sessions will have access to all your presentation items in advance.

Format of the Final Report: In terms of technical requirements and format, all Final Reports must:

- (i) be appropriately formatted for presentation to your practicum host;
- (ii) be left justified with one-inch margins (consider also using right justification);
- (iii) be numbered in the top right-hand corner;
- (iv) use 12-point Arial font for the main body and 10-point Arial font for the footnotes;
- (v) contain proper citations for any literature used, and comply with academic integrity guidelines;
- (vi) use direct URL references whenever possible or practicable;
- (vii) contain appropriate footnotes rather than endnotes;
- (viii) contain a bibliography of any documents, articles and other sources consulted;
- (ix) include any required standard pages, such as the completed standard information template, deadline schedule and mark breakdown schedule;
- (x) comply with the Ethics Review Process (see below) if the Project contains interaction with human subjects, including, for example, questionnaires, surveys, interviews or observation; and

- (xi) normally be at least 6,000 words (20,000-word maximum), or 10 about single-spaced pages, excluding the footnotes and bibliography. The word count of all text excluding footnotes, appendices and bibliography must be provided on the last page of the project.

Late reports, presentation and presentation attendances will not be accepted unless an extension is explicitly granted. However, where a student believes that his/her performance will be significantly impaired due to medical, compassionate or equitable grounds, the student can request permission to attend, submit or present later than mentioned in this course outline. This request must be made to the instructor as soon as reasonably practicable.

Grading Criteria and Feedback

Throughout this course outline, the Instructor has been explicit and transparent regarding expectations and grading criteria for each item contributing to students' final course grade. The Instructor endeavours to provide early, comprehensive, detailed and actionable feedback, electronically, in writing, telephonically and/or in person. Each student will have an area devoted to each submission and evaluation of their work. Written feedback will be given via the same EClass area. The instructor will comply with all applicable final grade system and profile requirements. Final course grades may be adjusted to conform to Program and/or Faculty grades distribution profiles.

The Instructor will take all reasonable steps to document the application of transparent standards to all students, such that any review or second opinion may be undertaken by an independent colleague or committee if or when necessary, and that student and faculty due process rights are respected.

Any student who seeks additional feedback or explanation on any graded portion of this course is encouraged to communicate with, and request further input and feedback from, the instructor. Under no circumstances will a grade be inflated without an academic rationale. If it becomes necessary, the student is entitled to utilize the appeal processes for the instructor's decision and comply with requisite requirements (e.g., a significant error or unfairness in the assessment of the grade, a defect in the evaluation process, or other applicable grounds for appeal). On appeal it is possible that the student's grade may go down, remain the same or go up.

Peer Evaluations by Students of Presentations

Students will post confidential peer evaluations on each presentation by other students. These will be used by the instructor to help determine the participation marks awarded to those who evaluate as well as those who present. They will also be made available to students without evaluator identification.

Interim Evaluations of the Practicum, Course and Instructor

The peer evaluations will also provide an opportunity to provide feedback to the instructors as the course progresses.

During the course, the Instructor may also solicit a simple “two-minute paper” with six questions on: (i) what is good or not good about the course (two questions), and (ii) what is good or not good about the Instructors (two questions) (iii) what is good or not good about your practicum assignment (two questions). All feedback submitted is anonymous and is for the purpose of addressing promptly any mid-course corrections, rather than waiting until the course is over when it is too late.

Block Outline

FACC 6850

Block Outline

Part I: Practicum Plans (must both be presented by the third week of your practicum)

Before commencing this part you must read the course textbook and attend a briefing session with the instructor. This is a requirement of being granted a practicum and entry into the course.

You must make at least a PPS presentation.

The optional PPA should be presented prior to or very early in the period of employment. It will describe your practicum arrangements, your employer, work to be undertaken and any ideas you may have as to the title of your eventual report.

You are responsible for scheduling your presentations. This is normally done when you attend classes but may also be done via EClass message to K Paul Evans or Tony Stanco.

Note that submissions and PowerPoints must be uploaded in EClass. Do not delete superseded versions. Any materials used in your presentations (including any reports and a pdf file of your PowerPoint slides) must be also posted in the discussion forum at least 48 hours in advance of your submission class

Keep in mind that, before the end of the course, you should attend a total of ten classes including those at which you present. No advance notification of class attendance is required except for classes in which you will present.

Your PPS will be presented shortly after you start your practicum (or the optional PPA taking into account feedback from your PPA session). You will have 72 hours from the date of receiving your PPS presentation peer evaluation feedback to revise your PPS prior to grading.

Upon receiving your graded feedback, start work on your Interim Report for the next part of the course

Part II: Interim Report (to be presented about half-way through the course)

The process of arranging your presentation is the same as for the PPS except that your PH supervisor will provide feedback as well as your instructor. The instructor normally provides preliminary feedback and you then have an opportunity to make and present your revisions prior to the report being forwarded to the PH supervisor. Upon receipt of feedback from the PH supervisor, all elements of your IR grade will be reported to you via EClass.

Part III: Final Report (to be presented near the completion of your assignment)

The process for the FR is the same as for the IR.

Upon receiving your graded feedback you will have completed the course

Note: you may attend additional classes for all or some presentations. By attending additional classes you may potentially increase your participation mark.

Expanded Outline

FACC 6850

Expanded Outline

Part I: Practicum Plan

1.1 Attending classes

All classes will be posted in the General Information course area in EClass. It is your responsibility to check the General Information area regularly. You will receive materials to be discussed in class directly from presenters via the Discussion Forum. Classes normally have a combination of different types of presentation – PPA, PPS, IR and FR. You are expected to participate in each presentation in each class you attend. You should attend a total of at least ten classes in total.

1.2 Practicum Plan Assignment (PPA) Presentation - Optional

In your optional PPA presentation you will address basic information which your Practicum Host (PH) has agreed can be shared with the class and/or is publicly available. You must incorporate a completed PPA template which presents information on your internship in a standardized format. In your presentation you should talk about your assignment in general terms. If you have any questions or concerns not involving confidential matters you can pose them at class. An objective is to make the class clear as to the nature of the assignment and to confirm with your professor that there is a clear understanding, to the extent possible, of what your practicum is expected to achieve. The format of the class will be the same as for the subsequent presentations except that it is usually shorter than the usual 30 minutes including questions. There is the same requirement that you communicate all your presentation materials to the class via the Discussion Forum (and for your professor by uploading) at least 48 hours in advance. Your PowerPoints should be in a pdf file for the class but the full version for the professor. File names of all files you transmit must follow the standard naming convention used for this course. No grade will be awarded on this occasion – you have an opportunity to practice setting up and delivering to the class before grades start to be awarded.

1.3 Practicum Plan Submission (PPS) Presentation

The PPS is presented about two weeks after the start of your practicum. Your PPS should review and update what you have already covered in your PPA (if applicable), give further details as to the planned case study and address the challenges you perceive in your practicum. You must prepare your plan with milestones and timelines as to how you anticipate fulfilling the requirements of the PH as well as your course's academic requirements. There are required appendices.

1.4 Practicum Plan Submission

Following your PPS presentation you should take into account all the feedback you have received and revise your PPS. It must then be uploaded within seventy-two hours from the date of your presentation feedback.

Part 2: Interim Report

2.1 Attending classes (reminder)

All classes will be posted in the General Information course area in EClass. It is your responsibility to check the General Information area regularly. You will receive materials to be discussed in class directly from presenters via the Discussion Forum. Classes normally have a combination of different types of presentation – PPA, PPS, IR and FR. You are expected to participate in each presentation in each class you attend. You should attend a total of at least ten classes.

2.2 Interim Report Presentation

The draft IR is presented around the middle of your practicum. The report contains details of your progress to date, completion plans and your approaches to any challenges you are facing. The type of case study report you will prepare should be addressed using the textbook to guide you. You must include anticipated major headings in the final report and what will be included under each. Where drafting of the FR has already commenced you should present the portions you have drafted to date. You are able to seek the advice and input from the class and professor at your presentation session. Your PH should be invited to attend and, if present, will award presentation marks.

Your full IR must be uploaded and also posted on the Discussion Forum together with the PowerPoint slides (ppt format for the instructor upload, pdf for the discussion forum). Note that your IR must include the required appendices. The IR does not have a prescribed format.

2.3 Interim Report Submission

Following your presentation you should take into account all the feedback you have received (including from your instructor and from the peer evaluations) and revise your IR. It must then be presented a second time to the class and will then be forwarded to your PH for their assessment and grade. As soon as this is received all your IR grades will be posted in EClass.

Part 3: Final Report

3.1 Attending classes (reminder)

All classes will be posted in the General Information course area in EClass. It is your responsibility to check the General Information area regularly. You will receive materials to be discussed in class directly from presenters via the Discussion Forum. Classes normally have a combination of different types of presentation – PPA, PPS, IR and FR. You are expected to participate in each presentation in each class you attend. You should attend a total of at least ten classes including those you present at.

3.2 Posting and review of Final Reports

Your FR presentation will be around the time your practicum employment ends. You may sign up at least seven days in advance of any available future class to make your presentation. Signing up is normally at class but may be by email to the instructor. Do this as early as possible because up to only four presentations can normally be made at any one class. You must contact the instructor if there is no convenient class available. Your presentation class must be chosen no later than seven days after being posted as an outstanding presentation.

3.3 Final Report Presentation

Your FR must be in the prescribed format (see Format of the Final Report on page 17). The FR should take into account the guidance given in your textbook. Note that your FR must include the required appendices. Your PH should be invited to attend and, if present, will award presentation marks.

Your full FR must be uploaded and also posted on the Discussion Forum together with the PowerPoint slides (ppt format for the instructor upload, pdf for the discussion forum).

3.4	Final Report Submission
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Following your first FR presentation you should take into account all the feedback you have received, including from the instructor and peer evaluations, and revise your FR. It must then be presented a second time to the class and will then be forwarded to your PH for their assessment and grade. Shortly after this is received all your remaining grades will be posted in EClass and reported to the School for approval and insertion on your transcript.

Course Administration Using EClass

This course relies heavily on the University's EClass learning management system. The course's EClass site mainly contains three sections: 1) general information, 2) upload and download and 3) peer evaluations.

1. General Information

This section contains

- Access to the course outline
- The course discussion forum
- Details of future class date(s), time(s) and location(s)
- The class availability template which you are required to complete and upload
- Any course announcements

Archived course outlines for this and preceding courses are kept elsewhere in EClass.

2. Upload and Download Area

This is where you upload your draft and actual submissions and PowerPoint files and pdfs. You also receive feedback which may require downloading.

There are separate sections for each type of presentation (PPA, PPS, IR and FR).

All files must be named as follows <YYMMDD><first name><last name><subject>. Files should not be deleted, simply add new versions. If you have more than one version on a particular day append a sequential letter after the date for subsequent uploads.

3. Peer Evaluations

You will be able to complete peer evaluations starting by noon of the day following the class. Notify the course director if the peer evaluations for a class are not activated. Deadline for submission is within 48 hours.

Note:

Feel free to message any questions or comments to K Paul Evans. Resend your request if you do not get a response within 48 hours.

About Academic Integrity, Conduct, and Counseling and Disability Services

York University Senate Policy on Academic Honesty

All students are expected to comply with the York University Senate Policy on Academic Honesty: <https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Academic Honesty and Integrity

Broadly speaking, each student is expected to bring integrity to the learning process and accept personal responsibility for high ethical standards in fulfilling course requirements.

York University treats plagiarism as a serious offence. Your Instructor intends to speak to this issue in the introductory Session. Every York University student is 100% responsible for familiarizing themselves with, and abiding by, the University's regulations on academic honesty.

Your Instructor is required to (and has done so in the past) report directly to the respective department for review by the Academic Honesty Committee (or the equivalent) any suspected violation of academic honesty, for investigation and possible disciplinary action.

For more information on academic integrity at York University, see "Welcome to the Academic Integrity Web Site for York University": <http://www.yorku.ca/academicintegrity/> .

Text Matching Software Services at York University

As an investigative aid, the text-matching tool Turnitin.com (<http://www.turnitin.com/static/index.html>) is being used by your Instructor in this course to promote academic honesty and avoid plagiarism.

In respect of what constitutes plagiarism and issues relating to intellectual property (including proper citation methods), please see <http://www.yorku.ca/academicintegrity/students/beware-document.htm>.

Respect for Intellectual Property

To the best of the Instructor's knowledge, information and belief, copyright and other intellectual property laws have been respected within this detailed course outline, including permission being sought and received for any materials not made publicly available on the World Wide Web.

York University Student Code of Conduct

The Student Code of Conduct (<http://www.yorku.ca/oscr/codeofconduct.html>) to which all York University students are subject, includes information on standards of non-academic conduct, processes for addressing complaints, and student rights.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. See here: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs> . Should any of the dates specified in this detailed syllabus pose a conflict for a student, please advise your Instructors as early as possible.

Accommodation of Students With Disabilities

York University, at Student Accessibility Services (<https://accessibility.students.yorku.ca/>), provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials.

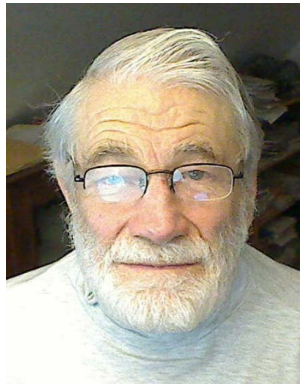
Students with disabilities requiring accommodation in the classroom or in a course evaluation process or requirement are encouraged to identify themselves to the relevant personnel and office as soon as possible. The Instructors will take all necessary steps to accommodate a student with a disability.

All requests for accommodation will be kept confidential. The relevant official must approve requests for accommodation. In employing judgment, the Instructors may also look to guidance from qualified personnel in tailoring an accommodation to best suit the student.

About Your Instructors

About Your Instructors

K Paul Evans
Accounting Faculty



Professor K Paul Evans is a long-serving founding member of the School of Administrative Studies which is now part of the Faculty of Liberal Arts and Professional Studies (LAPS). As School Director he was part of the vision and implementation of our unique MFAc program within the LAPS and the Faculty of Graduate Studies.

Professor Evans has extensive experience with bringing parties together in successful collaborative joint ventures. This has included projects within the University as well as involving both for-profit and not-for-profit organizations. The introduction of internships into the MFAc is his most recent challenge involving various levels of University administration, students, faculty, external companies and other organizations!

Paul is Treasurer of the York University Faculty Association (YUFA) and currently leads the YUFA Trust and Foundation which brings him in contact with many different organizations and parts of York University.

Professor Evans is part of the Ancient Abbeys of Brittany Project (AABP), an international collaboration of which he is co-founder and which was awarded funding for its 2016 Colloquium by the Social Sciences and Humanities Research Council of Canada. His role is to analyze medieval financial documents, organize databases of documents and arrange international colloquia in connection with medieval Breton abbeys. His recent papers and publications relate to accounting history. His organizational skills are continually reinforced by new projects such as those of AABP and the MFAc practicums.

Professor Evans has an honours bachelor degree in Economics from the University of Swansea (at the time the University College of Swansea in the University of Wales). He then

qualified in human resources management through a graduate program at the University of Oxford where he also obtained a post-graduate Diploma in Social and Administrative Studies. He then obtained his CPA, CA with the predecessor of Ernst and Young in Toronto. After specializing in in-house training and education at Ernst and Young he joined York University where he co-founded what has become the School of Administrative Studies.

He is accessible and can be reached at pevans@yorku.ca or 416-219-4170. Students normally communicate with him via email, or by telephone.

Tony Stanco
Adjunct Faculty



Adjunct Faculty member Tony Stanco is an experienced strategic internal audit leader who has delivered risk assurance services to a variety of organizations as Chief Auditor (25 years); Deputy Chief Auditor (4 years); Consultant at PwC (3 years) and Director, Field Audit at Ontario Tire Stewardship (2 years).

Currently Tony leads the Inspection and Enforcement team at the Ontario Energy Board.

Both a strategist and tactician he has been successful in proposing and implementing initiatives that add value today and also drive long term sustainable results. Operating with a high sense of urgency, been able to create internal audit functions that act as facilitators in building relationships and as a catalyst for the long-term success of the organization

Director of Field Audit at Ontario Tire Stewardship (2016 - 2017)

Chief Audit Executive(CAE) at:

- Toronto Hydro (2007 - 2012)
- AT&T Canada (1991 - 2004) - Became Allstream and purchased by MTS in 2004
- Counsel Trust (1985 - 1990) - Purchased by SunLife Trust in 1990

Also deputy CAE at:

- Sears Canada (2004 - 2007) - Sold Sears Bank in 2005 to JP Morgan Chase.
- Royal Trust (1990) - Became Part of Royal Bank

■ Tony also has a passion for continuous learning, working with the CICA as a team leader for the Uniform Final Exam for six years and teaching at both York University and University of

Toronto for over 25 years in Governance, Accounting and Auditing. Frequent speaker at various professional events.

Currently teaching in York University's Masters of Financial Accountability Program

Version

This is an updated second version of the original Fall 2019 course outline.