



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

<b>Course Specifications (CS)</b>	
<b>Course Title:</b>	ACC 202 – Managerial Accounting
<b>Last Update:</b>	December 2013



## Course Specifications

Institution <i>Al Yamamah University (YU)</i>
Date of Report <b>November 5<sup>th</sup>, 2013</b>
College/Department <i>College of Business Administration COBA, Quantitative Department</i>

### A. Course Identification and General Information

1. Course title and code: <i>ACC 202 - Managerial Accounting</i>
2. Credit hours <i>3 (3 + 0)</i>
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <i>Core Course in the College of Business Administration</i>
4. Name of faculty member responsible for the course <i>Ms. Nada El Ali, Dr. Noor Yusuf, Dr. Mohit Kolay</i>
5. Level/year at which this course is offered <i>Second year, second semester (Spring)</i>
6. Pre-requisites for this course (if any) <i>ACC 201 - Financial Accounting</i>
7. Co-requisites for this course (if any) <i>None</i>
8. Location if not on main campus



9. Mode of Instruction (mark all that apply)

- |                                     |                                     |                  |                                   |
|-------------------------------------|-------------------------------------|------------------|-----------------------------------|
| a. Traditional classroom            | <input checked="" type="checkbox"/> | What percentage? | <input type="text" value="100%"/> |
| b. Blended (traditional and online) | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |
| c. e-learning                       | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |
| d. Correspondence                   | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |
| f. Other                            | <input type="checkbox"/>            | What percentage? | <input type="text"/>              |

Comments:



## B Objectives

<p>1. What is the main purpose for this course?</p> <p><b><u>Course Description:</u></b></p> <p><i>Theory and methods of cost compilation for managerial planning, control and decision making; the use of budgets, and analysis in planning and controlling operations, establishing supervisory and departmental responsibility and various techniques of measuring results.</i></p> <p><b><u>Purpose of the course:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Record accounting information for internal planning and control purposes.</i></li> <li>• <i>Discover alternative methods of preparing managerial accounting information.</i></li> <li>• <i>Understand the use of relevant costs for decision making, product management, pricing, revenue and capital budgeting including time value of money,</i></li> <li>• <i>Examine the cost behavior, analyze cost-volume-profit relationships, prepare flexible budgets, calculate variances &amp; explain them, conclude segment and performance reporting and control.</i></li> </ul>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p><i>When Any new Accounting Principles and Standards are issued, The textbook should be updated.</i></p>

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
<i>Concept of cost center, profit center, investment center &amp; productivity center</i>	<i>1</i>	<i>3</i>
<i>Cost classification like direct-indirect, historical-budgeted, relevant-sunk, standard-budget, fixed-variable, imputed-opportunity</i>	<i>1</i>	<i>3</i>
<i>Cost behavior, and cost-volume-profit relationships</i>	<i>2</i>	<i>6</i>
<i>Profit planning</i>	<i>1</i>	<i>3</i>
<i>Standard costs, budgeting including flexible budgeting, variance analysis, and budgetary control</i>	<i>3</i>	<i>9</i>
<i>Relevant costs for decision making</i>	<i>1</i>	<i>3</i>
<i>Cost benefit analysis in certain and uncertain situation including decision tree</i>	<i>2</i>	<i>6</i>
<i>Capital budgeting including DCF methods</i>	<i>2</i>	<i>6</i>
<i>Performance measurement and Balance Scorecard</i>	<i>2</i>	<i>6</i>



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other: (Exams, Quizzes, Presentati on)	Total
Contact Hours	38				7	45
Credit	3					

3. Additional private study/learning hours expected for students per week.	5 hours
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	<p><i>At the end of this course, the students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>Define the principles, techniques of accounting in the planning and control of business organizations from a management perspective.</i></li> <li>• <i>Identify the budgetary process and related performance evaluation techniques and cost-volume-profit relationship</i></li> <li>• <i>List the product costing methods, Just-In-Time (JIT) manufacturing, and Activity Based Costing (ABC).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching activities include a combination of lectures, case studies, research projects and team efforts.</i></li> <li>• <i>Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review.</i></li> <li>• <i>Students are expected to read the textbooks or other assigned reading outside of and before each class, and to participate in the critical evaluation of the material through small-group and class discussion.</i></li> <li>• <i>Group Project.</i></li> </ul>	<p><i>Methods for assessment of knowledge acquired are varied, including:</i></p> <ul style="list-style-type: none"> <li>• <i>Class participation</i></li> <li>• <i>Group discussion</i></li> <li>• <i>Presentation of the group project.</i></li> <li>• <i>Individual and group assignments</i></li> <li>• <i>Quizzes combining of multiple choice questions and problem solving.</i></li> <li>• <i>Mid-term and final exams with a mixture of multiple choice and problem solving questions.</i></li> </ul>
1.2			
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<ul style="list-style-type: none"> <li>• <i>The ability to analyse and interpret business situation and its problems in terms of available information.</i></li> <li>• <i>The ability to apply conceptual understanding of knowledge, theories, models and procedures to solve a range of business situations and problems.</i></li> <li>• <i>The capacity to identify different perspectives, theories and models potentially relevant to business and to appraise their strengths and weaknesses.</i></li> <li>• <i>The capacity to apply theories, models and analytical techniques derived from the</i></li> </ul>	<p><i>Teaching strategies to be used to develop the cognitive skills include the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Giving assignment where students need to apply skills to solve the problems mentioned in the assignment.</i></li> <li>• <i>Class &amp; group discussion of issues and problems.</i></li> <li>• <i>Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions.</i></li> <li>• <i>Preparing for the senior project courses where</i></li> </ul>	<p><i>Methods for assessment of the cognitive skills include the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem.</i></li> <li>• <i>End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new</i></li> </ul>



	<p><i>core courses to a range of situations and problems.</i></p> <ul style="list-style-type: none"> <li><i>The capacity to estimate the limitations of existing knowledge and understanding and to recognise the relevance of developing new approaches to situations and problems.</i></li> <li><i>The capacity to formulate persuasive solutions to problems that take into account the range of views of organisational stakeholder.</i></li> </ul>	<p><i>students' deals with a major business problem related to their area of concentration</i></p> <ul style="list-style-type: none"> <li><i>Real life business case studies</i></li> <li><i>Role playing</i></li> <li><i>Field trips</i></li> <li><i>Team efforts</i></li> <li><i>Research projects</i></li> </ul>	<p><i>problem.</i></p> <ul style="list-style-type: none"> <li><i>Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.</i></li> <li><i>Presentation</i></li> <li><i>Individual and group assignments</i></li> </ul>
2.2			
3.0	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<p><i>The level of interpersonal skills and capacity that students are going to build in the BBA program, includes:</i></p> <ul style="list-style-type: none"> <li><i>The ability to work effectively &amp; collaboratively in groups and exercise leadership when appropriate.</i></li> <li><i>The ability to act responsibly in personal and professional relationships with high moral and ethical standards.</i></li> <li><i>Actively seeking and giving feedback during classroom discussion</i></li> <li><i>Building effective relationships with others and presents ideas persuasively and confidently</i></li> <li><i>Ability to present facts and ideas confidently by illustrating examples</i></li> <li><i>Acting ethically and taking responsibilities for their learning</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counseling on approach taken.</i></li> <li><i>Assessments include evaluation of standard of report by group and individual performance rating on contribution made.</i></li> <li><i>Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution.</i></li> <li><i>Class discussion</i></li> <li><i>Presentation</i></li> <li><i>Field trips</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Assessment of group assignments within each course.</i></li> <li><i>Individual project assignments in courses require independent study skills.</i></li> <li><i>Senior project includes an individual component for the contribution of each</i></li> <li><i>Projects' presentation</i></li> <li><i>By observation and invigilation</i></li> <li><i>Class discussions</i></li> </ul>
3.2			
4.0	<b>Communication, Information Technology, Numerical</b>		



4.1	<ul style="list-style-type: none"> <li>• Ability to communicate effectively in oral and written English.</li> <li>• Ability to use information and communications technology, and use basic mathematical and statistical techniques.</li> <li>• Ability to effectively search the web using top rated search engines and verified searching techniques.</li> <li>• Ability to access databases made available by the university library and other e-learning resources.</li> <li>• Ability to use the Al-Yamamah University information systems, such as: Students' email system, Students' Absence system (EDUGATE), LMS, Al-Yamamah Electronic Community (YEC), and e-registry.</li> <li>• Presenting and expressing ideas numerically using various mathematical and statistical techniques.</li> <li>• Ability to understand fundamental numerical and mathematical applications.</li> <li>• Ability to apply formulas and equations.</li> <li>• Ability to use calculators and excel sheets to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.</li> <li>• There are two computer courses and one math course during the orientation year where students learn the basic skills of handling computers and the basic of mathematics.</li> <li>• The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques.</li> <li>• Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.</li> <li>• Brainstorming</li> <li>• Class discussion</li> <li>• Group projects</li> <li>• Accessing to their YU accounts on LMS</li> <li>• Solving problems Via Excel sheets</li> <li>• Role Playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct assessment of basic skills including communications skills in English Language and use of IT, like class tests, assignment and exams.</li> <li>• For testing the students math and statistical skills, class tests and assignments are taken along with major exams.</li> <li>• Class participation</li> <li>• Group Open discussion</li> <li>• Presentation</li> <li>• Individual and group assignments</li> <li>• Quizzes</li> <li>• Mid-term and final exams</li> <li>• Project report</li> </ul>
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not Applicable	Not Applicable	Not Applicable
5.2			

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**





NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider      Maximize      Continue      Review      Ensure      Enlarge      Understand  
Maintain      Reflect      Examine      Strengthen      Explore      Encourage      Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

**5. Schedule of Assessment Tasks for Students During the Semester**

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
<b>1</b>	<b><i>Quiz</i></b>	<b><i>5, 11</i></b>	<b><i>15%</i></b>
<b>2</b>	<b><i>Mid-term Examination</i></b>	<b><i>7</i></b>	<b><i>20%</i></b>
<b>3</b>	<b><i>Assignments, Case discussion and presentation</i></b>	<b><i>During the Semester, and week 14</i></b>	<b><i>15%</i></b>
<b>4</b>	<b><i>Class Participation</i></b>	<b><i>During the Semester</i></b>	<b><i>10%</i></b>
<b>5</b>	<b><i>Final examination</i></b>	<b><i>16</i></b>	<b><i>40%</i></b>
<b>6</b>			
<b>7</b>			
<b>8</b>			



#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- *In addition to class lectures time, faculty members assign minimum two hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is displayed on the faculty member's office door.*
- *During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.*

#### E. Learning Resources

1. List Required Textbooks

*Managerial Accounting: Garrison, Noreen and Brewer, 14<sup>th</sup> Edition, 2011.*

2. List Essential References Materials (Journals, Reports, etc.)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

*Journals, Reports and cases brought for discussion to class.*

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

*YU Learning Management System (LMS) and publisher's Web site of students' resource center.*

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

*Use of Excel, power point presentation, MS Office.*

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- *A classroom with 40 seating capacity is required.*
- *Classroom should be equipped with multimedia projector and Internet access.*



2. Computing resources (AV, data show, Smart Board, software, etc.)

*Currently there is no need of any special computing resources.*

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

*Currently there is no need of any other resources.*

## G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- *During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.*
- *There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.*
- *The responses are forwarded to the "Information Center" where it is analyzed and reports are prepared.*
- *The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.*

**Attachment:**

- \*\* Copy of questionnaire
- \*\* Sample copy of CES

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- *Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.*
- *A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.*
- *Faculty members are informed about the classroom visits without notifying a specific day for the visit.*
- *The reports are shared with the faculty members.*

**Attachment:**

- \*\* Classroom Observation Policy
- \*\* Classroom Observation form
- \*\* A sample copy

3 Processes for Improvement of Teaching

*The process for improving the teaching includes the following:*

- *Workshops and seminars are conducted throughout academic year to address specific teaching*



*strategies and improvements.*

- *Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.*

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

*The university is currently in the process of finalizing agreement with other universities to manage this issue.*



5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- *At the end of each semester, Curriculum committee conducts a meeting with all faculty members in which surveys filled by the students and other feedbacks from faculty members are discussed. Effectiveness of the courses, mistakes done and weaknesses are discussed. These points are made basis for the planning for improvements for next semester/ year.*
- *Periodical meetings with the Head of Department, the committee and Dean will help reviewing the course and make sure of its effectiveness.*

Faculty or Teaching Staff: Ms. Nada M.N El Ali

Signature: \_\_\_\_\_

Date Report Completed: November 5<sup>th</sup>, 2013

Received by: \_\_\_\_\_

Dean/Department Head

Signature: \_\_\_\_\_

Date: \_\_\_\_\_