**MAcy Curriculum and Assurance of Learning Processes**

**Curriculum**

Curriculum Review Process

The Department of Accounting graduate faculty are responsible for curricula revisions and assessment of program learning outcomes. All full-time graduate faculty members teaching core graduate classes act as an assessment committee and approve MAcy learning goals and assessment procedures and discuss assessment results and program-level actions for continuous improvement.

Curricula management, development, and change for the MAcy degree program are influenced by several factors. Curricula change suggestions may be made by any fulltime faculty member. MAcy Curriculum is discussed on a regular basis during one of the three scheduled department meetings. Discussions are informed by assessment results provided by the graduate faculty, and feedback from meetings with the Accounting Advisory Board, discussions with recruiters and through assessment of alumni performance on professional exams.

Discussions with recruiters and Accounting Advisory Board members inform curriculum content and provide informal feedback on student performance. The Advisory Board consists of partners representing a broad range of public accounting firms, and CPAs from industry. The department meets with the Advisory Board twice a year. Faculty are encouraged to attend these meetings. At least once a year, there is a discussion with Accounting Advisory Board members specific to curriculum development. Department faculty members engage recruiters informally during eight recruiting events held throughout the academic year. This informal feedback also influences curriculum changes. Faculty holding graduate faculty status as described in APPS 4.03 may vote on graduate program policies and curriculum issues.

Once program or course revisions are agreed upon by the department graduate faculty, proposed changes are brought before the McCoy Graduate Policies Committee (GPC) by the department representative. Currently, the MAcy Program Director serves as the department representative on the GPC. The Graduate Policies Committee, in conjunction with the Associate Dean of Graduate Programs, review the proposed changes and present these to the Dean. Approved course and program changes are then sent to the Dean of the Graduate College for approval. Final approval for course changes is made by the Dean of the Graduate College, while program changes must be approved by the Provost. This process has recently been automated using university supported software. Course changes are now submitted through the Course Inventory Management system (CIM) and the Program Inventory Management system (PIM).

Curriculum Requirements

The Master of Accountancy (MAcy) degree with a major in Accounting requires 30 semester credit hours.

Students who do not have the appropriate background course work may be required to complete leveling or prerequisite courses.

Course Requirements

ACC 5316 Advanced Accounting (3 hours)

ACC 5350 Professional Accounting Research (3 hours)

ACC 5357 Regulation and Professionalism (3 hours)

ACC 5366 Business Entity Taxation (3 hours)

ACC 5389 Corporate Governance and Ethics (3 hours)

One Restricted Elective – Courses included in the restrictive elective focused on information technology and data analytics techniques. In 2021, a topics course specific to developing data analytics skills was developed and added to the curriculum. (3 hours)

Four Accounting and Business Electives (total of 12 hours, at least 6 hours must be in Accounting, up to 6 hours can be earned for a qualified Internship)

Comprehensive Examination Requirement

**Curriculum learning experiences relevant to:**

* **Business theories and practices –** Students learn business theories and practices through the core courses in the program. ACC 5316 (Advanced Accounting) exposes students to mergers and acquisitions, and accounting for business combinations and consolidated financial statements. ACC 5366 (Business Entity Taxation) explores taxation issues for different types of business organizations (partnerships and various types of corporations). ACC 5357 (Regulation) exposes students to the professional and legal responsibilities and liabilities of the accounting profession and tax preparers; the commercial law applicable to business transactions; and the legal structure of business organizations. ACC 5350 (Professional Accounting Research) provides a study of the sources of authoritative standards in financial accounting. The course develops procedures for identifying the applicable accounting issues, locating appropriate authority, and communicating the results of professional research.
* **Engagement with business practitioners -** Students and faculty have extensive, regular engagement with business practitioners. The department hosts eight formal events throughout the year to bring professionals and students together. This includes Meet the Firms, Mock Interviews, four firm showcases, an etiquette dinner, and an awards banquet. Each of these events have many professionals in attendance to engage with students. The department also holds two advisory board meetings per year and faculty are invited to engage directly with the professional members of the board.

Guest speakers from practice are often brought into classrooms, as well as weekly during the semester through student organizations such as the Accounting Club, Beta Alpha Psi, and the TX State chapter of the National Association of Black Accountants. Graduate students are highly encouraged to become involved in these student organizations in addition to become active with student memberships in local chapters of professional organizations such as the Institute of Management Accountants, the Texas Society of CPAs, The Institute of Internal Auditors, the Association of Certified Fraud Examiners, and more.

* **Cultural norms -** Each spring, faculty, and student representatives present information to students at a nearby business career focused high school in San Antonio. The presentations address what high school students can expect when they begin college and specifically what options are available to them with a business major. The students and faculty present to several hundred high school students, the majority of which are minorities. This presentation by the students serves as both an opportunity to provide a service to these high school students as well as an informal recruitment to TX State.

We have measured our MAcy student demographics since 2015 with the goal of increasing student diversity.

The university has become more ethnically diverse over the past five years. In 2015, 56.1% of master’s students were White-non-Hispanic, 20.7% were Hispanic, 8.4% were international and 6.3% were black-non-Hispanic. Asians, Multi-race-non-Hispanic-non-Blacks, and students with unknown ethnicity made up most of the remaining ethnic backgrounds. By 2019 the campus was a minority majority campus and the master’s student population began to reflect this with White, non-Hispanic students making up 51.7%% of the master’s student population. Twenty-six point eight percent of masters students were Hispanic, 8.4% were Black non-Hispanic and 7.8% were international. Asians and Multi-race-non-Hispanic- non-Blacks made up the remainder of ethnic diversity. The Department of Accounting strives to reflect the diversity of the university.

In 2015, 63.7% of MAcy students were White-non-Hispanic, 11% were Hispanic, 8.8% were Asian, 7.7% were international and 4.4% were Black-non- Hispanic. The remainder were primarily of unknown ethnicity. By 2019, the MAcy program had become more diverse. Fifty-nine point six percent of accounting majors were White-non Hispanic, 25% were Hispanic, 13.46% were Asian and the remainder were international. Faculty believe that greater diversification of the ethnicity of the MAcy program has been achieved through recruiting efforts and providing students with more information regarding scholarships and employment opportunities in accounting.

* **Life long learning --** This is at the heart of what shapes the way that we approach teaching/student learning – This is the most important skill set we strive to instill in students. Students will be required to engage in continuing professional education throughout their careers in accounting.
* **Societal impact ---** The required core course ACC 5389 (Corporate Governance and Ethics) provides students an opportunity to study the corporate governance and ethical issues in accounting, including ethical reasoning, integrity, objectivity, independence, core values and other professional issues.

Information technology

MAcy core classes do not use specific software technology. Word processing software (Word in most all instances) is utilized in the research, ethics, regulation, and tax courses. Business Entity Taxation teaches students to utilizes databases like Checkpoint. Regulation and Professionalism requires students to navigate the FASB Codification. In 2018 a restrictive required elective was added as a core course requirement. Courses included in the restrictive elective focus on information technology management and data analysis techniques. In 2021, a topics course specific to developing data analytics skills was developed and added to the curriculum. Plans are to make this course a permanent offering and to consider adding it as a required core course in the near future.

**Assurance of Learning**

Process for review of learning goals

Until fall 2020, each fall the department’s fulltime graduate faculty would review the alignment of assessment goals with the MAcy core courses and review assessment measurement methods. Expectations and assessment methods for each goal for the current academic year are usually reviewed and if necessary, changed by the course instructor in consultation with the graduate faculty. At the end of each semester graduate core course coordinators report assessment results. The results and suggested improvements at the course level are provided to the MAcy Director. The MAcy Director enters the information through a university reporting portal. This information is then sent for approval by the department chair, the Associate Dean of Graduate Studies, the Dean, and then finally sent to the university assessment director.

Beginning in fall 2019, the decision was made to shift the AOL reporting window such that assessment of results and curriculum discussions would take place in the spring rather than the fall. This timeline would afford more time to review results and make necessary substantive program level changes. We were unable to complete this process in the spring of 2020 but will complete it in spring 2021.

As mentioned earlier, program level changes are influenced by several factors. They are informed by the AOL process, but also consider feedback from meetings with the Accounting Advisory Board, discussions with recruiters, through assessment of alumni performance on professional exams as well as discussions with interns when they return from the internships. Discussions with faculty responsible for the undergraduate core accounting curriculum are also included in program level changes to the MAcy as there often needs to be coordination between the BBA major accounting and the MAcy program. Program changes can be introduced by any faculty member and usually take place during department meetings in August, December, or May. The process is somewhat fluid and often program changes come about with iterations taking place between faculty, professionals, and returning interns. Faculty expertise and resource availability are also a consideration. Once a proposed change is appropriately solidified, it is brought to a vote by all fulltime graduate faculty during a faculty department meeting.

Learning goals

1. MAcy students will use advanced analytical and critical thinking skills to apply accounting knowledge in new and unfamiliar circumstances. Students will demonstrate the ability to evaluate information, solve problems, and make justifiable decisions in the different areas of accounting.
2. MAcy students will apply information technology skills in decision making at a level expected of a master's student. Students will demonstrate the ability to use information technology (IT) and be able to apply IT in analysis and communication.
3. MAcy students will demonstrate the ability to apply professional research skills to analyze and solve problems, and communicate appropriate authoritative sources, findings, and conclusions.
4. MAcy students will be able to conceptualize complex issues into a coherent, persuasive written or oral statement. Students will be able to develop well-written reports, memos, and projects and make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.
5. MAcy students will apply ethical reasoning for resolution of ethical dimensions of accounting and reporting in the business world. Students will be able to recognize an ethical dilemma, apply ethical reasoning to resolve it and provide support for the resolution and effects on stakeholders.

Process for assessment of learning goals

Program assessment surveys are conducted by the department, the college, and the university. The Texas State Graduate Alumni Survey is administered three times per year, with surveys sent to graduates who received advanced degrees six months prior to the survey. The college surveys graduates three months after graduation. The department conducts exit surveys two weeks prior to graduation. More recently the department has administered surveys to graduates one year after graduation. These surveys collect outcome data related to employment and continued education as well as information about their Texas State experiences.

Five core courses are used for direct assessment by the department. At the end of each semester, faculty complete assessments of learning goals assigned to their courses (see assignments in appendix 1) and develop action plans for increased improvement on each measurement method. Every goal is assessed using two methods of measurement every semester.

In addition to the information collected and analyzed related to direct measures assessed in each course, the department uses several indirect measures to assess learning goals and the overall effectiveness of the MAcy program. The department mission includes preparing students for professional success. This includes preparing them to pass professional exams. The AICPA *Content and Skill Specifications for the Uniform CPA Exam* is reviewed after each publication and used to update curriculum in specific courses. Each quarter, using CPA Exam pass rates, the performance of Texas State graduates on the Uniform CPA Exam is measured relative to other accounting programs in Texas and the overall national average performance. Texas State University ranks second among the eight Emerging Research Universities (ERUs) in Texas when comparing the CPA pass rate for calendar year 2019 and ranks above the average pass rate for the ERUs in each of the last ten years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Competency | Performance Target | How Assessed | Where Assessed | When Assessed | Results | Improvement Identify whether process (P) or Curriculum (C) (Date changes were made) |
| Direct Measures | | | | | | |
| 1 | 100% meet 80% | See Appendix 1 | ACC 5316  ACC 5366  ACC 5350 | Every Spring and Fall semester | See Appendix 2 | See Appendix 2 |
| 2 | 100% meet 80% | See Appendix 1 | ACC 5366  ACC 5350 | Every Spring and Fall semester | See Appendix 2 | See Appendix 2 |
| 3 | 100% meet 80% | See Appendix 1 | ACC 5366  ACC 5350 | Every Spring and Fall semester | See Appendix 2 | See Appendix 2 |
| 4 | 100% meet 80% | See Appendix 1 | ACC 5350  ACC 5366  ACC 5389 | Every Spring and Fall semester | See Appendix 2 | See Appendix 2 |
| 5 | 100% meet 80% | See Appendix 1 | ACC 5389  ACC 5357 | Every Spring and Fall semester | See Appendix 2 | See Appendix 2 |
| Indirect Measures | | | | | | |
| Review of AICPA *Content and Skill Specifications for the Uniform CPA Exam* |  | reviewed after each publication |  |  |  | used to update curriculum in specific courses |
| CPA Exam pass rates |  | Each quarter, using CPA Exam pass rates, the performance of Texas State graduates on the Uniform CPA Exam is measured relative to other accounting programs in Texas and the overall national average performance. |  |  | Texas State University ranks second among the eight Emerging Research Universities (ERUs) in Texas when comparing the CPA pass rate for calendar year 2019 and ranks above the average pass rate for the ERUs in each of the last ten years. |  |
| Student Surveys – upon graduation, 6 months after graduation, 1 year after graduation |  |  |  |  |  |  |
| Intern evaluation from employer upon completion of internship |  |  |  |  |  |  |

The performance target for Outcomes 1-5 have been changed to 100% meet 85% for academic year 2020-2021.

How often are learning goals reviewed

The accounting graduate faculty determine learning goals for the MAcy program. During the initial fall meeting each academic year, goals are reviewed by the graduate faculty for currency and relevance. The last significant change made to MAcy learning goals was fall 2017.

Faculty involvement in the process

Assurance of Leaning is driven by faculty. Each learning goal is assessed in one or more core MAcy courses. Core course coordinators collect assessment data from every core class and compile results when more than one section of a course is offered in each semester. Assessment is performed in each section of every core course when the core course is offered. Courses offered multiple times a year are assessed multiple times except for summer. For further details of the assessment process please see sections above.

**Learner Development**

Admission requirements

The MAcy Admissions Committee takes a holistic approach when reviewing applications. Specific application requirements include:

* Before applying to the program, applicants must have completed a minimum of [ACC 3313](http://mycatalog.txstate.edu/search/?P=ACC%203313) and [ACC 3314](http://mycatalog.txstate.edu/search/?P=ACC%203314) with a grade of "B" or better and at least 6 additional hours of upper level accounting courses from the following for a total of 12 upper level accounting hours:  [ACC 3363](http://mycatalog.txstate.edu/search/?P=ACC%203363), [ACC 3365](http://mycatalog.txstate.edu/search/?P=ACC%203365), [ACC 3385](http://mycatalog.txstate.edu/search/?P=ACC%203385), [ACC 4313](http://mycatalog.txstate.edu/search/?P=ACC%204313), [ACC 4328](http://mycatalog.txstate.edu/search/?P=ACC%204328).
* Effective Spring 2021 admissions: Texas State undergraduate accounting majors with at least an overall 3.2 GPA and a 3.4 GPA in upper-level accounting courses and who earn an “A” the first time taking [ACC 3313](http://mycatalog.txstate.edu/search/?P=ACC%203313) and a “B” or better in one additional upper level accounting course may apply to the graduate program before completing [ACC 3314](http://mycatalog.txstate.edu/search/?P=ACC%203314) and additional upper level accounting courses.
* resume/CV detailing work experience, extracurricular and community activities, and honors and achievements
* two forms of recommendation from persons best able to assess the student’s ability to succeed in graduate school
* responses to specific essay questions
* official GMAT or GRE (general test only) with competitive scores
* A GRE or GMAT waiver and essay waiver may be available for Texas State accounting undergraduate applicants who have:
* earned a minimum of a 3.2 GPA or higher in the last 60 hours of undergraduate course work
* earned a minimum of a 3.4 GPA or higher in upper-level accounting courses
* provided at least two reference forms from Texas State faculty

TOEFL or IELTS Scores

Non-native English speakers who do not qualify for an English proficiency waiver:

* official TOEFL iBT scores required with a 78 overall and minimum individual module scores of
  + 19 listening
  + 19 reading
  + 19 speaking
  + 18 writing
  + official IELTS (academic) scores required with a 6.5 overall and
  + minimum individual module scores of 6.0

Advising

A fulltime lecturer serves as the MAcy Academic advisor. Half of her appointment is dedicated to advising MAcy students and the other half of her appointment is dedicated to teaching. Currently the MAcy Advisor serves as the Assistant Department Chair (with a course load reduction) and is the faculty instructor for the MAcy internship program. The MAcy Academic Advisor advises MAcy students only and no other graduate students. The MAcy Program Director also provides informal academic and career advising. Together the Program Director and the Program Advisor provide orientation sessions to incoming MAcy students each fall, spring, and summer. The orientation serves as a group advising session.

Student intervention process

If a student’s GPA falls below 3.0, they are automatically put on academic probation by the Graduate College. The Graduate College requires that they student’s GPA equal or exceed 3.0 by the end of the next semester. When this occurs, the MAcy Director meets with the student to design a plan to get the student back on track. In some cases, this may require retaking one or more courses. In other cases, it may be the student takes fewer hours. In all cases, it is made clear to the student what they must do to avoid academic suspension and return to good academic standing.

When was the program last updated?

2021

What changes were made?

Major program revisions were introduced in 2017 that included an increase in the number of leveling courses required, a reduction in the number of core courses, and the addition of specializations. The rationale for these changes was based on a formal review of the program curriculum objectives and learning goals informed by student performance analyzed through the assurance of learning process. This included CPA exam pass rates and the evaluation of Macy Exit Exams. Informally feedback from recruiters and advisory board members was solicited to provided information on the competitive environment, and the demands of the employment market. These changes created a core curriculum focused on strengthening skills and learning outcomes identified in the program learning goals and content covered in professional exams. Reducing courses required in the core enabled students to tailor their studies to focus on auditing, information systems, or tax (a fourth specialization, Corporate Accounting and Control, was eliminated after two years due to low enrollment).

In an effort to provide greater exposure to information technology, in 2019 a restrictive elective was added as a requirement. Courses included in the restrictive elective focused on information technology and data analytics techniques. In 2021, a topics course specific to developing data analytics skills was developed and added to the curriculum. Plans are to make this course a permanent offering and to consider adding it as a required core course in the future.

The department will continue to collect both direct data from coursework assessment and indirect data to evaluate the impact of these changes.

See Appendix 3 for an example of the Curriculum Change Form completed for each change in curriculum.

Describe where changes to the curriculum were due to the AoL process.

Program level changes may be influenced by AOL, but faculty do not look solely to AOL for program level changes. For example, in reviewing our AOL goals and comparing them to assessment methods and outcomes, it became apparent that will students were excelling in their ability to exploit databases to find authoritative sources to substantiate positions taken on financial accounting or tax issues, the AOL methodology was not assessing student ability to use large data sets to reach accounting conclusions. While our advanced auditing course was accomplishing this, it is not a core course. Through evaluation of our AOL and discussions with professionals, it was decided to add a restricted elective to the core. Given the challenge of assessing a course outside the department, faculty subsequently decided to develop a department course that would broadly expose auditing, tax and IT track students to data analysis concepts that would be beneficial to all. That course ran under as a special topics course in spring 2021. Plans are to incorporate it into the core. Once this is accomplished, we will be able to use assignments in this course to assess student progress.

What curricular changes are planned for the future?

Results of meeting learning objectives in the new Accounting Data Analytics course offered in Spring 2021 as an elective will be analyzed to determine if we will make this a required course in place of the Restricted Elective. The Accounting Data Analytics course is a study of the concepts and issues involved in the usage of data analytics. The course will focus on developing skills for manipulating, analyzing, and interpreting complex data.

This year (2021) a Task Force will be created to analyze and recommend changes to the curriculum to address the CPA Evolution proposed by the accounting profession. The CPA Evolution aims to transform the CPA licensure model to recognize the rapidly changing skills and competencies the profession requires. Aligning our curriculum with the new model creates an opportunity to align our curriculum more closely with the skills and competencies needed in the accounting profession. The AICPA anticipates releasing further details and a model curriculum by June 2021. The CPA Evolution and updated CPA exam is currently scheduled to occur in 2024. We anticipate curriculum changes at both the undergraduate and graduate level and a comprehensive approach is planned.

How does the program take action when learners have not met competency goals?

At the end of each semester, faculty complete assessments of learning goals assigned to their courses (see assignments in appendix 1) and develop action plans for increased improvement on each measurement method. Every goal is assessed using two methods of measurement every semester (see action plans in appendix 2).

Appendices following below.

Updated: 5/5/2021

Appendix 1

MAcy AOL Goals and Courses Assessed

1. MAcy students will use advanced analytical and critical thinking skills to apply accounting knowledge in new and unfamiliar circumstances. Students will demonstrate the ability to evaluate information, solve problems, and make justifiable decisions in the different areas of accounting.

**Method 1: ACC 5316 & ACC 5366**

Graduate accounting courses will use embedded test questions to assess critical thinking. Test questions common to all sections of ACC 5316 (Advance Accounting), and ACC 5366 (Corporate Entity Taxation) will be used for assessment.

**Method 2: ACC 5350**

Graduate accounting courses will use projects, cases, or professional memos to assess the application of accounting principles in new and unfamiliar circumstances. ACC 5350 (Professional Accounting Research) will utilize professional memos.

1. MAcy students will apply information technology skills in decision making at a level expected of a master's student. Students will demonstrate the ability to use information technology (IT) and be able to apply IT in analysis and communication.

**Method 1**: **ACC 5366** students will be required to utilize a professional database to research a novel factual scenario relating to a tax issue for which there is no definitive answer.

**Method 2: ACC 5350** (Professional Accounting Research) will use research cases requiring analysis to assess students' ability to utilize professional

databases to find solutions to financial accounting issues.

1. MAcy students will demonstrate the ability to apply professional research skills to analyze and solve problems, and communicate appropriate authoritative sources, findings, and conclusions.

**Method 1: ACC 5366** will require students to provide a written solution to a professional case to assess students’ knowledge of research skills needed for practice in the area of tax.

**Method 2**: **ACC 5350** written research memos will be used as a method of assessing students' ability to conduct financial accounting research.

1. MAcy students will be able to conceptualize complex issues into a coherent, persuasive written or oral statement. Students will be able to develop well-written reports, memos, and projects and make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.

**Method 1:** Written assignments will be used in **ACC 5350**, **ACC 5366** and **ACC 5389** to evaluate students' written communication skills. Established rubrics will be used for the assessment.

**Method 2:** **ACC 5389** will require students to make two oral presentations. An established rubric will be used to assess oral communication skills.

1. MAcy students will apply ethical reasoning for resolution of ethical dimensions of accounting and reporting in the business world. Students will be able to recognize an ethical dilemma, apply ethical reasoning to resolve it and provide support for the resolution and effects on stakeholders.

**Method 1: ACC 5389** will use assignments to assess students' ability to use ethical reasoning in an accounting environment. An established rubric will be used for grading.

**Method 2: ACC 5357** will use an assignment to assess students' ability to apply ethical reasoning in a tax environment. It is expected that students will demonstrate the ability to correctly identify and apply ethical reasoning and provide support for the resolution of the problem.

Appendix 2

**Mission Statement**

The mission of the MAcy program is to facilitate students’ preparation for and passage of the CPA exam as well as preparation for successful careers in the accounting profession. The MAcy program emphasizes oral and written communication and technical and research skills needed for a career in public or private accounting.

**Evidence of Improvement**

Improvement was identified on **Outcome 1: MAcy students will use advanced analytical and critical thinking skills to apply accounting knowledge in new and unfamiliar circumstances. Students will demonstrate the ability to evaluate information, solve problems, and make justifiable decisions in the different areas of accounting.**

Analytical and critical thinking skills are essential for students entering the accounting profession. With ever changing technology and accounting standards, students must be able to apply their analytical and critical thinking skills to successfully solve problems in new and unfamiliar areas of accounting. This has been an area of focus in the profession and our curriculum for several years, and a consistent improvement has been documented in this essential skill. The results for assessment on this outcome are summarized below.

**Method 1** of assessing this outcome used final exam test questions in ACC 5316 (Advance Accounting) and ACC 5366 (Corporate Entity Taxation) to measure students' ability to apply advance analytical and critical thinking skills to identify the appropriate accounting treatment for complex accounting issues. In Advanced Accounting, 52 students were asked questions related to a forecasted foreign currency transaction hedged by foreign currency derivatives. Seventy-Five percent of the students met or exceeded the expectation of getting at least 80% of the questions correct. This is an improvement over the previous year's result of only 68% of students getting at least 80% of the questions correct. Faculty credit this improvement, in part, to last year’s action plan to spend more time in class discussing accounting for derivatives and providing more examples for students to use for practice. In Business Entity Taxation, 42 students were asked 25 questions related to taxation of corporate entities and pass thru entities. Eighty-eight percent answered 80% or more of the questions correctly. This is an improvement from the previous year's result of 82%.

Faculty credit this improvement, in part, to last year’s action plan to emphasize problem solving in class and to grade homework to promote the completion of homework assignments.

**Method 2** of assessing this outcome used cases and professional memos to assess students' ability to apply accounting knowledge in new and unfamiliar circumstances. The expectation is that students will score 80% or higher on the assignment. In ACC 5350 (Professional Accounting Research), 42 students were assigned the task of researching a complex technical accounting issue and providing recommendations in written memos and oral class presentations. One hundred percent of students met or exceeded expectations. While 100% of students assessed the previous year also met expectations, the improvement is more qualitative—the case used for assessment was new and related to a novel and more complex accounting issue not examined in prior years (classification and measurement of cryptocurrencies). Faculty believe the improvement is due, in part, to last year’s action plan to provide greater feedback and more opportunities to develop critical thinking skills needed to apply accounting knowledge to new and unfamiliar circumstances throughout the semester.

**Action Plan**

While continuous improvement will be sought in all areas, faculty will take the following focused actions to achieve improvement on Outcomes 1 and 4 a described below:

**Outcome 1: MAcy students will use advanced analytical and critical thinking skills to apply accounting knowledge in new and unfamiliar circumstances. Students will demonstrate the ability to evaluate information, solve problems, and make justifiable decisions in the different areas of accounting.**

While this is an area of great improvement, we are still not meeting the goal of 100% of students meeting expectations in some courses. Further, this is an area that is essential to students achieving success in the profession, and an area we will focus efforts to continuously improve student success. Specifically, in ACC 5316 (Advanced Accounting), the instructor plans to allocate more class time to working problems in groups to allow students to interact and hopefully better identify gaps in their understanding before the exam. In ACC 5366 (Business Entity Taxation), the instructor will continue to emphasize problem solving in class. To improve the understanding of course content, the instructor will add more in-class exercises. In ACC 5350 (Professional Accounting Research), to protect the integrity of the case research process, new cases are introduced each semester to reduce the risk of sharing of materials between students and to limit the possibility of students being able to find solutions online. Going forward, the instructor will continue to use new cases across a variety of financial reporting areas to ensure students are exposed to a broad array of research issues.

**Outcome 4: Accounting students will conceptualize a complex issue into a coherent, persuasive written or oral statement. Students will develop well-written reports, memos, and projects that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation. Students will make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.**

Written communication continues to be an area of focus in the profession and curriculum. Faculty are committed to improve students written communication skills in all courses by providing more examples of well-written communications, as well as feedback on student writing assignments. Specifically, in ACC 5350 (Professional Accounting Research), based on student performance (strengths and weaknesses in certain areas), the instructor will emphasize common writing mistakes and demonstrate how to avoid them. This should result in continued student improvement. In ACC 5366 (Business Entity Taxation), students often make mistakes in formatting, and have difficulty with organization of content, grammar, and diction. The instructor intends to provide more examples of research memos to help students improve their written communication skills. In ACC 5389 (Corporate Governance and Ethics), the focus areas for future semesters will be mechanics, formatting, documentation, and developing content. Although there was improvement during both the fall and spring semesters, these areas still need more emphasis. The instructor is preparing a list of common errors and problems to avoid. This will be available at the beginning of each semester and emphasized prior to written assignments. Some of the success this past semester in ACC 5389 (Corporate Governance and Ethics) is due to students following detailed instructions provided by the instructor prior to their presentations as well as multiple demonstrations by the instructor. Also, students who were known (from the instructor’s previous courses) to have performed well with oral presentations were scheduled early during the semester to serve as role models. These approaches will continue to be utilized in future semesters.

**Outcome 1**

MAcy students will use advanced analytical and critical thinking skills to apply accounting knowledge in new and unfamiliar circumstances. Students will demonstrate the ability to evaluate information, solve problems, and make justifiable decisions in the different areas of accounting.

**Outcome 1 - Method 1**

Test questions common to all sections of **ACC 5316 (Advance Accounting)**, and **ACC 5366 (Corporate Entity Taxation)** will be used for assessment. Expectations are met when students score at least 80%. Expectations are that 100% of students will meet or exceed expectations.

**Outcome 1 - Method 1 - Result**

ACC 5316 (Advanced Accounting) During fall 2019 semester, 40 graduate students and in spring 2019, 12 graduate students were assessed on the final exam to measure their ability to use advanced analytical and critical thinking skills to identify the appropriate accounting treatment for a forecasted foreign currency transaction hedged by a foreign currency derivative. The instructor found that 75% of the students in both fall (n=30) and spring (n=12) met or exceeded the planned goal of scoring 80% or better on the exam question. Students who failed to meet expectations struggled most to identify the accounting treatment for the foreign currency option being used to hedge the forecasted transaction. Hedge accounting rules have changed between the two semesters in a way that has become slightly more complex (FASB explicitly requires changes in FV of the derivative to flow through the same income account as changes in FV of the hedged transaction). Thus, although the percentage of students achieving the goal remains flat at 75% between the two semesters, students are still grasping the material, despite the added

complexity. This is an improvement from previous year results of 68%. The improvement noted is due, at least in part, to last year/semester’s action plan to spend more time in class discussing the accounting for derivatives and providing more homework examples for students to use for practice. ACC 5366 (Business Entity Taxation) In the fall 2019 semester, forty-two (42) graduate students in two sections were administered twenty (20) multiple choice questions designed to test analytical and critical thinking skills with respect to problems in corporate and pass thru taxation. Fifteen of the questions related to taxation of corporate entities and five questions related to taxation of pass thru entities. Expectations are that each student will answer 80% of the questions correctly. In fall 2019, the instructor adopted a new textbook that teaches tax concepts more clearly.

Because the new textbook covers different contents from the previous textbook, the instructor changed 3 multiple choice questions among the twenty (20) multiple-choice questions which were designed by the previous instructor. The instructor also revised the statements of some exam questions to be consistent with the new textbook. Thirty-seven (37) students or 88% met or exceeded expectations. Five (5) students or 12% did not meet expectations. This is an improvement from previous year results of 82%. The improvement noted is due, at least in part, to last year/semester’s action plan to emphasize problem solving in class, and to take up homework in class to promote the completion of homework assignments.

**Outcome 1 - Method 2**

**ACC 5350 (Professional Accounting Research)** will utilize cases and professional memos to assess students' ability to apply accounting knowledge in new and unfamiliar circumstances. Expectations are that students will score 80% or more on the assignment. It is expected that 100% of students will meet or exceed expectations.

**Outcome 1 - Method 2 - Result**

ACC 5350 (Professional Accounting Research) For the Fall 2019 semester, 25 students, and in spring 2019 17 students were assigned the task of researching a complex technical accounting issue and providing recommendations in written memos and oral class presentations on the appropriate accounting treatment. Students must summarize the background information of the case, describe potential alternative treatments for both U.S. GAAP and IFRS, and ultimately make a recommendation for both U.S. GAAP and IFRS. Students were graded on the technical merits of their analyses as well as their delivery. In presentations, time was allocated for Q&A for audience members to ask any questions. 100% of students

met/exceeded the goal. While 100% of students assessed last year also met the goal the improvement is more qualitative—the case discussed was brand new and related to a novel accounting issue not examined in prior years (classification and measurement of cryptocurrencies). The improvement noted is due, at least in part, to last year/semester’s action plan of providing greater feedback and more opportunities to develop critical thinking skills needed to apply accounting knowledge to new and unfamiliar circumstances throughout the semester.

**Outcome 2**

Students will demonstrate the ability to use information technology to analyze accounting issues, form judgments, and communicate decisions in a manner that meets the needs of the changing business environment.

**Outcome 2 - Method 1**

**ACC 5366 (Business Entity Taxation)** will use a project to evaluate students' ability to utilize a professional database to find solutions to tax issues. It is expected that students will meet the 80% skill level. At least 100% of students are expected to meet these expectations.

**Outcome 2 - Method 1 - Result**

ACC 5366 (Business Entity Taxation) Forty-two (42) graduate students in two sections were required to utilize the RIA Checkpoint database to research a tax issue requiring that the student locate Internal Revenue Codes, Revenue Procedures, Revenue Rulings, or Proposed Regulations to analyze a tax scenario. 100% of students met or exceeded expectations. This is an improvement from previous year results of 82%. The improvement noted is due, at least in part, to last year/semester’s action plan to spend at least one class period demonstrating the use of RIA Checkpoint.

**Outcome 2 - Method 2**

**ACC 5350 (Professional Accounting Research)** will use research cases requiring analysis to assess students' ability to utilize professional databases to find solutions to financial accounting issues. It is expected that students will meet the 80% skill level. At least 100% of students are expected to meet these expectations.

**Outcome 2 - Method 2 - Result**

ACC 5350 (Professional Accounting Research) For the fall 2019 semester, 25 students were required to research six complex technical accounting issues using the FASB Codification (for U.S. GAAP) and RIA Checkpoint (for IFRS). In addition, to develop their research skills, students read a short textbook and took an online quiz on the following topics: The FASB Codification: Introduction and Search Strategies, The Research Process, and Creating Effective Documentation. In fall 2019, 21 of the 25 students scored 80% or above the quiz. Two of the 4 who failed to meet the goal did not submit their quiz responses and so received 0%. The other 2 scored 78%. This assignment was significantly increased in complexity and significantly more challenging than those use in spring 2019, where 17 students met the goal of 100%. This was in line with previous year’s results of 100%, although the decrease was to be expected with the significant increase in complexity.

**Outcome 3**

Accounting students will acquire appropriate research skills needed for practice. Students will demonstrate the ability to use professional research skills, analyze the application to a problem, and communicate authoritative sources, findings, and conclusions.

**Outcome 3 - Method 1**

**ACC 5366 (Business Entity Taxation)** will require students to provide a written solution to a professional case to assess students’ knowledge of research skills needed for practice in the area of tax. It is expected students will achieve an 80 or better on the case write-up. It is expected that 100% of students will meet or exceed expectations.

**Outcome 3 - Method 1 - Result**

ACC 5366 (Business Entity Taxation) In the fall 2019 semester, forty-two (42) graduate students in two sections were required to research the tax implications of a case, and to communicate the results in a written memorandum setting forth the relevant facts, issues, analysis and recommendation/conclusions. The research memo was evaluated on the following criteria: issue identification, citation to relevant tax authorities; and analysis and application of tax authorities to the facts. To assure that students were expanding their knowledge, research issues outside the scope of class materials. Thirty-seven (37) students or 88% met or exceeded expectations. Five (5) students (one group) or 12% failed to meet expectations. Those students who failed to meet expectations exhibited deficiencies in issue identification and analysis. This is an improvement from previous year results of 77%. The improvement noted is due, at least in part, to last year/semester’s action plan to provide students with more exposure to various tax subjects prior to having them complete a research assignment. In addition, exemplars of memoranda were provided to students.

**Outcome 3 - Method 2**

Research memos written by students in **ACC 5350 (Professional Accounting Research)** will be used as a method of assessing students' ability to conduct financial accounting research. It is expected that students will receive 80% or higher on the memo assignment. It is expected that 100% of students will meet or exceed expectations.

**Outcome 3 - Method 2 - Result**

ACC 5350 (Professional Accounting Research) For the fall 2019 semester, 25 students, and in spring 2019, 17 students were assigned the task of researching a complex technical accounting issue and providing recommendations in written memos. Students must summarize the background information of the case, describe potential alternative treatments for both U.S. GAAP and IFRS, and ultimately make a recommendation for both

U.S. GAAP and IFRS using skills developed early in the course and assessed via a comprehensive quiz. Students were graded on the technical merits of their analyses as well as their writing quality. 100% of students met/exceeded the goal of achieving 80% or higher. This is in line with previous year results.

**Outcome 4**

Accounting students will conceptualize a complex issue into a coherent, persuasive written or oral statement. Students will develop well-written reports, memos, and projects that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation. Students will make effective oral presentations that explain findings, organize ideas into a coherent train of thought, and justify a conclusion or recommendation.

**Outcome 4 - Method 1**

Written assignments will be used in **ACC 5350 (Professional Accounting Research), ACC 5366 (Business Entity Taxation)**, and **ACC 5389 (Corporate Governance and Ethics)** to evaluate students' written communication skills. It is expected students will achieve 80% or better on the written communication portion of projects. Established rubrics will be used for the assessment. It is expected that 100% of students will meet or exceed expectations.

**Outcome 4 - Method 1 - Result**

ACC 5350 (Professional Accounting Research) 25 graduate students in fall 2019, and 17 graduate students in spring 2019 were assigned four written assignments in the form of research memos during the semester in order to assess their written skills and to work on student improvement. Students were assessed on their ability to 1) recognize and state the issues succinctly and coherently and 2) interpret the impact of alternative solutions from a variety of viewpoints and make a persuasive recommendation. 100% of the students met/exceeded the goal for the assessed case. Although the percentage of students meeting the goal was the same as prior semesters, for fall 2019, within the assessed cohort, students improved significantly over the course of the semester in their writing. For example, the average grade on the first case was 75%; the average grade on the assessed case (from later in the semester) was 86%.

ACC 5366 (Business Entity Taxation) In fall 2019, 42 graduate students in two sections were assigned the written assignment during the semester for assessing their written skills. 100% of the students met or exceeded expectations. This is an improvement from last year’s 74%

ACC 5389 (Corporate Governance and Ethics) 100% of students in one section of ACC 5389 (n=21 in fall 2019) and one section of ACC 5389 (n=17 in spring 2019) met expectations of 80% or above in accordance with the established MAcy rubrics for written assignments. This is in line with prior years.

**Outcome 4 - Method 2**

**ACC 5389 (Corporate Governance and Ethics)** will assess oral communication skills. It is expected that students will achieve an 80% or better on the oral communications assignments. An established rubric will be used to assess oral communication skills. It is expected that 100% of students will meet or exceed expectations.

**Outcome 4 - Method 2 - Result**

ACC 5389 (Corporate Governance and Ethics) 100% of students in ACC 5389 (n=21 in fall 2019 and n=17 in spring 2019) met expectations of 80% or above in accordance with established MAcy rubrics for oral communications assignments. This result is consistent with previous years.

**Outcome 5**

Accounting students will apply ethical reasoning for resolution of ethical dimensions of accounting and reporting in the business world. Students will be able to recognize an ethical dilemma, apply ethical reasoning to resolve it and provide support for the resolution and effects on stakeholders.

**Outcome 5 - Method 1**

**ACC 5389 (Corporate Governance and Ethics)** will use an assignments to assess students' ability to use ethical reasoning in an audit environment. An established rubric will be used for grading. It is expected that students will demonstrate the ability to correctly identify, apply ethical reasoning and provide support for the resolution by scoring at least an 80% on the assignment. It is expected that 100% of students will meet or exceed expectations.

**Outcome 5 - Method 1 - Result**

ACC 5389 (Corporate Governance and Ethics) 100% of students in all sections of ACC 5389 (n=21 in fall 2019 and n=17 in spring 2019) met expectations to earn at least 80% in accordance with established rubrics for an oral and a written assignment related to ethical reasoning. This result is consistent with previous years.

**Outcome 5 - Method 2**

**ACC 5357 (Regulation and Professionalism)** will use an assignment to assess students' ability to use ethical reasoning in a tax environment. It is expected that students will demonstrate the ability to correctly identify, apply ethical reasoning and provide support for the resolution of the problem by scoring at least an 80% on the assignment. An established rubric will be used for grading. It is expected that 100% of students will meet or exceed expectations.

**Outcome 5 - Method 2 - Result**

ACC 5357 (Regulation and Professionalism) In fall 2019, twenty- seven (27) graduate students in two sections were assigned the task of preparing a written memorandum addressing an ethical issue in tax practice. The assignment implicated concepts and principles found in Circular 230, the AICPA Statements of Standards on Tax Services, and the AICPA Code of Professional Responsibility. The assignment was evaluated on issue identification, identification of core principles and authorities, and analysis. Twenty- four (24) students or 89% met or exceeded expectations. The percentage of students meeting or exceeding expectations increased from 79% the previous year to 89% this year. While the target was not achieved, the success rate has increased.

1. Promote the success of all students.

1.3 Increase student retention and graduation rates.

**Goal:**

**Initiative:**

**Outcome 6** The academic program will promote and realize gains in student success.

**Outcome 6 - Method 1**

Student graduation success will be measured by using retention and graduation data collected by the university. The expectation is that the department will demonstrate a growing percentage of students seeking a MAcy degree graduating in 14-18 months, and a decreasing percentage of students dropping from the program over time.

**Outcome 6 - Method 1 - Result**

Data provided by the university allows us to compare graduation and retention rates based on when students initially enroll in a degree program. Program changes were made to the Master’s of Accountancy (MAcy) program in fall 2016 to facilitate graduation rates and reduce time to graduation. We compared students who were initially enrolled in the MAcy program in fall 2015, to those initially enrolled in fall 2017 (one year after program changes were made). Of the students who enrolled in the MAcy program in 2015, 23.7% (N 38) graduated in one year, and 2.6% changed graduate programs. One and a half years from initial enrollment 68% of students had graduated from the MAcy with 5.3% (2) changing graduate programs. Two years after enrolling in the MAcy program, 92.1% (35) had graduated from the MAcy, while 7.9% (3) graduated from another graduate program. Twenty-three students initially enrolled in the MAcy program in fall 2017. One year after enrollment 13 had graduated (56.5%) while 1 (4.3%) had withdrawn from the university. One and a half years after enrollment, 19 (82.6%) had graduated. Two years after enrollment, 91.3% of the students initially enrolled in 2017 graduated from the MAcy program, 4.3% (1) graduated from a different master’s program and 1 (4.3%) had withdrawn from the university. The time to graduation seems to have decreased as was hoped when implementing the program changes. Retention rates were strong to begin with and the number of students withdrawing is too small to make an assessment. More data needs to be collected. The department plans to continue efforts to increase retention and graduation rates through increased efforts to keep students better informed about progression through the program. The department began a MAcy orientation program in fall 2018 that is offered twice a

year. We will continue to track data to determine if this new program might have a positive influence.

**Outcome 6 - Method 2**

Student success will be measured by using Department Exit Surveys to determine the percentage of graduating Macy Students' reporting securing a full-time job prior to graduation. Expectations are that the percentage of students securing a full time job prior to graduation will be 100%.

**Outcome 6 - Method 2 - Result**

This is the third year the Department is reporting exit survey data for assessment purposes. In the prior two reporting periods academic years were compared. Under the current reporting window, calendar years are being compared. During 2017, 93% of graduating MAcy students responding to the survey (N 57) reported having a full-time job offer prior to graduating. During 2018, 86% of MAcy students responding to the survey (N 29) reported having a full-time job offer. In 2019, 82% of MAcy students responding to the survey indicated that they had a full-time job offer prior to graduating. It is difficult to find an explanation for the decrease in employment percentages for MAcy students. The absolute number of students exiting the MAcy program without employment offers has remained steady (4, 4, and 5 respectively). We administer the Exit Survey during the Exit Exam. Students who pass one part of the CPA exam are not required to take the Exit Exam. Although we try to create other opportunities for these students to complete exit surveys, it may be that we are missing those students most likely to have full-time job offers. A related and contributing factor is that more students are passing at least one part of the CPA exam prior to graduating and, thus, may not be responding to the Exit Survey. We will continue our efforts to create student recruiting events and to encourage students to take advantage of internship opportunities. We will also continue efforts to ensure we are surveying most if not all our MAcy students upon graduation.

4. Provide the necessary services, resources, and infrastructure to support the university's strategic direction.

4.11 Provide programs and services that support and enhance the health and wellness of the university community.

**Goal:**

**Initiative:**

**Outcome 7 The academic program will promote and realize gender, racial, and ethnic diversity among its student population.**

**Outcome 7 - Method 1**

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student gender diversity will be expected to reflect that of the university.

**Outcome 7 - Method 1 - Result**

The percentage of females seeking a master’s degree at Texas State has steadily increased over the last 5 years from 63.7% to 66.5%. The percentage of female undergraduates has also increased slightly during this time from 56% to 57.7%. Since the department’s MAcy program recruits from the undergraduate BBA major Accounting degree, the MAcy program might be expected to reflect the demographics of the undergraduate accounting degree program. In the past five years, the percentage of females seeking a BBA major Accounting degree has steadily increased from 47.5% in 2015 to 50% in 2019. During this same period, the percentage of females pursuing a MAcy degree has steadily decreased from 65.8% to 50%. Although headed in different directions, both trends have converged at 50%. While the percentage of females seeking a master’s degree in accounting in 2019 is below that for the university, it is higher than the percentage of females seeking a master’s degree in other business disciplines (47.4%). We will continue to monitor the department’s gender diversity.

**Outcome 7 - Method 2**

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university’s certified enrollment records at the end of the fall semester. Student racial and ethnic diversity will be expected to mirror percentages reflected in other Texas State University graduate programs.

**Outcome 7 - Method 2 - Result**

The university has become more ethnically diverse over the past five years. In 2015, 56.1% of master’s students were White-non-Hispanic, 20.7% were Hispanic, 8.4% were international and 6.3% were black-non-Hispanic. Asians, Multi-race-non-Hispanic-non-Blacks, and students with unknown ethnicity made up most of the remaining ethnic backgrounds. By 2019 the campus was a minority majority campus and the master’s student population began to reflect this with White, non-Hispanic students making up 51.7%% of the master’s student population. Twenty-six point eight percent of masters students were Hispanic, 8.4% were Black non-Hispanic and 7.8% were international. Asians and Multi-race-non-Hispanic- non-Blacks made up the remainder of ethnic diversity. The Department of Accounting strives to reflect the diversity of the university. In 2015, 63.7% of MAcy students were White-non-Hispanic, 11% were Hispanic, 8.8% were Asian, 7.7% were international and 4.4% were Black-non- Hispanic. The remainder were primarily of unknown ethnicity. By 2019, the MAcy program had become more diverse. Fifty-nine point six percent of accounting majors were White-non Hispanic, 25% were Hispanic, 13.46% were Asian and the remainder were international. Faculty believe that greater diversification of the ethnicity of the MAcy program has been achieved through recruiting efforts and providing students with more information regarding scholarships and employment opportunities in accounting.

Appendix 3 – Example of Curriculum Change

Changes to MAcy Curriculum effective Fall 2019:  
  
1. Require a restricted elective to help meet AACSB Standard A5. Students must choose one from the following:  
  
CIS 5355. Database Management Systems  
CIS 5368. Information Security.  
CIS 5371. Accounting Information Systems and Controls  
QMST 5332. Optimization.  
QMST 5334. Statistical Methods for Business.  
QMST 5335. Forecasting and Simulation.  
QMST 5336. Analytics  
QMST 5390. Topics in Data Analytics  
  
2. Replace BLAW 5364 Commercial Law with ACC 5357 Regulation and Professionalism  
  
3. Add to list of accounting electives:  
ACC 5372 Tax Research  
ACC 5377 Partnership Taxation  
ACC 5378 Tax Practice, Procedures, Audits and Controversy  
ACC 5680 Accounting Internship  
  
4. Add to list of business electives:  
  
CIS 5371 Accounting Information Systems and Control  
QMST 5334 Statistical Methods for Business  
QMST 5336 Analytics  
QMST 5390 Topics in Data Analytics  
  
With BLAW being replaced with ACC 5357, to maintain the ability for students earning a general MAcy degree to take a broader range of business courses, we propose decreasing the required number of accounting electives to 3 hours. We also propose changes to catalog to clarify the number of accounting electives required verses business electives. Students need a minimum of 3 hours of accounting electives, but may take as many as 12. The number of business electives required depends on the number of accounting electives taken and may range between 0-9.  
  
Rationale for Proposal:

Changes to Curriculum Requirements:  
  
1. To meet with AACSB Standard A5: Consistent with mission, expected outcomes, and supporting strategies, accounting degree programs include learning experiences that develop skills and knowledge related to the integration of information technology in accounting and business. Included in these learning experiences is the development of skills and knowledge relate to data creation, data sharing, data analytics, data mining, data reporting, data security, and storage within and across organizations.  
  
2. ACC 5357 Regulation and Professionalism is a newly added course and covers much of the course content in BLAW 5364 Commercial Law, but also covers additional material relative to the CPA exam. ACC 5357 better prepares students to take the Regulation (REG) portion of the CPA exam.  
  
3. ACC 5680 Accounting Internship is a recently added course. The other three accounting electives should have been included in the original program proposal.  
  
4. The business courses to be added to business electives are new course that have recently been added.  
  
4. With BLAW being replaced with ACC 5357, to maintain the ability for students earning a general MAcy degree to take a broader range of business courses, we propose decreasing the required number of accounting electives from 6 to 3 hours. Proposed catalog changes better reflect the intention of curriculum requirements. Students may take 3-12 credit hours of accounting electives. The minimum of accounting elective hours is 3, but students may take up to 12 hours of accounting electives to complete the 30 hour program. If students take less than 12 hours of accounting electives, they must make up the remaining hours with business elective(s).

Will the change take effect upon approval or be phased-in?

Changes to admissions may be made upon approval.  
Curriculum changes are to be phased-in as students enter the program.

What is the impact of the new admission requirement(s)?

None. Changes to admissions are requested for clarification only.

Please explain how faculty have been engaged throughout the decision to change the program:

The MAcy Curriculum Committee developed the proposed changes to curriculum. Proposed changes were given to the graduate faculty with two weeks to provide comments. Proposed changes to the curriculum reflect faculty feedback and agreement.

Have affected departments/schools/colleges been notified?

Yes

Will the change(s) affect any teacher certification, accreditation, or licensure requirements?

No

Will any courses need to be added/changed/deleted because of the change(s)?

No

Resources – Describe how the change(s) will affect resources. (e.g., faculty appointments, the course inventory, facilities, and equipment) for the next five years.

Current faculty resources are sufficient to meet with the proposed curriculum changes. As we grow our graduate programs, the college will need to offer more graduate courses in advanced statistics and data analytics. The need for more QMST faculty or faculty from business disciplines with specialized knowledge of data analytics in their area may be warranted in the future.