

**New Program Proposal
Bachelor of Science in Business Administration in Accounting
The Citadel**

Summary

The Citadel requests approval to offer a program leading to the Bachelor of Science in Business Administration in Accounting to be implemented in August 2017. The proposed program is to be offered through both traditional and online instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) and the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	2/1/17	Not Applicable
Proposal deliberation	3/1/17 and 3/9/17	Commission staff discussed the proposal with institutional representatives and agreed to its consideration provided a revised proposal adequately address the staff's questions and concerns.
ACAP Consideration	3/23/17	<p>The Citadel representative described the program as an elevation of an existing concentration, stating only two courses needed to be added, and clarifying the existing concentration would be terminated if the proposed program is approved. The Citadel representative noted a 14% growth in the field is expected in the state, that more than 1900 new positions will be created in the next several years, and graduates who receive the certified public accountant (CPA) designation can expect to earn 40% more than the median salary in South Carolina.</p> <p>ACAP discussed enrollment, costs and sources of financing, workforce projections, and per-semester credit hour enrollment. As a result, staff requested the proposal be revised to (a) clarify projected enrollment; (b) more accurately show the costs and sources of financing for the program, including existing costs; (c) include more South Carolina specific data in the employment opportunities projections; and (d) explain the credit hour requirements and why students can be expected to complete the per-semester load required. Furthermore, staff questioned the required credit hours (132), including the cost for students, whether they reasonably could be attained in the proposed eight (8) semesters, and whether fewer credits could sustain the quality of the proposed degree. The Citadel representative stated the coursework proposed is required for adequate preparation but also that the institution is reviewing its general education requirements and may reduce the credit hours required.</p> <p>The Citadel representative also thanked the Academic Affairs staff for questions that helped improve the program and proposal. With no further discussion, ACAP voted to approve the program proposal.</p>

Stages of Consideration	Date	Comments
Comments and Suggestions from CHE Staff Sent to the Institution	4/5/17	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Provide the President's approval date and program CIP code; specific data about the employment of graduates of the existing Accounting concentration, if available; more detail in the Budget Justification; and program objectives in addition to student learning outcomes; • Include SC-specific data in the Background Information section; independent institutions in the List of Similar Programs; and more detail about the similarities and differences in the programs listed. • Verify the accuracy of the credit hours and headcount figures presented in the Projected Enrollment chart and explain the calculations used; • Revise the response about Faculty/Administrative Personnel for clarity; the Financial Support chart to show all costs and sources of financing associated with implementing the program; and the Methods/Criteria for Assessment for specificity about each Student Learning Outcome, identifying the courses in which the Outcome will be assessed; and • Explain how the program prepares students for the exam. <p>Furthermore, as discussed at ACAP, staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Include data to support the reference to the increased market demand for accountants and provide additional information about Employment Opportunities; • State the existing concentration will be terminated; and • Include the information about a typical load for students enrolled at The Citadel, the required study time in the evenings, and the prohibition of working while enrolled.
Revised Program Proposal Received	4/19/17	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	5/12/17	The Citadel's representative explained the need to elevate the Accounting concentration to a major to ensure clarity and minimize confusion for potential employers and future clients about the academic course of study graduates completed and the training they acquired. She also emphasized that no significant resources or curriculum changes are needed to make the requested change.

Review

Committee consideration focused on the need for the program. Institutional representatives satisfactorily explained the rationale for offering the program as a major instead of a concentration and emphasized that no significant resources or curriculum changes are needed to make the requested change.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Science in Business Administration in Accounting to be implemented in August 2017.

Name of Institution

The Citadel

Name of Program (include concentrations, options, and tracks)

Bachelor of Science in Business Administration, Accounting Major

Program Designation

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation

CIP Code: 520301

August 2017

Delivery Site(s)

The Citadel

Delivery Mode

- | | |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face*
*select if less than 50% online | <input checked="" type="checkbox"/> Distance Education |
| | <input checked="" type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended (more than 50% online) |
| | <input type="checkbox"/> Other distance education |

Program Contact Information (name, title, telephone number, and email address)

Dr. Liz Washington Arnold, Associate Professor of Accounting and Accounting Concentration Pathway
Director; 843-953-5168; arnoldl1@citadel.edu

Institutional Approvals and Dates of Approval

Undergraduate Curriculum Committee: October 18, 2016

Faculty Senate: December 13, 2016

President: January 3, 2017

Board of Visitors: January 9, 2017

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

This proposal is a reclassification of the Accounting concentration to an Accounting major. The Citadel currently requires 30 credit hours in Accounting to complete its Accounting concentration. A review of other Accounting programs in the state (USC, College of Charleston, Clemson, and Coastal Carolina) highlights that their Accounting majors require between 30-36 credit hours in Accounting. ***Therefore, The Citadel is currently requiring the same amount of Accounting credit hours for a concentration as other institutions are requiring for a major.*** An appendix with this comparison is provided on page 29.

Associated with this change in reclassification is the addition of two additional courses. No other curricular changes, faculty costs, or administrative changes are made. The purpose of the reclassification is to make more visible to student and employers that The Citadel offers a robust accounting degree that leads to the licensure as a Certified Public Accountant. The Citadel School of Business is accredited by AACSB.

The Bachelor of Science in Business Administration, Accounting major at The Citadel is designed to meet the growing job need and opportunities for accountants in public and private industry, government and not-for-profit entities and related jobs in other financial and managerial environments. The program currently exists at The Citadel in a more informal manner as an Accounting Concentration Pathway. While the Pathway concept in The Citadel School of Business has only existed for 3 years, Accounting as a Concentration has existed at The Citadel for over 25 years. Recognizing accounting as a major in The Citadel School of Business will formalize a program that already exists and give our accounting students the recognition they have earned.

The object of this degree is to prepare students with the accounting skills, technology exposure and standards and regulations for the multi-career options existing within the accounting profession. This program provides students with professional skills including business transactional analysis, financial and managerial data gathering and analysis, financial statement interpretation and preparation, auditing, tax preparation, tax planning and requirements to meet various certifications related to their career choices. It has been noted by several publications over the last four years that accounting and financial services jobs have been the hardest to fill. The Bureau of Labor Statistics Occupational Outlook Handbook 2016-2017 has assessed the job outlook for accountants to grow by 11% a year 2014 - 2024.

The Citadel's current Accounting Concentration Pathway (ACP) program requires 8 accounting or accounting related courses beyond the core business requirements. The courses compare favorably with accounting course requirements at several other South Carolina schools offering accounting as a major. Overall, The Citadel's job placement rate is 89% within 6 months of graduation. Over the last 5 years an average of 18 students have completed the program and have been successful with getting jobs within public accounting firms, industry and government. The most recent cohort of graduates included post-graduation employment with Ernst & Young, KPMG, Deloitte, and other accounting firms as well as military commissions and graduate school attendance. Similar to other schools, most of the accounting students have jobs before the end of their senior year, including

those with military contracts. The labor market for accountants is growing and we want to prepare our students with the appropriate credential to compete.

Centrality of the Program

Given The Citadel's history, reputation, and affiliations in business, government and not-for-profit, it is strategically placed to take a prominent role in supporting this academic discipline. The proposed program is consistent with The Citadel's mission to educate and develop principled leaders.

List the program objectives. (2000 characters)

Program Objective:

This program introduces students to the accounting, auditing, tax, law and information systems concepts, standards and principles requiring analysis, critical thinking and critical leadership skills to successfully meet the needs of the business, government and not-for-profit entities.

Student Learning Outcomes:

Students who graduate with the accounting major from the Citadel will be able to demonstrate the following student learning outcomes:

- An understanding of financial and managerial accounting concepts, terminology and information and their importance in making business decisions
- Knowledge of organizations and regulatory bodies responsible for national and international accounting standards and principles, auditing standards and guidelines and commercial and tax law
- The ability to apply U.S. generally accepted accounting principles to business transactions in industry, government and not-for-profit accounting for recognition or other reporting
- The ability to prepare, analyze, interpret and communicate the results of financial and qualitative information for decision making purposes
- Familiarity with broad areas of commercial law and analyze a statute within the Uniform Commercial Code (UCC) including interpreting and briefing a case, making a record of fact for any case and understanding of the relative legal environment.
- Knowledge of the objectives and structure of the federal income tax system and the ability to identify and explain tax issues and concepts
- An understanding of the basic principles of federal taxation and ability to prepare comprehensive return for individuals and businesses.
- Ability to perform accounting, audit, commercial law and basic tax research including the use of applicable computerized databases
- Identify and define how businesses use computer based information systems for operating competitive and effective organizations.
- Demonstrate skills in applying commonly used accounting software.
- Understanding audit procedures and standards, risk analysis, evaluation of controls, evidence gathering and reporting of information and the ability to conduct compliance and operations audits
- An understanding of the ethics and integrity principles applicable to the accounting professions

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The need for this program is rooted in the increased market demand for accountants as expressed by the American Institute of Certified Public Accountants, the South Carolina Association of Certified Public Accountants, The Institute of Management Accountants, local and regional accounting firms. This was also noted by the Bureau of Labor and Statistics as growth is projected to be 11% per year 2014 – 2024. According to Accounting.com, “The Department of Labor’s Bureau of Labor Statistics (BLS) projects the number of accounting and auditing positions in South Carolina to grow by 12.8% over 2012 levels by 2022. The expansion pencils out to the creation of approximately 1,900 positions in the state, but this does not factor in the number of positions made available from retirement and attrition. At \$59,240 the average annual income for CPAs is more than 40% higher than the average salary of all South Carolinians.” The Citadel is one of the accounting programs in the state that fully prepares students to meet this demand.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

☒ Yes

☐ No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Accountant (National)	57,437 (current openings as of 3/19/17)		Indeed.com
Accountant (South Carolina)	509 (current openings as of 3/19/17)		Indeed.com
Auditor (National)	36,043 (current openings as of 3/19/17)		Indeed.com
Auditor (South Carolina)	390 (current openings as of 3/19/17)		Indeed.com
Accountant (National)	1,332,700 Total Jobs in 2014	1,474,700 Projected in 2014 11% Growth	Occupational Outlook Handbook

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

As malfeasance during the beginning of the 21st century became widespread with accounting scandals of Enron, Tyco, Arthur Andersen, etc. the demand for accountants has increased and continues to grow. The creation of the Public Company Accounting Oversight Board by the Sarbanes-Oxley Act of 2002 to oversee the auditing profession through its separation of duties policies for audit firms and their clients and the additional review procedures increased the need for accountants throughout.

The talent and expertise that even an entry-level accountant brings can start benefitting a company right away. It was noted earlier by the BLS that an 11% increase each year expected through 2024. However, the most visible outlook for the job market for accountants is the number of job ads appearing online in all geographical areas, job classifications and job levels.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

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Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

☒ Yes

☐ No

If yes, explain. (500 characters)

Upon reclassification of the Accounting concentration to an Accounting major, the Accounting concentration within the Bachelor of Science in Business Administration will be taught-out and terminated.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Bachelor of Science in Accounting	Coastal Carolina University (CCU);	The Accounting curriculum offered in the program is very similar. Both programs offer classes that cover accounting functions (e.g. financial and managerial accounting, taxation, auditing, law, AIS, etc.)	The Citadel attracts a different undergraduate student than CCU-students who want to be part of the Corp of Cadets. Additionally, due to ROTC credit hours, an accounting student at The Citadel will have the necessary 150 hours required to be licensed as a CPA in most states. The Citadel's program will also offer a government and non-profit specialty accounting course and a second accounting course in taxation.
Bachelor of Science in Accounting	College of Charleston (CoC)	The Accounting curriculum offered in the program is very similar. Both programs offer classes that cover accounting functions (e.g. financial and managerial accounting, taxation, auditing, law, AIS, etc.)	The Citadel attracts a different undergraduate student than the College of Charleston-students who want to be part of the Corp of Cadets. Additionally, due to ROTC credit hours, an accounting student at The Citadel will have the necessary 150 hours required to be licensed as a CPA in most states. The Citadel's program will also offer a government and non-profit specialty accounting course and a second accounting course in taxation.
Bachelor of Science in Accounting	Clemson University	The Accounting curriculum offered in the program is very similar. Both programs offer classes that cover accounting functions (e.g. financial and managerial accounting, taxation, auditing, law, AIS, etc.)	The Citadel attracts a different undergraduate student than Clemson-students who want to be part of the Corp of Cadets. Additionally, due to ROTC credit hours, an accounting student at The Citadel will have the necessary 150 hours required to be licensed as a CPA in most states. The Citadel's program will also offer a government and non-profit specialty accounting course and a second accounting course in taxation.
Bachelor of Science in Business Administration, Accounting	USC-Columbia	The Accounting curriculum offered in the program is very similar. Both programs offer classes that cover accounting functions (e.g. financial and managerial accounting, taxation, auditing, law, AIS, etc.)	The Citadel attracts a different undergraduate student than USC-students who want to be part of the Corp of Cadets. Additionally, due to ROTC credit hours, an accounting student at The Citadel will have the necessary 150 hours required to be licensed as a CPA in most states. The Citadel's program will also offer a government and non-profit specialty accounting course and a second accounting course in taxation.

Bachelor of Science in Business Administration, Accounting	Francis Marion	The Accounting curriculum offered in the program is very similar. Both programs offer classes that cover accounting functions (e.g. financial and managerial accounting, taxation, auditing, law, AIS, etc.) The program also offers a second taxation course.	The Citadel attracts a different undergraduate student than Francis Marion-students who want to be part of the Corp of Cadets. Additionally, due to ROTC credit hours, an accounting student at The Citadel will have the necessary 150 hours required to be licensed as a CPA in most states. The Citadel's program will also offer a government and non-profit specialty accounting course.
Bachelor of Arts in Accounting	Furman University	The Accounting curriculum offered in the program is very similar. Both programs offer classes that cover accounting functions (e.g. financial and managerial accounting, taxation, auditing, law, AIS, etc.)	The Citadel attracts a different undergraduate student than Furman-students who want to be part of the Corp of Cadets. Additionally, due to ROTC credit hours, an accounting student at The Citadel will have the necessary 150 hours required to be licensed as a CPA in most states. The Citadel's program will also offer a government and non-profit specialty accounting course and a second accounting course in taxation.
Bachelor of Arts and Bachelor of Science, Accounting	Wofford College	The Accounting curriculum offered in the program is very similar. Both programs offer classes that cover accounting functions (e.g. financial and managerial accounting, taxation, auditing, law, AIS, etc.) The program also offers a second taxation course.	The Citadel attracts a different undergraduate student than Wofford-students who want to be part of the Corp of Cadets. Additionally, due to ROTC credit hours, an accounting student at The Citadel will have the necessary 150 hours required to be licensed as a CPA in most states. The Citadel's program will also offer a government and non-profit specialty accounting course and a second accounting course in taxation.

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017	55	990	55	990	15	90
2018	55	990	55	990	15	90
2019	60	1080	60	1080	17	102
2020	62	1116	62	1116	18	108
2021	65	1170	65	1170	19	114

The current enrollment in the Accounting concentration is 58 students. Since this is a re-classification of a concentration into a major, we estimate enrollment will be relatively stable rather than doubling each year.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

☐ Yes

☒ No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?

☒ Yes

☐ No

If yes, identify. (1000 characters)

The new Accounting major will be a Bachelor of Science in Business Administration degree program. The Citadel's Bachelor of Science in Business Degree Program has active articulation agreements with all South Carolina technical colleges, facilitating transfer of general education coursework.

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 101 Composition & Literature	3	ENGL 102 Composition & Literature	3		
Biology, Chemistry or Physic 1 & Lab1	4	Biology, Chemistry or Physic 2 & Lab2	4		
BADM 101 Intro to Business	3	MATH104 Elementary Math Modeling	3		
MODERN Language 101	3	MODERN Language 102	3		
LDRS 101 First Year Seminar	1	LDRS 111 Freshman Ethical Seminar	1		
RPED 250 Physical Education	2	RPED 251 Physical Education	0		
1 st Year Basic ROTC		1 st Year Basic ROTC			
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
ENGL 201 Major British Writers	3	BADM 216 Communications in Business	3		
BADM 217 Business Computer Application	3	HIST XXX Western or World Civilization 1	3		
MODERN Language 201	3	MODERN Language 202	3		
BADM 201 Principles of Macroeconomics	3	BADM 202 Principles of Microeconomics	3		
MATH 106 Applied Calculus	3	BADM 205 Business Statistics I	3		
BADM 211 Intro to Fin. Acct & Reporting	3	BADM 212 Intro to Managerial Accounting	3		
LDRS 201 Sophomore Seminar	1	LDRS 211 Sophomore Seminar	0		
RPED XXX Physical Education	0	RPED XXX Physical Education	0		
2 nd Year Basic ROTC		2 nd Year Basic ROTC			
Total Semester Hours	19	Total Semester Hours	15	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
Biology, Chemistry or Physic 1 & Lab1	4	Biology, Chemistry or Physic 2 & Lab2	4		
BADM 300 Intermediate Fin. Accounting I	3	BADM 301 Intermediate Fin. Accounting II	3		
BADM 302 Managerial Accounting	3	BADM 318 Commercial Law	3		
BADM 305 Legal & Ethical Environment of Business	3	BADM 321 Business Finance	3		

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
BADM 309 Marketing Principles	3	BADM 371 Leadership in Organization	3		
BADM 338 Management & Org. Behavior	3	ENGL XXX English, American or World Lit	3		
LDRS 311 Junior Ethics Enrichment Exp.	0	1 st Year Advanced ROTC			
1 st Year Advanced ROTC					
Total Semester Hours	19	Total Semester Hours	19	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
BADM 410 Production Management	3	BADM 422 Strategic Management	3		
BADM 416 Auditing & Assurance Services	3	XXXX XXX Social Science Core Course	3		
BADM 427 Accounting Information System	3	BADM 402 Advanced Accounting	3		
HIST XXX Western or World Civilization 2	3	BADM 419 Federal Taxation	3		
BADM XXX Accounting Elective	3	Elective	3		
2 nd Year Advanced ROTC		2 nd Year Advanced ROTC			
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Total Credit Hours Required=132

This degree plan ranges from 14 to 19 credit hours per term. Citadel students average 18 credit hours per Fall and Spring terms. The Citadel is a residential college, where cadets are not permitted to work and have a required three-hour evening study period nightly.

Course Descriptions for New Courses

Course Name	Description
Government and Not-For-Profit	This course will provide an in-depth study of the accounting concepts and techniques utilized in government and not-for-profit entities. Specific entities will be utilized in this course including governmental units, colleges and universities and national and local charitable entities.
Federal Taxation II	This course will provide a study of the basic principles of federal income tax law applicable to partnerships and corporations. Emphasis is given to research, compliance and tax planning and preparation. Topics include an understanding of tax legislation, business deductions, inclusions, exclusions, credits and deferred tax assets and liabilities.

These two courses will be added to the major to ensure students have sufficient coursework in Accounting to prepare for the CPA exam.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part- time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor	Full	BADM 211, BADM 300, BADM 301, BADM 402, BADM 601, BADM 728	Ph.D. Accounting, Rutgers University	Associate Professor of Accounting and Accounting Concentration Pathway Director; NJ Licensed CPA, Teaches Introductory Financial Accounting to graduates and undergraduates, Intermediate Accounting I & II, Advanced Accounting and Graduate Managerial Accounting; Prior years corporate and entrepreneurial experience.
Professor	Full	BADM 211, BADM 212, BADM 302	Ph.D. Accounting, Virginia Polytechnic Institute and State University	Professor and Director of Global Experiences for The Citadel School of Business; Certified Public Accountant and Certified Fraud Examiner; Teaches Introductory Financial Accounting, Introductory, Intermediate and Graduate Managerial Accounting; Authored Managerial Text.

Professor	Full	BADM 427 (Accounting Information Systems)	Ph.D. Information Systems and Decision Sciences, University of South Florida	Professor and Associate Dean Former CPA with public and industry experience with extensive information systems (IS) expertise; Teaches graduate and undergraduate Management IS including undergraduate Accounting IS.
Professor	Full	BADM 318 (Commercial Law)	Ph.D. Regents University; J.D. University of North Carolina	Professor & Department Head, Leadership Studies Attorney in U.S. with over 16 years' active experience in private and government practice. Extensive organizational leadership and professional experience gained in a broad range of responsibilities in for-profit firms and not-for-profit organizations, as well as in the public sector.
Associate Professor	Full	BADM 211, BADM 212, BADM 416, BADM 419	MA - Taxation, University of South Carolina	Associate Professor and Co-Director of Conference on Teaching and Learning in Accounting; Teaches Introductory Financial and Managerial Undergraduate Accounting, Auditing and Federal Taxation focusing on Sole Proprietorships; CPA & Certified Global Management Accountant; Well published author with prior public accounting experience

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty: 4.3 Staff: .5

Faculty/Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

This proposal is a reclassification of a concentration to a major only, with zero staffing changes.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The Citadel will not need to increase library holdings by adding accounting journals, monographs or databases. The table below reviews the accounting holdings in view of the degree program proposed.

Resource	Type	Already at Citadel?	
Business Source Complete	Database	Yes	
Academic Search Complete	Database	Yes	
Journal of Finance	Journal	Yes	
Review of Financial Studies	Journal	Yes	
Journal of Financial Economics	Journal	Yes	
Journal of Accounting and Economics	Journal	Yes	
Accounting Review	Journal	Yes	
Journal of Financial and Quantitative Analysis	Journal	Yes	
Contemporary Accounting Research	Journal	Yes	
Accounting, Organization and Society	Journal	Yes	

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The Citadel's student support programs, services, and activities promote student learning and enhance the total growth and development of students by emphasizing the college's core values – honor, duty, and respect. Specifically, they are unified and governed by The Citadel's Philosophy of Student Support Programs, Services, and Activities, an overarching statement of purpose that commits them "to encourage the development and integration of personal values and habits that will remain with the individual for life," published in both The Citadel's *Undergraduate Catalog* and The Citadel's Student Support Services Brochure. This is their common goal.

The Citadel's numerous student support programs, services, and activities are categorized and listed in the Student Support Services Inventory. The comprehensiveness of this list highlights their appropriateness and consistency with the college's Philosophy of student Support Programs, Services, and Activities. Student support services are also annually assessed to ensure they are fully supporting the institutional mission and attaining high student satisfaction ratings.

The Citadel also provides a robust array of academic support services.

A. The Citadel Academic Support Center's mission is to aid students in their transition to college life and to help them achieve individual academic success culminating in graduation. To further this mission, the Center provides support to Citadel students through the following programs:

- Corps Squad Program (Athletic Academic Services)
- Learning Strategies Programs
- Mathematics Lab
- Reading Strategies Program
- Subject-Area Tutorial Program
- Supplemental Instruction Program
- Writing Lab

B. The Office of Multicultural Student Services and International Studies promotes an appreciation for diversity among students, faculty, and staff and provides students with information on a variety of study abroad opportunities.

C. The Citadel places a great deal of emphasis on providing its students with general instruction in the use of the library, and encourages faculty across disciplines to schedule instructional sessions in the library. Librarians present a two-hour block of focused instruction within 30 sections of LDRS 101 Freshmen Transition Course every year, which focuses on use of the library and its resources.

D. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Equipment

No purchases of major equipment items will be needed for the Accounting Major.

Will any extraordinary physical facilities be needed to support the proposed program?

☐ Yes

☒ No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Physical Plant

The current physical plant will provide adequate space for the Accounting degree program. No modifications to existing facilities are anticipated.

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	607,078	607,078	607,078	607,078	607,078	3,035,390
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total	607,078	607,078	607,078	607,078	607,078	3,035,390
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	1,840,685	1,840,685	2,008,020	2,074,954	2,175,355	9,939,699
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	1,840,685	1,840,685	2,008,020	2,074,954	2,175,355	9,939,699
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	1,233,607	1,233,607	1,400,942	1,467,876	1,568,277	6,904,309

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

The Citadel currently offers a robust Accounting concentration, requiring students to complete 30 credit hours in Accounting. Therefore, all of the infrastructure, curriculum, and faculty resources for this program already exist at the institution. Reclassification of this concentration will not result in additional costs.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Assessment of student learning outcomes:

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The program will track accomplishment of Program Outcomes through the Taskstream software. Taskstream's platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution. These include academic and non-academic outcomes assessment, planning, and program review. Taskstream offers specialized tools that enable users to document learning outcomes, align outcomes to institutional goals and standards, develop assessment plans, create curriculum maps, manage faculty credentials, and improve education based on findings. Taskstream's suite of tools facilitates the collection of student work, student reflections on the learning process, and faculty or peer rubric-based assessment. Rubrics, which are used to clarify expectations and scoring criteria, may also be aligned with established learning outcomes, standards, and competencies. The software provides reporting capabilities to support the aggregation and analysis of student performance data for the review of program and institutional effectiveness, as well as for reporting to accrediting agencies and other external stakeholders.

General Education Learning Outcomes:

- *Written Communication:* Student can effectively communicate ideas in a logical sequence, demonstrating control of syntax and mechanics and the ability to integrate credible and relevant sources.
- *Quantitative Reasoning:* Student can use quantitative-reasoning skills to successfully make calculations, interpret data, communicate results, and evaluate an issue or solve a problem.
- *Critical Thinking:* Student can analyze complex issues that have varying positions and assumptions using information from credible sources. Student has the ability to state positions, create new positions, and acknowledge other positions including implications and consequences.
- *Ethical Reasoning:* Student can recognize ethical issues when presented in a complex, multilayered (gray) context, analyze cross-relationships among the issues, and evaluate ethical perspectives and concepts, including his or her own.

In addition to standardized tests like the CLA and national survey instruments, The Citadel's General Education program is assessed through assignments embedded in its required E-Leadership Portfolio. The Citadel was awarded the 2014 Council of Higher Education Accreditation (CHEA) Award for assessment of the general education program.

Consistent with SACS accreditation standards, student learning outcomes at the degree program level will be assessed in multiple ways. All course objectives will be aligned with the learning objectives for the degree program. Assessment methods will include both direct and indirect measures.

Direct Measures

- Students in the degree program will be required to compile a portfolio of material which document the learning objectives of the program. This would include in-class assignments,

group assignments and other projects utilizing established critical thinking, communication, and ethics rubrics for course evaluation. The portfolio is designed to demonstrate fulfillment of student learning outcomes for each course in the program as well as the field experience. Students will also be asked to complete exams and a reflective assignment based on the portfolio which summarizes the student's perception of knowledge, skills, and attitudes related to accounting. The portfolio will be completed at least four weeks prior to program completion. The portfolio will be evaluated by the graduate program director and members of the graduate faculty.

- Students will complete course evaluations each semester for each course taken during a term.
- Employer surveys will be conducted every other year by the institution.

Indirect Measures

- Surveys of graduating students and alumni will be conducted to assess student learning outcome achievements. All graduating students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Post-graduation surveys will also be conducted to assess utilization of knowledge and skills on the job after graduation. The post-graduation surveys will be conducted with graduates one year and three years after graduation.

Plans for Programmatic Assessment: Programmatic assessment will occur at multiple levels.

- I. Current in program
 - a. Each semester course evaluation data will be collected from students.
 - b. For each course a course objective alignment matrix will be prepared by the instructor to ensure program objectives, course objectives, and course assessment tools align. The faculty member will submit the matrix and corresponding sample assignments for each course annually for archiving in departmental files.
 - c. Faculty teaching in the degree program will meet annually to discuss and update the course objective alignment matrix.
- II. Graduation Assessment
 - a. Graduation rate
 - b. Rate of student publication and/or conference presentations
 - c. Assessment of employment data for graduates- employment rate
 - d. Number of students seeking advanced degrees
 - e. Faculty teaching in degree program will assess degree completer portfolios annually and make recommendations for programmatic changes.
- III. Post-Graduation
 - a. Alumni survey to gauge how well the program is preparing graduates for
 - b. Employer survey conducted annually to ascertain the whether the program is preparing graduates for accounting careers.
- IV. Program Change: The data (course evaluations, portfolios, alignment matrixes, graduation assessment data, and post-graduation assessment data) collected as part of the assessment process will be collated annually, distributed and reviewed by the faculty teaching in the program. After reviewing the data, the faculty will meet to discuss, propose, and vote, if necessary, on any curriculum or pedagogical adjustments. Changes implemented will be reviewed annually by the faculty teaching in the program and assessment data used to determine effectiveness of changes.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
An understanding of the importance of financial and managerial accounting concepts, terminology and their application in making business decisions	Direct assessments embedded in BADM 211, BADM 212, BADM 301, BADM 302 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Knowledge of organizations and regulatory bodies responsible for national and international accounting standards and principles, auditing standards and guidelines and commercial and tax law	Direct assessments embedded in BADM 305, BADM 416 and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
The ability to apply U.S. generally accepted accounting principles to business transactions in industry, government and not-for-profit accounting for recognition, reporting or other requirement	Direct assessments embedded in BADM 211, BADM 212, and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Be able to provide an analysis of financial statements and financial information and make inferences	Direct assessments embedded in BADM 211, BADM 301, and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Familiarity with broad areas of commercial law with the ability to analyze a Uniform Commercial Code statute, interpret and brief a case, and understanding of the relative legal environment	Direct assessments embedded in BADM 305 and 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Understand the role of ethics and integrity for accounting professionals	Direct assessments embedded in BADM 305 and BADM 416 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Knowledge of the objectives and structure of the federal income tax system and the ability to identify and explain tax issues and concepts	Direct assessments embedded in BADM 419 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio

An understanding of the basic principles of federal taxation and ability to prepare comprehensive returns for individuals and businesses	Direct assessments embedded in BADM 419 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Understanding audit procedures and standards, risk analysis, evaluation of controls, evidence gathering and reporting of information and the ability to conduct compliance and operations audits	Direct assessments embedded in BADM 211, BADM 212, and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Be able to apply quantitative and qualitative internal data in management decisions to increase the effectiveness and competitiveness of the organization	Direct assessments embedded in BADM 301, BADM 302, and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Identify and define how businesses use computer based information systems for operating competitive and effective organizations.	Direct assessments embedded in BADM 427 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Demonstrate skills in applying commonly used accounting software.	Direct assessments embedded in BADM 427 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Ability to perform accounting, audit, commercial law and basic tax research including the use of applicable computerized databases	Direct assessments embedded in BADM 416 and BADM 419 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio
Develop enhanced critical thinking skills	Direct assessments embedded in BADM 211, BADM 301, and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio Collegiate Learning Assessment (CLA), and employer surveys. Indirect assessments will include the National Survey of Student Engagement (NSSE), student surveys, and alumni surveys.

Demonstrate ability to collaborate and work effectively in teams	Direct assessments embedded in BADM 211, BADM 301, and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio Collegiate Learning Assessment (CLA), and employer surveys. Indirect assessments will include the National Survey of Student Engagement (NSSE), student surveys, and alumni surveys.
Develop enhanced written and oral communication skills	Direct assessments embedded in BADM 211, BADM 301, and BADM 402 A combination of the following direct assessments will be used: exams, projects, presentations, program portfolio Collegiate Learning Assessment (CLA), and employer surveys. Indirect assessments will include the National Survey of Student Engagement (NSSE), student surveys, and alumni surveys.

Will the proposed program seek program-specific accreditation?

☐ Yes

☒ No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

☒ Yes

☐ No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The program will provide students with the number of accounting and business credit hours as well as the total number of credit hours (150) required to take the certified public accountant (CPA) examination in South Carolina and several other states. The program also provides the necessary degree for students to take the certified management accountant (CMA) examination, the certified internal auditor (CIA) examination and various other certifications and credentials available in finance and accounting.

South Carolina CPA requirements include 36 semester hours of accounting courses, including managerial and financial accounting, auditing, and taxation. In addition, 36 semester hours of business courses are required, including economics, business law, finance, computer science, management, ethics, marketing, and statistics. The Citadel Accounting Major Degree Plan includes all of the accounting and business courses required to take the CPA examination.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

☐ Yes

☒ No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards

Citadel Accounting Concentration Compared to Other Colleges with Accounting as a Major

College	The Citadel	College of CHS	USC - Columbia	Clemson
Degree	Acctg Concentr.	Accounting, B.S.	B.S. in Bus Adm Acctg Concentra.	BS in Accounting
<u>Accounting Courses</u>				
Introductory Financial	BADM 211	ACCT 203	ACCT 225	ACCT 2010
Introductory Managerial	BADM 212	ACCT 204	ACCT 226	ACCT 2020?
Intermediate Fin. I	BADM 300	ACCT 316	ACCT 401	ACCT 3110
Intermediate Fin. II	BADM 301	ACCT 317	ACCT 405	ACCT 3120
Intermediate Mgrl	BADM 302	ACCT 308	ACCT 402	ACCT 3030
Commercial Law	BADM 318	Option*	ACCT 324	
Advanced Financial	BADM 402	ACCT 418	ACCT 501	ACCT 3130
Federal Taxation	BADM 416	ACCT 341	ACCT 403	ACCT 4040/4060
Auditing & Assurance	BADM 419	ACCT 409	ACCT 406	ACCT 4150
Acctg Information Sys	BADM 427	ACCT 307	ACCT 404	ACCT 3220
		+ACCT Elective	+502 & 502L	+ACCT 4100
			Advanced Mgrl & Lab for CMA	Cntemp. Reptg & Control System
<u>Other Req. Bus Courses</u>				
Intro to Business	BADM 101			BUS 1010
Macroeconomics	BADM 201	ECON 201	ECON 222	ECON 2120
Microeconomics	BADM 202	ECON 200	ECON 221	ECON 2110
Business Statistics	BADM 205	DSCI 232	MGSC 291	STAT 3090
Business Communications	BADM 216	COMM 104	MGMT 250	ENGL 3040
Computer Application	BADM 217		MGSC 290	MGT 2180
Legal & Ethical Envir.	BADM 305	BLAW 205		LAW 3220
Marketing Principles	BADM 309	MKTG 302	MKTG 350	MKT 3010
Business Finance	BADM 321	FINC 303	FINA 363	FIN 3110
Mgmt & Org Behavior	BADM 338	MGMT 301	MGMT 371	MGT 2010
Leadership in Org.	BADM 371			
Production Mgmt	BADM 410	DSCI 304	MGSC 395	see ACCT 4100
Strategic Mgmt	BADM 422	MGMT 408	MGMT 478	MGT 4150
Elem. Math Modeling	MATH 104	MATH 104 or		
Applied Calculus I	MATH 106			MATH 1010 (+2)
		*+3 other Bus.	+18 cr minor/other	+Fin Mgmt II+ IB
		Courses	+ 9 hrs intn'l coursework	+PHIL 3440 B Ethic
				+MGT 3100 - Int. Stat