

Senate Committee on Academic Development Report to Senate - Meeting of April 29, 2014

Major Modification to the Graduate Diploma in Accounting in Queen's School of Business and the School of Graduate Studies

Introduction

The major modification to the Graduate Diploma in Accounting in Queen's School of Business and the School of Graduate Studies was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on April 9, 2014. E. LeBlanc (Director of Accreditations, QSB) and D. McConomy (Professor of Accounting, QSB) attended the meeting to speak to the proposal and answer questions from Committee members. Members of SCAD were provided with the expedited approval submission form and the associated budget.

Analysis and Discussion

The following should be noted:

- The impetus behind adding an additional course to the (GDA) is to satisfy accreditation standards of the Chartered Professional Accountants (CPA) which is the newly constituted professional accounting body in Canada;
- The Graduate Diploma in Accounting (GDA) is a unique program amongst Canadian universities. It allows graduates of the BCom program, who have also completed the GDA, advanced standing in the Chartered Professional Accountants education program. This advance standing allows graduates to write the Common Final Exam one year after graduation rather than after two years;
- The course will run for the full thirteen (13) weeks of the GDA program and will integrate knowledge from various sources in order to meet the accreditation requirements and prepare graduates to write the national Common Final Evaluation (CFE) exam;
- Modifications from program-based tuition to course-based tuition will be sought from the Ministry to ensure long-term sustainability.

Motion

that Senate approve the Major Modification to the Graduate Diploma in Accounting in Queen's School of Business and the School of Graduate Studies effective May 2014.

Respectfully submitted,



Laeque K. Daneshmend, PhD, DIC
Chair, Senate Committee on Academic Development

Committee Members:

H. Abdollah, Medicine
L. Anstey, PhD'15, Education
L. Daneshmend, Deputy Provost (Chair)
I. Duchaine, BAH'14 (History)
J. Emrich, Faculty of Law

A. Gill, BCom'15
D. Hutchinson, Geo Sciences & Geo Engineering
A. Jack-Davies, Health Counseling & Disability Services
K. McAuley, Chemical Engineering
P. Oosthuizen, Academic Colleague

**GRADUATE PROGRAM - MAJOR MODIFICATION PROPOSAL
AND
MINOR MODIFICATIONS REQUIRING SENATE APPROVAL**

Expedited Approval Submission Form

This template is to be used when seeking approval for a Major Modification of an existing Graduate Program or a Minor Modification requiring Senate approval. Modifications must receive the approval of the Graduate Studies Executive Council (GSEC) before being submitted by the Provost's Office to the Senate Secretariat for referral to the Senate Committee on Academic Development (SCAD), which will then make their recommendations to Senate. Academic Units are strongly advised to contact the Director of the Office of the Vice-Provost and Dean SGS or the appropriate Associate Dean in the SGS with any questions that arise during this proposal development. Refer also to the [QUQAPs website](#) for information.

NOTE: the textboxes in this template will expand as needed.

Part A – General Summary

Name of Existing Program:	Graduate Diploma in Accounting
Academic Unit(s):	Queen's School of Business
Proposed Implementation Date:	May, 2014

Contact Information (1)		Contact Information (2)	
Name:	David McConomy	Name:	Eric LeBlanc
Title:	Program Director, Graduate Program in Accounting	Title:	Director, Accreditation
Unit:	Queen's School of Business	Unit:	Queen's School of Business
E-mail:	dmconomy@business.queensu.ca	E-mail:	eleblanc@business.queensu.ca

Nature of Modification:	CHECK all that apply
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- Creation or deletion of a Graduate Field

Specify: _____

- Change in a degree designation without a substantial change in Program requirements or learning outcomes (e.g. MSc(E) to MASc)

- X Significant changes to Program requirements from those existing at the time of the previous cyclical review (e.g. admission or graduation requirements)**
- Significant changes to the Program structure (e.g. major changes to courses comprising a significant proportion of the Program, typically 35% or less)[Consult with Provost and/or Vice Provost, SGS]
- Introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option (*Master's level*)
- Change to requirements for comprehensive or qualifying examinations, field studies or residence requirements
- Significant changes to the faculty delivering the Program
- Significant changes to the existing mode(s) of delivery (e.g. *different campus, on-line, blended learning, inter-institutional collaborations, etc.*)
- Merger of two or more graduate Programs
- Changes to Program content (other than those listed above) that affect the learning outcomes, but do not meet the threshold for a Brand New Program

OTHER:	
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Description of Existing Program, Nature of the Major Modification, and Rationale for Proposed Change
<p><i>Briefly summarize (suggested 1-page maximum) the existing Program to be modified, the nature of the proposed Major Modification, and the rationale for the modification. Comment on the impact it will have on the structure, Degree Level Expectations, and learning outcomes of the existing Program(s) as appropriate. Explain (as appropriate) how the relevant stakeholders (e.g. faculty, staff, students) were consulted in preparing the proposal; and comment on additional resources required to implement the Program modification.</i></p>
<p>The Graduate Diploma in Accounting (GDA) is currently a four course Program offered for 13 weeks each year from May to July. Queen's School of Business proposes to add an additional course to the GDA curriculum, MACC 818 Integration and Analysis.</p> <p>The three professional accounting bodies in Canada, the Chartered Accountants, the Certified Management Accountants and the Certified General Accountants are merging to form the Chartered Professional Accountants (CPA). As a result of the merger, the educational program for all professional accountants is being standardized and a university graduate with all the requisite accounting courses will be required to enter into a two year program administered by the individual provincial CPA bodies. At the end of the two years, the candidate will be eligible to write the Common Final Evaluation (CFE).</p> <p>Queen's School of Business has applied for and received accreditation to grant graduates of the Bachelor of Commerce Program and the GDA advanced standing in the CPA education program whereby its graduates would be eligible to write the CFE one year after graduation rather than after two years. One condition of the accreditation was the addition of this new course which will integrate all the knowledge students have learned up to that point. Without this course added to the program, the Program will not be accredited by the CPA.</p>

Part B – Evaluation Criteria

To facilitate evaluation of the proposal for a Major Modification of an existing Graduate Program, only the relevant textboxes below need to be completed (consult with the School of Graduate Studies to confirm the information required). Academic Units should refer to the [New Graduate Program template](#) for details regarding the Sections and Tables in that template that need to be completed as specified and imported into the relevant Sections below. Academic Units should bear in mind the diverse groups (e.g. GSEC, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.

Creation of a New Graduate Field

Information required: *Description of Field; course requirements associated with the new Field [Section 3.2 including Table 1]; calendar description of any new course(s) and include course outline(s) [Section 3.3]; identify: specific DLEs, learning outcomes and measures of achievement associated with the new Field [Section 5.1 including Table 3]; faculty members associated with the new Field [Section 8.1, Table 5]; research funding associated with the new Field [Section 8.6, Table 6]; student demand for the new Field [modified Section 9.1]; other relevant information to support the change.*

NA

Deletion of a Field

Information required:

Implication to program structure including courses offered, fulfillment of Degree Level Expectations and achievement of learning outcomes.

NA

Change in Degree Designation Without a Substantial Change in Program Requirements or Learning Outcomes

Information required: *Appropriateness of proposed designation [Section 1.5], comparison with other similar programs, describe consultative process including consultation with current students, impact on current students, timeline for implementation and grandfathering (note: Registrar's signature required in Part C)*

NA

Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements)

OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)

Information required: Specify the nature of the changes in terms of course requirements [Section 3.2 including Table 1], any new courses added [Section 3.3] outline how the changes support the Degree Level Expectations and learning outcomes [Section 5.1 including Table 3], justify any changes to admission [Section 2.1], language [Section 2.2] and/or degree requirements [Section 3.1]. Specify the resource implications [Section 8; space, faculty, staff, budget – include Budget Module of New GRAD Program template if appropriate]

Queen's School of Business is proposing to add an additional course to the Program in order to satisfy the accreditation standards of the new Chartered Professional Accountants (CPA) designation which has replaced the Chartered Accountant (CA) designation in Canada. The course will run for the full 13 weeks of the GDA Program and integrate knowledge from various sources in order to meet the accreditation requirements and prepare the students to write the national CFE. See tables listed above appended to this document.

Introduction or Deletion of a Research Project, Research Essay or Thesis, Course-only, Internship or Practicum Option (Master's Level)

Information required:

Introduction: describe the nature and appropriateness of the requirement [Section 9.4]; how the requirement contributes to the relevant Degree Level Expectations and identify associated learning outcomes [Section 3.2, including Table 1]; indicate the timeline for degree completion [Section 3.5] and methods of monitoring progress [Section 3.7]; describe the research funding available in support of the research requirement [Section 8.6 including Table 6].

Deletion: describe the impact on students' ability to achieve the learning outcomes and meet Degree Level Expectations, on expected the completion time, and on the relative workload associated with the Program.

NA

Change to Requirements for Comprehensive or Qualifying Examinations

Information required: Describe the nature of and rationale for the proposed modification [Section 3.4] and the associated learning outcomes and Degree Level Expectations [Section 5.1]

NA

Significant Change to the Faculty Delivering the Program (e.g. inter-institutional collaboration, different campus)

Information required: Complete Section 8.1, Table 5 for all new faculty involved in the Program [append CVs if not previously included in the Program Review] and explain how Program integrity will be sustained (including student supervision)

NA

Significant Changes to the Existing Mode(s) of Delivery
(e.g. part-time, different campus, on-line, blended learning, inter-institutional collaborations, etc.)

Information required: As appropriate include Section 3.6 and Section 6 (including subsections). If new faculty associated with change, include Sections as per above. As appropriate, complete Section 7 including all subsections, and Section 8 plus the Budget Module (Authorization of Vice-Provost Planning and Budgeting required, Part C)

NA

Merger of Two or More Approved Graduate Programs

Information required: Complete Section A of this template and append all sections of the New Graduate Program template (append CVs for those faculty members not previously included in the OCGS-approved contributing Programs)

NA

Other Changes that Affect the Learning Outcomes but Do Not Constitute a Brand New Program

Information required: Consult with the School of Graduate Studies

NA

Course Description

MACC 818 Integration and Analysis (3.0 units)

The purpose of this course is to follow up on the strategic analysis integration across all the functional areas of business provided by COMM 401 to emphasize more advanced and complex problems that professional accountants face. It also builds on the integrative perspective from COMM 414 on the management controls systems integration into the business which is inherently an across silos problem. In particular, the goal of the course is, based on a foundation of strategic management, to integrate and analyze complex scenarios that are frequently faced by professional accountants. This course builds the entry level professional accountant’s competencies in assessing complex business problems that they may be called upon to analyze in their early years in practice. Both knowledge of how to identify and prioritize issues is emphasized as well as identifying when to call upon added expertise from specialists to aid in dealing with the issues identified. The latter includes anticipating and understanding the information needs of these specialists so as to be able to advise clients or other management members how to best prepare to use that expertise.

3.2 Course Requirements – In Table 1 below, list core (required) courses (including project or thesis), optional courses (e.g. select X from the following list) and elective courses (indicate level and disciplines). Specify by field (academic plan) if appropriate. Identify those courses that are also offered to undergraduate students and are listed in the undergraduate calendar. Explain the rationale for including them in the graduate Program and confirm that at least 2/3 of courses taken to fulfill degree requirements are offered exclusively at the graduate level.

Table 1. Course requirements (add additional rows as needed)

Course/Credit (number and name)	(C)ore, (O)ptional or (E)lective	Field (if applicable)	Undergraduate Enrolment (Y/N)	Proposed Instructor(s)	Academic Unit
MACC 818 Integration and Analysis	C		N	David McConomy	QSB

3.3 Course Descriptions - For each graduate course that is part of the proposed Program, provide a calendar description and append the course outline; also indicate if the course currently exists.

Course Outline

MACC 818 Integration and Analysis

In today's environment, professional accountants are being asked to address a bewildering range of problems containing multiple issues that can only be addressed from an integrated perspective. Problems and demands for services in the business world are rarely confined to isolated silos such as auditing, financial accounting, finance, management accounting, information systems and taxation but have implications across these silos and are embedded in the context of broader management issues. Hence, the course features extensive investigation into how a professional accountant can identify and prioritize issues that draw on multiple technical competencies to develop solutions for practical business problems that cannot be dealt with by concentrating on any one technical competency by itself. Further, the student is expected to use their general business background knowledge (i.e. the enabling competencies) to put the issues and problems into an appropriate managerial or professional reporting relationship including appropriate consideration of ethical principles.

OBJECTIVES

- To provide a framework to synthesize the technical competencies developed in auditing, financial accounting, finance, management accounting, information systems and taxation.
- To identify and prioritize key issues within practical business scenarios as an auditor, tax consultant, controller or other potential entry level professional accountant scenario
- To develop a deeper understanding of complex financial statement note disclosures and non-routine accounting transactions and their effects on the financial statements as well as on taxes.
- To be able to prepare and analyse complex disclosure documents like public companies' Management Discussion and Analysis documents.
- To design, implement and evaluate business risk control strategies infused with technical knowledge drawn from appropriate competencies.
- To integrate tax considerations as part of an overall professional analysis of business problems.
- To integrate and synthesize underlying tax knowledge via tax planning scenarios embedded in larger integrative questions.

OVERVIEW

The purpose of this course is to follow up on the strategic analysis integration across all the functional areas of business provided by COMM 401 to emphasize more advanced and complex problems that professional accountants face. It also builds on the integrative perspective from COMM 414 (renumbered from 314) on the management controls systems integration into the business which is inherently an across silos problem. In particular, the goal of the course is, based on a foundation of strategic management, to integrate and analyze complex scenarios that are frequently faced by professional accountants. This course builds the entry level professional accountant's competencies in assessing complex business problems that they may be called upon to analyze in their early years in practice. Both knowledge of how to identify and prioritize issues is emphasized as well as identifying when to call upon added expertise from specialists to aid in dealing with the issues identified. The latter includes anticipating and understanding the information needs of these specialists so as to be able to advise clients or other management members how to best prepare to use that expertise.

COURSE MATERIALS

Suggested text: NONE. A package of readings and cases will be made available for purchase. Several books about complex multi-subject case analysis will be ordered and available at the bookstore for students to purchase as well as being on course reserve in the library.

WORKLOAD AND EVALUATION

COMPONENT	Due Date	Grading Scheme
Class participation (including in class problem analysis)	All classes	25%
Term test multi-subject case examination (3 cases) – three hours	Middle of term to be marked and debriefed	35%
Final integrative case examination – four hours	Final Exam period	40%

Cases to Include Such Topics as:

- Financial instruments
- Business valuations
- Business combinations, strategic investments and foreign operations
- Leases
- Employee benefits
- Income taxes payable
- Current accounting and assurance standards
- Setting up a business or a practice and common issues
- Ethical issues that a CPA must address in becoming a CPA, starting his/ her own practice and then heading up the quality assurance group in the office
- Addressing differences between reviews and compilations in a case situation
- Dealing with different situations – (i.e., IAS 41 – Agriculture and its importance and relevance in the Canadian company)
- Integrating all elements of the competency map in one case
- Evaluating financing proposals
- Moving from Accounting Standards For Private Enterprise to IFRS or vice versa
- Internal control and governance issues applied to a case (i.e. a grocery chain)
- Make or buy decisions
- Non-disclosed accounting
- Not-for-Profit accounting
- Public Sector Accounting Board
- Assessing what to claim for insurance (i.e. when your business burns down) and then how to finance the eventual re-build (if you think it is wise to re-build or just move on)
- Dealing with potential fraud
- Foreign currency transactions
- Complex revenue recognition issues (i.e. multiple deliverables, extended warranty contracts etc.)

2.1 **Admission Standards** - Provide the Program's admission standards, including degree, diploma or certificate and course requirements and any other specific standards with reference to the learning outcomes and expectations of the Program. Provide the rationale for standards that are in addition to those set by the School of Graduate Studies. If applicable, indicate policies/procedures to encourage applications from qualified under-represented groups (e.g. Aboriginal people, visible minorities or persons with disabilities).

There are no changes to admission requirements as a result of the addition of this new course to the program.

2.2 **Language Requirements** - *If applicable, indicate any [language requirements](#) and provide rationale for standards that exceed the minimum set by the School of Graduate Studies.*

There are no additional language requirements as a result of the addition of this course to the program.

Resources

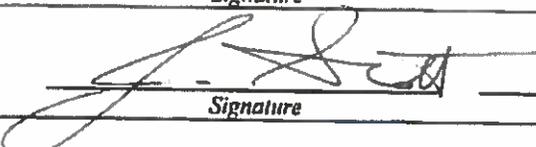
Provide evidence that the Academic Unit(s) has the necessary resources to implement and deliver the proposed new Program under the following headings (where applicable). [Budget Module](#) and [template](#) must be completed.

There are no additional resource implications as a result of the addition of this course to the program with the exception of faculty salaries and teaching materials that are required to offer the course. This program is net revenue generating and the additional teaching resources required to mount the new course can be covered by the enrolment generated revenue. Modification from program-based to course-based tuition will be sought from the Ministry to ensure long term sustainability. See attached Budget Module and Template.

Part C - Authorizations

The date of Faculty Graduate Council/Committee approval is to be included prior to submission to GSEC.
The remainder of Part C will be completed, as appropriate, by the SGS following GSEC approval,
and prior to submission to SCAD.

Note: Additional authorizations may be required depending on the nature of the proposed
Major Modification [refer to Part B]

<i>Date approved by Faculty Graduate Council(s)/Committee(s)</i>		
<i>Date approved by Faculty Board(s) if required as per Faculty Graduate Council/Committee regulations</i>	<u>January 21, 2014</u>	
<i>Date Approved by GSEC</i>	<u>March 13, 2014</u>	
<i>Vice-Provost and Dean, School of Graduate Studies</i>	 _____ <i>Signature</i>	<u>March 14, 2014</u> <i>Date</i>
<i>Provost and Vice-Principal (Academic)</i>	 _____ <i>Signature</i>	<u>24.03.14</u> <i>Date</i>
<i>Date Approved by SCAD</i>	<u>April 9, 2014</u>	

Program Name **Graduate Diploma in Accounting**

Insert Fiscal Year	Year 1	Year 2	Year 3	Year 4	Year 5
	Forecast	Forecast	Forecast	Forecast	Forecast
	2014-15	2015-16	2016-17	2017-18	2018-19

Notes:

Program Intake 96.00 96.00 96.00 96.00 96.00

13 week program offered from May to July

Enrolment

Returning Students Year 2					
Returning Students Year 3					
Returning Students Year 4					
Total Enrolment	96.00	96.00	96.00	96.00	96.00

Enrolment Domestic vs International

Domestic	96.00	96.00	96.00	96.00	96.00
International	-	-	-	-	-
	96.00	96.00	96.00	96.00	96.00

Enrolment Reductions if any Required to Accommodate Growth in New Program

Domestic					
International	-	-	-	-	-
Total Reduction	-	-	-	-	-

Domestic fee per course	\$ 1,495	\$ 1,570	\$ 1,648	\$ 1,731	\$ 1,817
International fee per course	\$ 2,243	\$ 2,355	\$ 2,472	\$ 2,596	\$ 2,726

fee for 1 course
fee for 1 course

Domestic

Tuition	\$ 1,495	\$ 1,570	\$ 1,648	\$ 1,731	\$ 1,817
Non-tuition	\$ -	\$ -	\$ -	\$ -	\$ -
Total Fees	\$ 1,495	\$ 1,570	\$ 1,648	\$ 1,731	\$ 1,817

International

Tuition	\$ 2,243	\$ 2,355	\$ 2,472	\$ 2,596	\$ 2,726
Non-tuition	\$ -	\$ -	\$ -	\$ -	\$ -
Program fee	\$ 2,243	\$ 2,355	\$ 2,472	\$ 2,596	\$ 2,726

Assumptions:

Grant Revenue Assumption	\$ -	Use grant rate provided for type of student in program on the rates schedule			
Recovery to the University Fund	3.25%				
Shared Services Attribution Cost per FTE	\$ -	Use Shared Services Attribution cost provided on rates schedule			
New Faculty Positions Required	na	na	na	na	na

Sourced from Budget Office

no additional shared services based on increasing 1 course

Revenue

Tuition revenue	143,520	150,696	158,231	166,142	174,449
Non-tuition revenue	-	-	-	-	-
Government grant revenue	0	0	0	0	0
	143,520	150,696	158,231	166,142	174,449

no additional grant based on increasing by 1 course

Gifts and grant					
University Fund Recovery on Revenues	-4,664	-4,898	-5,143	-5,400	-5,670
Total net new revenue from proposed program	138,856	145,798	153,088	160,743	168,780

Expenditures

Direct program costs

Academic salaries and professional fees	105,000	113,000	120,000	123,000	126,075
Adjunct Salaries					
TA - Salaries	1,824	1,870	1,916	1,964	2,013
Program delivery					
Books and materials					
Scholarships and bursaries					
Other salaries and benefits					
Other					
	106,824	114,870	121,916	124,964	128,088

Teaching for 1 additional course taught twice

TA for 1 additional course

Attribution of Central Shared Services	-	-	-	-	-
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Total expenses	106,824	114,870	121,916	124,964	128,088
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Net Revenue	32,032	30,929	31,172	35,778	40,691
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Insert Notes if required: Program surpluses are used to further QSB goals such as hiring tenure stream faculty.