

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

**Institution Submitting Request:** University of Utah  
**Proposed Program Title:** Accounting Emphasis for QAMO BS  
**Sponsoring School, College, or Division:** David Eccles School of Business  
**Sponsoring Academic Department(s) or Unit(s):** Department of Finance  
**Classification of Instructional Program Code<sup>1</sup> :** 52.0301  
**Min/Max Credit Hours Required of Full Program:** 122 / 122  
**Proposed Beginning Term<sup>2</sup>:** Winter 2019  
**Institutional Board of Trustees' Approval Date:**

**Program Type:**

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input checked="" type="checkbox"/>	<b>NEW</b> Emphasis for Regent-Approved Program <i>Credit Hours for NEW Emphasis Only:</i> 15 / 15 <i>Current Major CIP:</i> 45.0603 <i>Current Program Title:</i> Quantitative Analysis of Markets and Organizations <i>Current Program BOR Approval Date:</i> 02/01/2017				
<input type="checkbox"/>	Out of Service Area Delivery Program				

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Utah System of Higher Education  
Program Description - Abbreviated Template**

**Section I: The Request**

University of Utah requests approval to offer the following Emphasis: Accounting Emphasis for QAMO BS effective Winter 2019. This program was approved by the institutional Board of Trustees on .

**Section II: Program Proposal/Needs Assessment**

**Program Description/Rationale**

*Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.*

The Department of Finance requests authorization to offer a new transcribed emphasis in Accounting for students who complete the Quantitative Analysis of Markets and Organizations major.

The purpose of the Quantitative Analysis of Markets & Organizations (QAMO) degree is to give students a deep, rigorous and technical education in the application of economic analysis to business decisionmaking. The degree is built around four points of differentiation from other degrees in economics and business at the University of Utah:

- First, the program is more quantitatively demanding, and is designed to build students' analytical, technical and problem-solving skills.
- Second, the program emphasizes econometrics; these skills will give students an ability to answer realworld questions using real-world data.
- Third, the program emphasizes the analytical tools of game theory, a toolkit that is essential for understanding strategic decision-making.
- Fourth, the program focuses on the business applications of economics, with courses that blend economics and game theory with econometric analysis of real-world data.

At present, interested students can elect an emphasis in finance as part of the QAMO major. This new proposal adds to the menu of emphases available to QAMO students. Students who complete the QAMO major will have many career options to choose from, including investment banking, private equity, consulting, and management. Training in accounting is likely to be useful in any of these careers. For example, the subfield of management accounting deals with the construction of measures useful for managing organizations. Managers and consultants regularly use such figures in making important decisions. Investment bankers and private equity investors must interpret financial statements and then convert their assessments into valuations before deciding whether to buy or sell businesses. Economics graduates are likely to be regular users of accounting information, and exposure to important ideas from accounting will benefit interested students.

This major and emphasis may also be useful for students interested in pursuing a PhD in accounting. In some fields of accounting scholarship, researchers make heavy use of economic models and techniques

from econometrics. The University of Utah's accounting major (while very highly ranked) is primarily directed at students interested in pursuing careers in public accounting rather than academia. This new emphasis (perhaps paired with an accounting-focused honors thesis) would be excellent preparation for an economics-themed accounting PhD.

This proposal has been circulated among and discussed by the faculty of both departments. The Finance Department faculty voted unanimously in favor of the proposal on February 8, 2017. The School of Accounting faculty voted in favor (with two abstentions) on February 14, 2017.

### **Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

The tools of economic analysis are in great demand in the labor market. Recently, the Brookings Institution has, through its Hamilton Project, published an online "Earnings by Major" interactive tool showing how lifetime earnings (from Census data) compare across different levels of educational attainment (high school vs. associates degree vs. bachelors degree) and across different college majors. The authors conclude: "Majors that emphasize quantitative skills tend to have graduates with the highest lifetime earnings. The highest-earning majors are those in engineering fields, computer science, operations and logistics, physics, economics, and finance."

The tool shows that

- Median annual earnings for full-time employed mechanical engineering majors 20 years after the start of the individual's career: \$100,000 (in 2014 dollars).
- Median annual earnings for full-time employed economics majors at the same point in the individual's career: \$94,000
- Computer science: \$90,000
- Finance: \$88,000

While the University of Utah's QAMO major is still too new to have any data on job placements for graduates, we can examine data from a similar program. Indiana University's Kelley School of Business reports that 2013 business economics graduates obtained employment in a variety of industries:

- Consulting (41% of the Class of 2013)
- Banking and Finance (16%)
- Sales Management (10%)
- Public Accounting (10%)
- Operations (6%)
- Information Technology (4%)
- Other (12%).

Students entering consulting and banking are likely to be regular users of accounting information, and hence would benefit from this requested emphasis.

Further, the need for accounting PhDs is very strong. A 2014 commentary by University of Utah Professor David Plumlee (published in a leading journal of the American Accounting Association) refers to a "crisis-level shortage" of accounting PhDs, and urges universities work to find creative ways to encourage students to consider academic careers in accounting.

### **Consistency with Institutional Mission/Impact on Other USHE Institutions**

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/).*

The mission of the University of Utah is to serve the people of Utah and the world through the discovery,

creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. This emphasis is consistent with the Regents-approved mission because we will be disseminating knowledge about the uses of accounting information for the economic analysis of business problems.

This program will not be offered outside the University of Utah's designated service area. We believe the impact on other USHE institutions will be negligible. Our proposal simply adds to the menu of emphases available to University of Utah's QAMO students.

**Finances**

*What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

We anticipate the incremental enrollment in accounting courses from students selecting the Accounting Emphasis will be small. As such, this new emphasis will not require adding additional sections of existing courses. We do not anticipate any budgetary impact to arise as a result of this emphasis.

### Section III: Curriculum

#### Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

*For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.*

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
<b>General Education Credit Hour Sub-Total</b>			
Required Courses			
Add Another Required Course			
<b>Required Course Credit Hour Sub-Total</b>			
Elective Courses			
Add Another Elective Course			
<b>Elective Credit Hour Sub-Total</b>			
<b>Core Curriculum Credit Hour Sub-Total</b>			0

<i>Are students required to choose an emphasis for the already-existing degree?</i> <input type="checkbox"/> Yes or <input type="checkbox"/> No
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Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Accounting	
ACCTG 2600		Survey of Accounting	3
3600		Principles of Accounting	3
5210		Management Accounting I	3
5610		Reading and Interpreting Financial Statement	3
5620		Business Valuation and Analysis	3
Add Another Emphasis Course			
Emphasis Credit Hour Sub-Total			15
Total Number of Credits to Complete Program			15

Propose a NEW Emphasis to an existing Regent approved program

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information, as needed.*

## Degree Map

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below*

First Year Fall Cr. Hr.

Math 1210 - Calculus I 4

BUS 1051 - Honors Business Foundations 3

General Education (WR2) 3

General Education (FF) 3

General Education (HF) 3

Total 16

First Year Spring Cr. Hr.

Math 1220 - Calculus II 4

Math 1070 - Intro to Statistical Inference 3

General Education (FF) 3

General Education (AI) 3

General Education (HF) 3

Total 16

Second Year Fall Cr. Hr.

QAMO 3010 - Business Economics 3

ECON 4011 - Int Microeconomic Analysis 3

ECON 4651 - Principles of Econometrics 3

General Education (SF) 3

General Education (DV) 3

Total 15

Second Year Spring Cr. Hr.

QAMO 3020 - Game Theory 3

QAMO 3030 - Business Econometrics I 3

QAMO 3201 - Econ and the Bus Disciplines 3

General Education (SF/AS) 3

ACCTG 2600 3

Total 15

Third Year Fall Cr. Hr.

ECON 3201 - Money and Banking 3

QAMO 3040 - Business Econometrics II 3

General Education (CW) 3

General Education (IR) 3

ACCTG 3600 3

Total 15

Third Year Spring Cr. Hr.

QAMO 4020 - Personnel Economics 3

QAMO 4030 - Economics of Organization 3

ACCTG 5210 3  
General Education 3  
General Education 3  
Total 15

Fourth Year Fall Cr. Hr.  
QAMO 4010 - Economics of Strategy 3  
ACCTG 5610 3  
General Education 3  
General Education 3  
General Education 3  
Total 15

Fourth Year Spring Cr. Hr.  
QAMO 4040 - Managing in Non-Market Env 3  
ACCTG 5620 3  
General Education 3  
General Education 3  
General Education 3  
Total 15