

New Course for Integrated University

7. Will the course be seeking General Education approval?
 No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

Faculty at all three campuses; computer lab

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input type="checkbox"/> LHU	<input checked="" type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:

No changes from current course. Current program AACSB approved.

10. Indicate Semester and Year Course will be implemented:
Fall 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:
Students begin learning to interpret income tax regulations for planning and compliance. Students also continue learning to follow professional and ethical standards imposed by law and licensing associations.

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces):
Federal Tax

13. Course Description for Catalog (Maximum 75 words -start with an action verb.):
Introduces basic tax laws pertaining to preparation of individual federal tax returns and supporting schedules. Emphasis on tax law research using federal tax services and contemporary professional literature. Three hours lecture per week. Prerequisite: ACC321

14. Credit(s): 3

Clock Hours: **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

Contract Hours: **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

15. Prerequisites (Courses completed prior to taking this course):
ACCT321

16. Co-requisites (*Courses which must be taken simultaneously with other courses*):

None

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*): Intended primarily for, but not restricted to, accounting majors and minors

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

If yes, list the course prefix and number.

If dual-level, indicate content, assignments, and assessments for graduate and undergraduate courses on two separate Master Course Syllabus forms. Cross-Listed is across multiple departments/programs.

20. Estimated Frequency of Offering:

How often will the course be taught for a two-year cycle? It is estimated that the course will be offered 2 times in a two-year cycle--every fall semester.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

Recommended class size is 28 students to allow for student hands-on experience in lab or multimodal delivery as well as faculty observation and guidance of students in upper-level class exercises and problem solving.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):

Choose an item.

GE-2: How does your course fit into the General Education *Curricular Theme* and *Program Goal* to which you are applying (be sure to address all of the required areas of the selected *Program Goal*)?

- Caution, these terms *Curricular Themes* and *Program Goals* are specific to this General Education Program, See Ship Guide pages 6-12 for clarification
https://www.ship.edu/globalassets/gec/handbook_generaleducationship_2018_09_25.pdf
- [A *program goal* is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment. For example in the **Curricular Theme** of Diversity, a **Program Goal** is to Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.]

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme and Program Goal* and explain how your course will meet each one of these Course Objectives. *Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.*

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	Loren F. Selznick	June 30, 2022

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

1. **DATE PREPARED:** June 16, 2022
2. **PREPARED BY:** Loren F. Selznick, J.D., Chairperson
3. **DEPARTMENT:** Accounting and Business Law
 - a. **Program:** Accounting
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ACCT324
5. **COURSE TITLE:** Federal Tax Accounting
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 28
8. **PREREQUISITES/CO-REQUISITES:** ACCT321
9. **COURSE DESCRIPTION FOR CATALOG:**

Introduces basic tax laws pertaining to preparation of individual federal tax returns and supporting schedules. Emphasis on tax law research using federal tax services and contemporary professional literature. Three hours lecture per week. Prerequisite: ACC321

10. CONTENT DESCRIPTION:

- A. The following areas of study will be included:
- Introduction to Tax
 - Individual Income Tax Overview, Dependents, and Filing Status
 - Gross Income and Exclusions
 - Individual Deductions
 - Investments
 - Individual Income Tax Computation and Tax Credits
 - Property Acquisition and Cost Recovery
 - Property Dispositions
 - Tax Consequences of Home Ownership

11. STUDENT LEARNING OUTCOMES: <i>Upon completion of this course, the student will be able to:</i>	12. STUDENT ASSESSMENT <i>Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)</i>
1) Identify and explain concepts of individual taxation.	Exams, quizzes, projects, class exercises and participation
2) Recognize the historical and theoretical issues behind tax legislation.	Exams, quizzes, projects, class exercises and participation
3) Identify professional and scholarly publications needed for continued professional development.	Exams, quizzes, projects, class exercises and participation
4) Prepare individual tax returns by hand and by computer.	Exams, quizzes, projects, class exercises and participation

5) Identify and explain differences between tax accounting and financial accounting.	Exams, quizzes, projects, class exercises and participation
6) Use the internet as a tool for tax research and to obtain tax documents.	Exams, quizzes, projects, class exercises and participation

**Note- Rows can be added*

13. METHODS:

Class size is determined by the needs of the students and based on best teaching practices. The course may be offered in traditional face-to-face format, or distance education format. The traditional face-to-face format will include lecture, handouts, group discussions, assessments and exams. The Distance Education format will utilize the learning management to administer lectures, assignments, group discussions, and other content necessary for the successful completion of the course.

14. COURSE ASSESSMENT:

The department will collect departmentally-develop rubrics and/or results on exam items across all sections of the course on a regular basis. The assessment data will assist in identifying needed changes to the course to ensure greater student attainment of the Student Learning Objectives. The results of the evaluation will be reviewed by the department, and, if warranted, adjustments to the course will be made.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Custom Taxation Text – Spilker (most current edition)—Loose leaf packaged with Connect access.

Taxation of Individuals and Business Entities (most current edition) – Spilker loose leaf packaged with 3-semester Connect access

CCH Tax Research Software

Indicate possible recommended texts for the course where appropriate, including author/editor, title, publisher, edition, and date of publication. The style of entry should consistently follow a manual such as Turabian, MLA, APA, or an accepted guide in a specific discipline.