

**NEW ACADEMIC DEGREE PROGRAM
SUMMARY FOR PROGRAM ANNOUNCEMENT**

Institution	Stockton University
New Academic Degree Program Title	Accounting
Degree Designation	Master of Science
Degree Abbreviation	ACCT MS

Introduction

Stockton University recently celebrated its fiftieth year. Since its beginning as a small state college located on the boardwalk in Atlantic City, it has grown into a regional university offering undergraduate, master's, and doctoral degrees, that educate almost 10,000 students each year. Along the way, Stockton University has remained committed to offering a liberal arts education through interdisciplinary education. Stockton's Strategic Plan explains: "Stockton's liberal arts education pairs rigorous academic training with high-quality, co-curricular experiences to equip students not just for their first job, but also for long-term professional success, and a lifetime of learning, growing, and succeeding."¹

Stockton University is ranked among the top public universities in the Northeast with more than 160 undergraduate and graduate programs, as well as continuing education opportunities. Furthermore, Stockton University was recategorized by U.S. News & World Report, for the purposes of their 2022-2023 top university rankings, as a public national university (from its previous category, public regional university). In this report, Stockton ranked 182 out of 440 in the Best National University category and is ranked 91 out of 227 in the category, Top Public Schools.² The University, one hour from Philadelphia and two hours from New York City, offers unique living and learning environments throughout southern New Jersey, including the 1,600-acre Galloway campus in the Pinelands National Reserve and Stockton University Atlantic City, located in the University District, just steps from the beach and the iconic Atlantic City Boardwalk.

Stockton University's mission is to develop engaged and effective citizens with a commitment to life-long learning and the capacity to adapt to changes in a multicultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences, and professional education. Stockton University thrives as a distinctive regional institution, providing a diverse, values-based, student-centered environment of exceptional teaching and learning. As a community builder and partner in public service, Stockton University will remain committed to the positive development of New Jersey through scholarship and creative activity, civic engagement, and active stewardship.

Stockton's guiding principle is students first; vision and strategy follow. Stockton University embraces a collection of shared values, the essence of our standards for excellence. These values support our mission and guide our practices and behavioral expectations. We adhere to the values of: Excellence in teaching and dedication to learning, Inclusivity and Diversity, Academic Freedom, Integrity and Respect, Shared Governance, Community Engagement and Civic Responsibility, Global Perspectives, and Sustainability and Environmental Stewardship.

Stockton University is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accreditation agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Specifically, Stockton University's School of Business (Business Studies; Hospitality, Tourism and Event Management Studies; MBA/MHAL Programs) has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The MS Accounting program proposed herein "may be indicated as

¹ Stockton University, "Strategic Plan 2025" <https://stockton.edu/academic-affairs/documents/stockton-strategic-plan.pdf>, at p. 9.

² US News & World Report, Best Colleges 2022-2023 edition, <https://www.usnews.com/best-colleges/stockton-university-9345>

AACSB accredited until the next continuous improvement review, at which time the peer review team will review the new program for alignment with the standards.”³ When a business school has the AACSB International accreditation distinction it lends to the school's credibility and reputation. Approximately one third of all U.S. business schools hold AACSB International accreditation.

Currently, within the Business Studies major, we have six concentrations—Accounting, Business Analytics, Finance, Financial Planning, Management, and Marketing. Concerted efforts have been made to distinguish the Accounting program so that it can be ranked with its peer institutions. One of these efforts was to propose a change from an accounting concentration to a standalone Bachelor of Science degree in Accounting, and this change has been approved at all levels in the University. It is currently awaiting final approval at the state level, with the anticipated effective date, academic year 2023-2024.

The MS Accounting program proposal is the next important step to bridge the gap between Stockton’s Accounting program and its peers. As shown in the data below, nearly 65% of Stockton’s peer institutions offer a graduate degree in accounting. Stockton University’s Accounting faculty, alumni, and business advisory boards all believe that a Master’s in Accounting is long overdue and critical to attract and serve more students who are interested in the accounting profession.

MS Accounting (including MAcc) Degrees at Peer Institutions’ Business Schools

Peer Institutions	MS Accounting (including MAcc) Degree / 4+1 Option-BS/MS
<i>Stockton University</i>	Proposed Degree and 4+1 BS/MS
Fairleigh Dickinson University	Degree and 4+1 BS/MS
Kean University	Degree
Monmouth University	No MS Accounting degree
Montclair University	Degree and 4+1 BS/MS
NJ Institute of Technology	No MS Accounting degree
Ramapo College of NJ	Degree and 4+1 BS/MS
Rider University	Degree and 4+1 BS/MS
Rowan University	Degree and 4+1 BS/MS
Rutgers University -Camden	Degree
Rutgers University – New Brunswick	Degree
Saint Joseph’s University	No MS Accounting degree
Seton Hall University	Degree and 4+1 BS/MS
Temple University	Degree
The College of NJ	No MS Accounting degree
University of Delaware	Degree and 4+1 BS/MS
Widener University	Degree and 4+1 BS/MS
William Paterson	No MS Accounting degree

Note: The business schools in all the above institutions, except Kean University, are accredited by AACSB.

Stockton University and its Accounting Program, seek to provide current, relevant, and timely programming to address the shortage of accountants and the evolving CPA licensure requirements. The Accounting Program’s mission is to launch student's careers, through active learning and professional networks producing profession-ready graduates that are empowered with passion, knowledge, skills, values, and engaging perspectives to develop as competitive leaders. The School of Business sees the creation of a Master of Science in Accounting as an opportunity to expand the applicant pool at Stockton’s School of Business by offering current and prospective students the ability to earn the

³AACSB 2020 Standards <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-jul-1-2022.pdf?rev=b40ee40b26a14d4185c504d00bade58f&hash=9B649E9B8413DFD660C6C2AFAAD10429>

skills and knowledge necessary for entry and advancement in the profession and to obtain the required 150 credits for CPA licensure.

The creation of a Master of Science in Accounting aligns with Stockton University's Strategic Plan, which focuses on six key areas: Inclusive Student Success, Diversity and Inclusion, Teaching and Learning, Strategic Enrollment Management, Financial Sustainability, Campus Community, Communication, and Shared Governance.⁴

For example, under the area of Inclusive Student Success, Stockton plans to “[b]uild enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool.” Expanding our program to include a master’s program that will prepare students with the necessary knowledge and skills to become Certified Public Accountants will attract an array of prospective students to consider Stockton for their undergraduate degree. Many schools that offer undergraduate Accounting degrees also offer a purposeful pathway to the 150-credit requirement for the CPA exam. Presently, Stockton University offers the MBA program that some accounting undergraduates pursue, but the MBA coursework is not designed to provide students with the specific technical knowledge and skills needed to pass the CPA exam.

Under the area of Teaching and Learning, Stockton plans to “[e]mbrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.” Although Accounting is generally not an emerging field, there are specializations that are emerging, such as data analytics and forensic accounting, which are the two areas of concentration we are offering with the launch of the program.

Furthermore, offering an MS in Accounting will provide the faculty with flexibility to shape the program curriculum to meet the emerging needs of this field. For example, as discussed below, the skills and knowledge expected of accountants and CPAs is evolving, and this new program will allow the curriculum to adapt to these changes.

Moreover, the need for qualified accountants is growing, as discussed in detail later, so this program will provide a larger, more qualified pool of candidates to help fill some of the professional shortages in our geographic area.

As part of Strategic Enrollment Management, Stockton seeks to “[d]evelop enrollment and retention strategies at the institutional, school and program levels that account for our mission, market demand, cost, and capacity.” As explained in greater detail below, developing a Master of Science in Accounting program is consistent with market demand, as students and employers in the field expect such a degree for those pursuing a career in this field. The MS Accounting degree will help Stockton’s School of Business maintain strong enrollment moving forward, particularly considering the relatively low cost of a degree at Stockton, a state university.

Finally, the proposed MS Accounting degree is consistent with Stockton’s mission, which is “to develop engaged and effective citizens with a commitment to lifelong learning and the capacity to adapt to change in a multicultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences, and professional education.”⁵ To those seeking to become CPAs and accountants, the MS Accounting degree will provide a robust educational experience that focuses on emerging and advanced accounting topics and employs high-impact pedagogical practices, such as experiential learning and internships.

CPA Career Readiness

An education in accounting can open doors to exciting career paths in every segment of business, including industry, government, nonprofit, and public accounting. The MS Accounting program will not only allow Stockton University to compete for students interested in the accounting field, but it will also allow for the expansion of course offerings to provide students with the most comprehensive and competitive skillset needed in the accounting profession. Furthermore, the CPA licensure is the premier credential of the profession, is highly recognized around the world, and the MS Accounting program at Stockton will provide the learning opportunities needed to earn the credential.

At Stockton, we strongly encourage accounting majors to pursue the CPA licensure because it is the premier credential that an accountant can earn. It is a globally recognized standard of excellence. In Fall 2022, to gauge student interest

⁴ Stockton University’s 2025 Strategic Plan, retrieved December 27, 2022, from: <https://stockton.edu/strategic-plan/>

⁵ Stockton University, “Mission Statement”, at <https://www.stockton.edu/president/mission-statement.html>

and perceptions of the proposed MS in Accounting, Stockton's junior and senior accounting majors were surveyed, and forty-three responded. Participants were asked if they planned on pursuing the CPA license; 74.4% of students answered affirmatively, 16.3% were undecided, and 9.3% responded that they did not plan on pursuing the CPA license. The Accounting faculty believe that the number of students pursuing the CPA licensure can be increased if barriers to entry are minimized.

The level of excellence associated with the CPA license is rewarded with higher salaries when comparing CPA salaries to non-CPA counterparts. According to data reported by Indeed.com, accountants without a CPA license ("non-CPAs") earn an average of \$53,604 per year, while CPAs earn an average of \$78,857 per year.⁶ The AICPA (American Institute of Certified Public Accountants), which is the national organization for CPAs, explains that the wage gap exists because CPAs "do more" and "charge more" than non-CPAs. CPAs have the authority to perform certain types of work that non-CPAs cannot, such as signing off on an audit and representing clients on any matter before the IRS.⁷ CPAs are held to strict work standards, ethical standards, and professionalism by the state board of accountancy and are therefore generally paid more than non-CPAs.⁸

CPA licensure requires the passing of a rigorous Uniform CPA Examination that covers specific and progressively complex technical concepts that can be learned in the classroom, through experiential learning opportunities and outside of the classroom, through internships and employment. CPA licensure also requires the completion of 150 college credits and in New Jersey, 24 credits must be in accounting and 24 credits must be in business courses. Furthermore, New Jersey requires one year of experience for the CPA candidate to earn the licensure.

Although students pursuing a Bachelor's degree in Accounting will meet the credit requirements for accounting and business, passing the exam (by most candidates) necessitates additional study and experience. Some students fulfill the 150 credits requirement by taking additional undergraduate electives in business and non-business courses, but these students are not learning the necessary technical and problem-solving skills needed to pass the CPA exam. Our MS in Accounting proposal is designed to provide those learning opportunities to most effectively prepare students to become CPAs and to maximize their earning potential.

Payscale.com reports in 2021 that the average salary for accountants (CPAs and non-CPAs) with a BS degree earn an average of \$63,000, and accountants with a Master's degree in Accounting earn an average of \$72,355.⁹ Earning both the CPA license and a Master's degree in Accounting can only elevate the professional's credibility, technical skills, and earning potential and help graduates better position themselves in their career path.

Overview of proposed new academic degree program

Stockton University is pursuing this degree option now for several reasons. As stated earlier, the Business School, Accounting faculty, alumni and our business advisory boards want the program to be competitive with its peer institutions. Most of our peer institutions already offer an advanced degree in accounting.

Another important reason to offer the MS in Accounting degree is to provide innovative curriculum focused on high impact practices, such as experiential learning and internships, to increase interest in the profession. We believe our program is designed to minimize the barriers to becoming a CPA by embedding the fulfillment of New Jersey CPA licensure requirements into the program.¹⁰ The program is designed to maximize the number of internship credits that are accepted by the NJ State Board of Accountancy that can be used to fulfill both the one-year work experience requirement and the 150-credit requirement, while also providing curriculum that develops proficiencies in specialized

⁶Indeed salaries, retrieved December 27, 2022, from: <https://www.indeed.com/career/accountant/salaries?cgtk=5742c547-ccc3-4b9b-9c6b-260d7e7756ee3&from=careeradvice-US> and <https://www.indeed.com/career/accountant/salaries?cgtk=5742c547-ccc3-4b9b-9c6b-60d7e7756ee3&from=careeradvice-US>, based on 17,900 salaries reported to Indeed.com as of Dec. 2022.

⁷ Enrolled agents and attorneys also can represent clients on any matter before the IRS.

⁸ AICPA, retrieved December 27, 2022, from: <https://www.thiswaytocpa.com/why-cpa/articles/salary-information/licensed-to-earn/>

⁹ Payscale.com, retrieved December 27, 2022 from: <https://www.payscale.com/research/US/Degree>

¹⁰ NJCPA, retrieved December 27, 2022, from: <https://www.njcpa.org/article/2022/08/04/deciphering-the-decline-of-new-cpa-supply>

knowledge.¹¹ Accordingly our curriculum aligns with our AACSB accreditation. The AACSB, in Standard 4 (curriculum requirements) states, “experiential learning includes a wide variety of activities such as internships, service learning, study abroad, consulting projects, and other high-impact pedagogical practices.”¹² Additionally, “curriculum should reflect current and innovative business theories and practices.” Furthermore, “specialized business master’s degree programs normally include an understanding of the specified discipline from multiple perspectives, an understanding of the specialization context, and preparation for careers or further study.”¹³

The MS Accounting degree will provide several additional benefits, including providing greater career opportunities for graduates, potentially growing enrollment in the program, allowing for greater curricular flexibility to meet the changing needs of the industry, and greater visibility for the University and Business School.

With its new MS Accounting program, Stockton University seeks to build a highly specialized degree consistent with norms and expectations in the accounting profession. This new program will utilize some existing courses, and current Accounting faculty will teach the majority of the new courses in the curriculum. Technology and analytics are embedded in all graduate-level accounting courses.¹⁴ Expense projections for Years 1 through 4 include two adjuncts, and in Year 3, the addition of one full-time faculty member.

We are proposing two primary pathways to the Master of Science in Accounting program to attract as many students as possible. To provide a cost-effective path for our current accounting undergraduates who have demonstrated exceptional abilities, a “4+1 BS/MS Accounting” accelerated pathway, modeled after Stockton’s dual degree (4+1) BS/MBA, will be offered at Stockton. Students will apply for admission in the 4+1 BS/MS Accounting program prior to their senior year and complete both the bachelor’s and accelerated master’s degree in five years. The 4+1 BS/MS Accounting program replaces three upper-level accounting courses with graduate level courses in the same areas, but at more depth and breadth, and these credits fulfill requirements of both the BS and MS degrees in Accounting. The curriculum for the 4+1 pathway is detailed in Appendix A.

The second pathway is a traditional Master of Science in Accounting program that is designed to be completed in two academic years. It is open to graduates of undergraduate accounting programs from Stockton and elsewhere. This second pathway can also be pursued by students with an earned bachelor’s degree in a non-accounting discipline, provided they complete the business and accounting undergraduate courses that fulfill the requirements of the BS Accounting degree at Stockton. The curriculum for the traditional MS Accounting is detailed in Appendix B.

Additional Factors Guiding Curriculum Design

The AICPA is responsible for designing the uniform CPA exam and has recently adopted a new structure and content for the exam (“CPA Evolution”), to be effective in 2024.¹⁵

¹¹ NJ State Board of Accountancy Statute 45:2B-51 Requirements for licensure, retrieved from page 7 of <https://www.njconsumeraffairs.gov/Statutes/accountancy-law.pdf>:

“Every applicant for licensure as a certified public accountant, having passed the examination in compliance with the provisions of section 9 of P.L.1997, c.259 (C.45:2B-50), shall provide satisfactory proof to the board that the applicant has had one year of experience providing any type of service or advice involving the use of accounting, attest, compilation, management advisory, financial advisory, tax, or consulting skills, all of which was verified by a licensee, and meeting the requirements prescribed by the board pursuant to promulgated regulations. The experience required pursuant to this section is acceptable if it was gained through employment in government, industry, academia, or public practice.”

¹² 2020 (2022) AACSB Standards retrieved on Dec. 12, 2022, from: <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-jul-1-2022.pdf>, page 41.

¹³ Ibid 12, page 42.

¹⁴ AICPA and NASBA, College Accounting Programs Need to Update Curricula (March 2021), retrieved December 27, 2022, from: <https://us.aicpa.org/press/pressreleases/2021/college-accounting-programs-need-to-update-curricula-aicpa-nasba>

¹⁵ AICPA and NASBA, New Model for Licensure, retrieved December 27, 2022, from: <https://evolutionofcpa.org/>

New Model for Licensure, New CPA Exam Expected to Launch 2024

The CPA Evolution initiative is transforming the CPA licensure model to recognize the rapidly changing skills and competencies the practice of accounting requires today and will require in the future. It is a joint effort of the National Association of State Boards of Accountancy (NASBA) and the American Institute of Certified Public Accountants (AICPA).

The AICPA Governing Council and the NASBA Board of Directors have both voted to support advancing the CPA Evolution initiative. NASBA and the AICPA are moving forward with implementing a new core + discipline CPA licensure model, and will launch a new Uniform CPA Exam in 2024.

If you have any questions, please reach out to us at Feedback@EvolutionofCPA.org.



The AICPA have also set forth a new model curriculum that assists and guides universities and colleges in selecting content for required coursework to best prepare students to pass the CPA exam.¹⁶ The Accounting faculty at Stockton have mapped and laddered the model curriculum learning objectives to our BS accounting and proposed MS accounting courses to ensure all core concepts are covered.

The NJ Board of Accountancy has recently ruled that it will allow CPA candidates to earn up to 30 internship credits to count towards the required 150 credits for licensure. To leverage this new rule, Stockton University's 4+1 BS/MS Accounting program allows for 4 internship credits in the bachelor's program and 3 additional credits in the master's, for a total of 7 internship credits. The BS/MS Accounting 4+1 program also requires that students complete two concentrations (Business Analytics and Forensic Accounting) to earn a total of 18 elective graduate credits, however, the student may choose to complete an extended internship (9 credits) in lieu of one of the concentrations. This results in the 4+1 student earning 7 to 16 credits with an internship. The standalone MS Accounting program (post-BS) requires the same graduate credits as the 4+1 pathway, including the concentrations and internship requirements and options, but it excludes the 4-credit undergraduate internship requirement. The standalone MS Accounting student can earn 3 to 12 credits through an internship.

Internships must comply with strict standards and requirements. First, each (1) internship credit is earned by working a total of 60 hours (4 hours per week equivalent class time x 15 weeks) in the semester. The four hours per week equivalent is deemed appropriate by the faculty for a traditional graduate accounting course: 1 hour per credit class time per week and 3 hours per week for out-of-class preparation and study time. This is also an acceptable means for computing equivalent work hours for internships, per the 2022 Credit Hour Policy Standard by the Middle States Commission on Higher Education.¹⁷

Internships are designed collaboratively by the accounting faculty and the employers. Agreements will specify types of duties and work that align with graduate-level study and professional experiences, as well as required assessments and deliverables, such as student-prepared written reflections and oral presentations, examinations, and feedback and evaluations by the student's supervisor.

Outstanding students may be selected to participate in the "Withum Work Experience," a highly competitive practicum with Withum, an international CPA firm, to earn a minimum of 25 and a maximum of 30 internship credits in their MS program. Students participating in the Withum Work Experience substitute both of the required concentrations with this practicum.¹⁸

¹⁶ AICPA CPA Evolution Model Curriculum (November 2021), retrieved December 27, 2022, from: <https://thiswaytocpa.com/collectedmedia/files/cpa-evolution-model-curriculum-update.pdf>

¹⁷ Middle States Commission on Higher Education Standards: Credit Hour Policy (effective July 1, 2022), retrieved December 27, 2022, from: <https://www.msche.org/policies-guidelines/page/3/>

The firm, Withum, has made a commitment to the Business School that they will partner with us to offer an extended internship with specific learning goals and assessments. If and when other medium-sized or large public accounting (CPA) firms express interest in and commit to such a relationship, we will develop those relationships and include those internships in the program in lieu of the Withum Work Experience internship.

The concentrations offered are aligned with emerging specializations in the profession, student interest, and faculty expertise. Students indicated in the Fall 2022 Student Perceptions Survey that they were most interested in four concentrations: Analytics (28.9%), Forensic Accounting (21.1%), Taxation (18.4%), and Entrepreneurship (18.4%). The top two choices (Analytics and Forensic Accounting concentrations) are already offered as electives in the MBA program, so we are initially offering these two concentrations in the MS Accounting program, while also providing specialized training in Taxation, Auditing, and other specialized areas through extended internships or the Withum Work Experience. As noted earlier, the curriculum worksheets in Appendices A and B list the courses that comprise each concentration.

Letters of support

Appendix C includes letters of support of the proposed MS in Accounting program from Warren Kleinsmith, Dean of the School of Business, Kerrin Wolf, Program Chair of Business Studies, Keith Diener, Graduate Program Chair MBA Program, and William Hagaman, Jr., Partner and CEO of Withum, the public accounting firm that will sponsor the “Withum Work Experience” internship in the curriculum. Dean Kleinsmith details the great market demand for the program and its distinctiveness as “innovative curriculum featuring expanded internship opportunities...designated to target the 2024 changes to the CPA Licensure Model.” Kerrin Wolf writes, “(t)he program promises to be of great benefit to our Accounting students by providing them with the opportunity to pursue a well-designed and cost-effective graduate degree that will prepare them for advanced careers in accounting and the CPA exam.” Keith Diener acknowledges that this program will provide a more tailored curriculum for students pursuing the CPA licensure than our current MBA program provides. And, finally, William Hagaman, Jr. states strong support of the University and this proposal and notes that the program will provide graduates with relevant preparation for the accounting profession.

Sufficient evidence of labor market demand for the program

Appendix D includes several tables and figures depicting data and projections from the Bureau of Labor Statistics, that demonstrate labor market demand in the accounting and auditing profession. First, the accounting and auditing profession is expected to grow 5.6% annually through 2031, which is slightly higher than average growth in all occupations. Furthermore, accounting and auditing is ranked #25 out of the top 30 growth occupations.

Appendix D also includes data from the Occupational Information Network (O*NET), which is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA). O*NET projects a bright outlook for accounting and auditing occupations. The data shows growth projections nationally and for New Jersey and selected surrounding states (NY, PA, DE) over the next several years as either equal to or greater than the national projected growth for accountants (New Jersey, 9%; New York, 17%; Pennsylvania, 7%; Delaware 6%, national, 6%).¹⁹ Moreover, a search of O*NET’s database of open positions in the accounting and auditing profession in NJ that are posted on the web resulted in 968 positions.²⁰ A search of CareerOneStop.org (linked from O*NET site) revealed 6,653 postings of open accountant and auditor positions in New Jersey.²¹

Other reputable sources make favorable employment projections as well. In December 2022, the Wall Street Journal reported that open accounting positions are on the rise - open accounting positions in the U.S. are 25.8% greater than 12 months ago, now at approximately 177,880 postings, compared to 141,340 previously (as reported by Revelio Labs, Inc). The author partially attributes the increase in available accounting positions to the decline in job-seekers due to the pandemic and the abundance of baby boomer retirements. The author suggests that current and future college students are likely to help fill this gap because in times of potential or impending recession, students tend to pursue degrees in stable occupations, such as accounting.²²

¹⁹O*NET, Outlook by state, retrieved December 21, 2022, from: <https://www.onetonline.org/link/details/13-2011.00>

²⁰ O*NET, New Jersey Jobs, 13.2011.00 Accountants and Auditors, retrieved December 21, 2022, from: <https://www.onetonline.org/link/localjobs/13-2011.00?st=NJ>

²¹ CareerOneStop, 13.2011.00 Accountants and Auditors, retrieved December 21, 2022, from: <https://www.careeronestop.org/Credentials/Toolkit/find-jobs-results.aspx?keyword=13-2011.00&location=NJ&radius=25¤tpage=1&source=CB>

²²Maurer, M. (Dec. 19, 2002). Struggling to Find Accountants, Business Boost Salary Offers, Hire Temporary Workers, *Wall Street Journal*, retrieved December 20, 2022, from: <https://www.wsj.com/articles/struggling-to-find-accountants-businesses-boost-salary-offers-hire-temporary-workers-11671221526>

Enrollment Projections

Results from the Fall 2022 Student Perceptions Survey showed that most respondents (67.4%) were interested in pursuing the MS Accounting degree at Stockton, 72.1% perceive that the MS in Accounting would better prepare them for a career in accounting, and 76.7% believe that the MS in Accounting would make them more competitive. Of respondents indicating interest in the MS in Accounting, 51.7% expressed interest solely in the 4+1 BS/MS Accounting format, 24.1% solely in the post-BS format, and 24.1% indicated they were interested in both the 4+1 or post-BS options.

Data driven projections are presented in Appendix E which includes data tables retrieved from the Gray's Associates database for CIP 52.0301 Accounting in the U.S, New Jersey, and Stockton University's border states including MD, DE, PA, NY and CT. The Gray's data supports the addition of the program, and our enrollment projections.

Enrollment in the existing MBA program may decline once this program is launched and anticipated net effects to the new program are integrated into this proposal. We expect that most students who would have enrolled in the dual degree BS Accounting/MBA will instead pursue the dual degree BS/MS Accounting. We believe that the new MS Accounting program will better serve our CPA-pursuing graduate students because the curriculum is designed to efficiently and effectively prepare them for the CPA licensure and their professional accounting careers. The integration of two of the existing MBA concentrations (Business Analytics and Forensic Accounting) into the MS Accounting program may positively impact enrollment in those six courses which can prevent cancellation of courses due to low enrollment.

Duplication with comparable programs of study in the State:

While MS Accounting degrees are offered at several New Jersey colleges and universities, Stockton University's MS Accounting program is distinctive for the following reasons:

- *Professional work experience and internship requirement:* Students are required to gain hands-on experience as part of the program. Students have access to develop the required skills and technical competencies in various external opportunities through the required internships. Students will complete the program having earned a minimum of 4 internship credits in the MS standalone or 7 internship credits (in the 4+1 path) which equates to 200 to 350 hours of professional work experience gained prior to graduation.
- *The "Withum Work Experience" Practicum.* Students who participate in the "Withum Work Experience" Practicum will gain a total of 1,500 hours (including the 350 internship hours above) of professional work experience that could lead to full-time employment with Withum upon graduation. There is only one other university in the state offering an option for students to gain experience with an international accounting firm while earning the additional credits beyond the Bachelor's degree that are required for CPA licensure.
- *Alignment with the CPA licensure.* The MS Accounting Program is designed to prepare students to become CPAs. The curriculum is aligned with the CPA Evolution model curriculum to ensure career readiness.
- *Concentrations.* The MS Accounting Program requires that students complete two concentrations so that they can become specialized in two areas. The program will initially offer two concentration options (for non-"Withum Work Experience" students) and will explore other concentrations in the future. The developed curriculum follows AACSB standards, and the program will be submitted for consideration under the existing accredited programs in the School of Business. AACSB accreditation ensures that business schools meet the highest standards of excellence in teaching, research, curriculum, and learner success.

Learning Outcomes

The MS Accounting program will adopt new learning outcomes that are derived from the (AICPA's) CPA Evolution Model Curriculum and from the Stockton University MBA program. The learning outcomes are presented in Appendix F and include technical competencies, digital acumen and professionalism.

Moreover, Stockton University has established a set of university-wide Essential Learning Outcomes (ELOs), which include Adapting to Change, Communication Skills, Creativity and Innovation, Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy and Research Skills, Program Competence, Quantitative Reasoning, and

Teamwork and Collaboration. Appendix G demonstrates the alignment of the MS Accounting program's learning outcomes and Stockton's ELOs.

Appendix H includes course descriptions for all of the required graduate-level accounting courses and a matrix of the specific learning objectives recommended by the CPA Evolution model curriculum that will be addressed by each course and the alignment to the MS in Accounting learning outcomes.

As mentioned above, Stockton University's Strategic Plan addresses key areas of focus, each of which builds on institutional commitments.

1. *Student Success*: Inclusive student success is the extent to which Stockton recruits, supports, and empowers an increasingly diverse and nontraditional student body, and works to close the equity gaps that exist in higher education. Toward this end, Stockton is committed to providing an affordable high quality, interdisciplinary education that is grounded in the liberal arts and prepares students for healthy, productive, and meaningful lives.
2. *Diversity and Inclusion*: Stockton is dedicated to building a community that values differences of race, religion, gender, ethnicity, national origin, socioeconomic status, affectional or sexual orientation, gender identity or expression, marital status, age, ability or disability. We accept our responsibility to create and preserve an environment free from prejudice and discrimination, and to take actions that affirm our commitment to inclusivity and diversity.
3. *Teaching and Learning*: Stockton has achieved remarkable success in terms of student retention and graduation rates because of its personalized approach to teaching and learning. Such efforts should continuously be assessed and refined and incorporate Stockton's Essential Learning Outcomes (ELOs). Moreover, we will encourage and support faculty research and pedagogical innovations to ensure that we effectively reach a diverse group of learners and that our degrees remain current and competitive.

Assessment

Assurance of learning is an integral part of the academic environment in Stockton University's School of Business. Accordingly, assessment of student outcomes will be conducted systematically and routinely by the new MS Accounting program.

The program will utilize the School's recently revamped assessment policies and procedures. Assessment amongst Business programs is led by the Business Program Assessment Committee, which works with program chairs to oversee the assessment process. This includes tracking compliance with assessment timelines, evaluating assessment results, and ensuring that corrective actions are taken, and reassessment is completed when assessment results indicate that expected outcomes are not being met. The Assessment Process Timeline, the completion of which is overseen by the Assessment Committee, can be found in Appendix I.

As this new degree program relies on existing courses, there are many recent examples of how assessment results are used to improve and inform curriculum decisions within program courses to "close the loop". These improvements focus on increased rigor in assignments, materials and grading rubrics. In response to assessment results, faculty created standardized syllabi, assignments, and exams across all sections of a course to provide more consistent learning experiences for students.

The program will follow the AACSB standards to document learner progression (Standard 6), which includes assessing academic program quality and post-graduation success. "Success may be defined in a variety of outcomes besides traditional employment in a business field. Examples of such information include, but are not limited to, graduation rates, job placement outcomes, certification or licensure exam results, employment advancement, internships, entrepreneurial activity, and activity with positive societal impact, as well as case examples of successful graduates."²³

²³ 2020 (2022) AACSB Standards retrieved on Dec. 12, 2022, from: <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-jul-1-2022.pdf>, page 52.

Assessment measures will also follow AACSB requirements which dictate, “(d)irect measures refer to evidence from learner work such as examinations, quizzes, assignments, and internship or externship feedback that is based on direct observation of individual performance behaviors or outcomes.”²⁴

In addition to these rigorous assessment activities, program success will be evaluated in several other indirect ways including:

- Evaluation of the students’ feedback on IDEA reports (student evaluation of teachers)
- Discussions with students during preceptorial advising
- Feedback gathered from students in exit surveys
- Feedback from external stakeholders and focus group panels
- Number of job placements and feedback from those employers through the Office of Career Education & Development surveys.

Sufficient academic quality

The MS Accounting program will use specifically tailored courses related to the advanced study of accounting and accounting analytics. Stockton University’s current undergraduate and graduate Business Studies programs are accredited by the Association to Advance Collegiate Schools of Business (reaccreditation was recently awarded in Spring 2022). The MS Accounting program will remain under the Stockton University School of Business AACSB banner, and go through reaccreditation on a regular basis, which will continue to ensure that the program offers a high-quality education. Current Accounting faculty exceed the AACSB 60% deployment requirement and the 75% overall undergraduate requirement and current Accounting faculty exceed the AACSB 40% Scholarly Academic (SA) requirement and the combined 90% overall requirement. The assignment of Accounting faculty to the new graduate courses will not negatively impact the Business School’s ratios for faculty deployment and academic qualifications as required by AACSB.

Resources

The MS Accounting program will be supported by faculty across the Business School and specifically, faculty in the Accounting program. The current facilities, equipment, and technology on the Galloway campus and Atlantic City campus are sufficient to support the degree program.

Requirement of significant additional State resources

The additional resources required by the creation of this program relate to the need for a Graduate Program Chair (MS in Accounting) and Dual-Degree Coordinator (4+1 BS/MS ACCT). Program Chair compensation will be based on the local agreements between Stockton University and the Stockton Federation of Teachers. Program Chair compensation based upon the current agreement is at Tier 1. This tier supports Eight (8) TCH + summer stipend of one (1) TCH at the senior rank of \$1,805 or \$16,245 in total. Internal Dual-Degree Coordinator compensation based upon the current agreement is Four (4) TCH + summer stipend of two (2) TCH at the senior rank of \$1,805 or \$10,830 in total. Internship Coordinator responsibilities will be assumed by the current Internship Coordinator, requiring no additional cost. Expense projections for Years 1 through 4 include two adjuncts, and in Year 3, the addition of one full-time faculty member.

Conservative student enrollment in the MS Accounting and Dual-Degree programs are outlined below. Enrollment projections for MS Accounting support a 10% attrition rate per year. Estimated annual net revenue is based on tuition and faculty expense adjustments of 2% per year and a revenue adjustment for courses outside of BUSN, resulting in a combined positive net revenue of \$97,828 for Year One, \$113,343 for Year Two, \$76,719 for Year Three and \$121,897 for Year Four.

Table: Projected Net Revenue for MS Accounting and Dual Degree Programs

Projected Net Revenue	Year 1	Year 2	Year 3	Year 4
Enrollment: BS Accounting	130	130	135	140

²⁴ 2020 (2022) AACSB Standards retrieved on Dec. 12, 2022, from: <https://www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standards-jul-1-2022.pdf>, page 45.

Enrollment: 4+1 (5 th year)	10	10	15	15
Enrollment: Standalone MS Accounting-1 st . year students	5	5	10	10
Enrollment: Standalone MS Accounting-2 nd . year students	0	4	4	9
Total Enrollment	15	19	29	34
Tuition per Year	\$113,552	\$149,382	\$232,833	\$281,133
Expenses per Year	\$15,724	\$16,038	\$156,114	\$159,236
Total Projected Net Revenue	\$97,828	\$113,343	\$76,719	\$121,897

All values are rounded to a whole number. Attrition (10%) is applied only for second year MS Program.

**APPENDIX A
CURRICULUM FOR PROPOSED DUAL DEGREE BS/MS ACCOUNTING**

DUAL DEGREE B.S. ACCOUNTING / MS ACCOUNTING							
BS ACCT REQUIREMENTS: All BS ACCT program courses must be completed with a grade of "C" or better.		68 credits		MS ACCT REQUIREMENTS			36 credits
CIST 1206 Statistics		(4)		ACCT 5313 Advanced Taxation*			(3)
ECON 1200 Macroeconomics		(4)		ACCT Advanced Auditing and Attestation*			(3)
BUSA 2110 Technology in Business		(4)		ACCT 5356 Advanced Financial Accounting & Reporting			(3)
ACCT 2110 Financial Accounting		(4)		ACCT 54XX Advanced Cost Accounting and Analytics*			(3)
ACCT 2120 Managerial Accounting		(4)		ACCT 5405 Accounting Information Systems*			(3)
BSNS 2120 Introduction to Business Analytics		(4)		ACCT 59XX Accounting Internship			(3)
MGMT 2110 Intro to Management		(4)		MS Accounting Electives			(18)
MKTG 2110 Marketing Principles		(4)		Option 1: Two Concentrations***			
PLAW 2120 / PLAW 3110 Business Law I / Legal, Social, Ethical		(4)		Option 2: One Concentration and Extended Internship			
FINA 3110 Financial Management		(4)		Option 3: With Work Experience			
MGMT 3120 Operations Management		(4)					
ACCT 3110 Intermediate Accounting I		(4)		***Forensic Accounting Concentration: (9 credits) ACCT 5340 Understanding Corporate Fraud, ACCT 5450 Financial Forensic Investigations, and ACCT 5410 Fraud Analytics			
ACCT 3120 Intermediate Accounting II		(4)		*** Business Analytics Concentration: (9 credits) BUSA 5232 Business Analytics for Managers, BUSA 5235 Big Data and Machine Learning, and BUSA 5236 Advanced Business Data Management.			
ACCT 3250 Taxation of Individuals & Entities		(4)					
ACCT 4110 Auditing		(4)					
ACCT 4120 Advanced Accounting		(4)					
ACCT 49XX Accounting Internship**		(4)					
							48 credits
G COURSES: (32 total credits) No more than 12 credits in any "G" category may be applied towards the BS degree.							
GEN General Interdisciplinary		(4)		GNM General Natural Science & Math			(4)
GIS-General Integration & Synthesis (Jr. yr.)		(4)		GNM General Natural Science & Math			(4)
GAH General Arts & Humanities		(4)		GSS General Social Science			(4)
GAH General Arts & Humanities		(4)		GSS General Social Science			(4)
AT SOME DISTANCE Electives: (16 total credits) Courses unrelated to your major (may include CSIS courses)							
ECON 1400 Microeconomics		(4)					(4)
		(4)					(4)
GENERAL STUDIES OUTCOME REQUIREMENTS: These course attributes should be completed within the undergraduate credits needed to graduate.							
(A) Arts				(V) Values/Ethics			
(H) Historical Consciousness				(I) International/Multicultural			
(R1) Race and/or Racism Intensive				(R2) Race and/or Racism Education			
GENERAL STUDIES WRITING REQUIREMENT:(4 courses)							
Two W1 courses may be in transfer. W2 courses must be taken at Stockton.							
W1		W1/W2		W1/W2		W1/W2 at 3000 Level	
GENERAL STUDIES QUANTITATIVE REASONING REQUIREMENT: (3 courses)							
Two Q1 courses may be in transfer. Q2 courses must be taken at Stockton.							
Q1		Q2		Q1 or Q2			

TABLE: DUAL DEGREE BS ACCOUNTING / MS ACCOUNTING PROGRAM DEGREE MAPS FOR YEARS 4 AND 5

Year 4 Fall semester	ACCT 5405 Accounting Information Systems*
	ACCT 4110 Auditing
	ACCT 5313 Advanced Taxation*
	ACCT 54XX Advanced Cost Accounting and Analytics*

Year 4 Spring semester	ACCT 4120-Advanced Accounting
	ACCT 4900 Accounting Internship*
	ACCT 5353 Advanced Auditing and Attestation*

* denotes courses that count towards both the BS and MS degrees.

	Option 1: two concentrations	Option 2a: Business Analytics concentration and extended internship	Option 2b: Forensic Accounting concentration and extended internship	Option 3: Withum Work Experience (no concentrations)
Year 5 Fall semester	ACCT 59XX Accounting Internship	ACCT 59XX Accounting Internship	ACCT 59XX Accounting Internship	ACCT 59XX Accounting Internship
	ACCT 5356 Advanced Financial Accounting and Reporting	ACCT 5356 Advanced Financial Accounting and Reporting	ACCT 5356 Advanced Financial Accounting and Reporting	ACCT 5356 Advanced Financial Accounting and Reporting
	Elective 1 ACCT 5340 Understanding Corporate Fraud	Elective 2 BUSA 5232 Business Analytics for Managers	Elective 1 ACCT 5340 Understanding Corporate Fraud	Withum Work Experience
	Elective 2 BUSA 5232 Business Analytics for Managers	ACCT 59XX Accounting Internship (extended)	ACCT 59XX Accounting Internship (extended)	Withum Work Experience

Year 5 Spring semester	Elective 3 ACCT 5450 Financial Forensic Investigations	Elective 5 BUSA 5236 Advanced Business Data Management	Elective 3 ACCT 5450 Financial Forensic Investigations	Withum Work Experience
	Elective 4 ACCT 5410 Fraud Analytics	Elective 6 BUSA 5232 Big Data and Machine Learning	Elective 4 ACCT 5410 Fraud Analytics	Withum Work Experience
	Elective 5 BUSA 5236 Advanced Business Data Management	ACCT 59XX Internship (extended)	ACCT 59XX Internship (extended)	Withum Work Experience
	Elective 6 BUSA 5232 Big Data and Machine Learning	ACCT 59XX Internship (extended)	ACCT 59XX Internship (extended)	Withum Work Experience

**APPENDIX B
CURRICULUM FOR PROPOSED MS ACCOUNTING**

MS ACCOUNTING			
Undergraduate Prerequisite Course List (met if earned a "C" or better)	Check (x) if met	MS ACCT REQUIREMENTS	36 credits
CIST 1206 Statistics		ACCT 5313 Advanced Taxation	(3)
ECON 1200 Macroeconomics		ACCT Advanced Auditing and Attestation	(3)
ECON 1400 Microeconomics		ACCT 5356 Advanced Financial Accounting & Reporting	(3)
BUSA 2110 Technology in Business		ACCT 54XX Advanced Cost Accounting and Analytics	(3)
ACCT 2110 Financial Accounting		ACCT 5405 Accounting Information Systems	(3)
ACCT 2120 Managerial Accounting		ACCT 59XX Accounting Internship	(3)
BSNS 2120 Introduction to Business Analytics		MS Accounting Electives	(18)
MGMT 2110 Intro to Management		Option 1: Two Concentrations*	
MKTG 2110 Marketing Principles		Option 2: One Concentration* and Extended Internship	
PLAW 2120 / PLAW 3110 Business Law I / Legal, Social, Ethical		Option 3: Withum Work Experience	
FINA 3110 Financial Management			
MGMT 3120 Operations Management			
ACCT 3110 Intermediate Accounting I		*Forensic Accounting Concentration: (9 credits) ACCT 5340 Understanding Corporate Fraud, ACCT 5450 Financial Forensic Investigations, and ACCT 5410 Fraud Analytics	
ACCT 3120 Intermediate Accounting II			
ACCT 3250 Taxation of Individuals & Entities			
ACCT 4110 Auditing		*Business Analytics Concentration: (9 credits) BUSA 5232 Business Analytics for Managers, BUSA 5235 Big Data and Machine Learning, and BUSA 5236 Advanced Business Data Management.	
ACCT 4120 Advanced Accounting			
(All undergraduate-level ACCT courses not met must be completed with a C or better prior to enrolling in any graduate level ACCT courses. Must comply with all prerequisite requirements.)			

TABLE: MS ACCOUNTING PROGRAM DEGREE MAPS

	Option 1: two concentrations	Option 2a: Business Analytics concentration and extended internship	Option 2b: Forensic Accounting concentration and extended internship	Option 3: Withum Work Experience (no concentrations)
Year 1 Fall semester (9 credits)	ACCT 5405 Accounting Information Systems	ACCT 5405 Accounting Information Systems	ACCT 5405 Accounting Information Systems	ACCT 5405 Accounting Information Systems
	ACCT 5313 Advanced Taxation	ACCT 5313 Advanced Taxation	ACCT 5313 Advanced Taxation	ACCT 5313 Advanced Taxation
	ACCT 54XX Advanced Cost Accounting and Analytics	ACCT 54XX Advanced Cost Accounting and Analytics	Elective 1 ACCT 5340 Understanding Corporate Fraud	ACCT 54XX Advanced Cost Accounting and Analytics
Year 1 Spring semester (9 credits)	Elective 3 ACCT 5450 Financial Forensic Investigations	ACCT 59XX Accounting Internship	Elective 3 ACCT 5450 Financial Forensic Investigations	Withum Work Experience
	Elective 4 ACCT 5410 Fraud Analytics	ACCT 59XX Accounting Internship	Elective 4 ACCT 5410 Fraud Analytics	Withum Work Experience
	ACCT 5353 Advanced Auditing and Attestation	ACCT 59XX Accounting Internship	ACCT 5353 Advanced Auditing and Attestation	ACCT 5353 Advanced Auditing and Attestation
Year 2 Fall semester (9 credits)	ACCT 5356 Advanced Financial Accounting and Reporting	ACCT 59XX Accounting Internship	ACCT 5356 Advanced Financial Accounting and Reporting	ACCT 5356 Advanced Financial Accounting and Reporting
	Elective 1 ACCT 5340 Understanding Corporate Fraud	ACCT 5356 Advanced Financial Accounting and Reporting	ACCT 54XX Advanced Cost Accounting and Analytics	Withum Work Experience
	Elective 2 BUSA 5232 Business Analytics for Managers	Elective 2 BUSA 5232 Business Analytics for Managers	ACCT 59XX Accounting Internship	Withum Work Experience
Year 2 Spring semester (9 credits)	ACCT 59XX Accounting Internship	ACCT 5353 Advanced Auditing and Attestation	ACCT 59XX Accounting Internship	ACCT 59XX Accounting Internship (Withum Work Experience)
	Elective 5 BUSA 5236 Advanced Business Data Management	Elective 5 BUSA 5236 Advanced Business Data Management	ACCT 59XX Accounting Internship	Withum Work Experience
	Elective 6 BUSA 5232 Big Data and Machine Learning	Elective 6 BUSA 5232 Big Data and Machine Learning	ACCT 59XX Accounting Internship	Withum Work Experience

**APPENDIX C
LETTERS OF SUPPORT**



School of Business
P: 609.652.4534 • F: 609.626.5539

101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

January 18, 2023

MS in Accounting and 4 +1 Program Proposal

Dr. Elizabeth Pollock, Chair
Academic Programs and Planning Committee
Stockton University
101 Vera King Farris Drive
Galloway, NJ 08205

Dear Dr. Pollock:

I am writing to provide my endorsement of the MS in Accounting Program being presented by the School of Business.

The School of Business is pursuing this program to increase enrollment and bridge the gap between Stockton's Accounting program and peer institutions. As noted in the proposal, nearly 65% of Stockton's peer institutions offer a graduate degree in accounting. Stockton University's Accounting faculty, alumni, and business advisory boards all believe that a Master's in Accounting is long overdue and critical to attract and serve more students who are interested in the accounting profession.

The Gray's Data provided in the report clearly indicates very strong Student Demand and Employment (99th percentile) scorecards at the local level (60-mile radius), state and national levels. At the local level, a Bachelor of Accounting Degree is ranked 6th with 25% of the degrees coming from master's level programs. To address local competitive intensity, this program supports an innovative curriculum featuring expanded internship opportunities, the "Withum Work Experience" and specialized concentrations designed to target the 2024 changes to the CPA Licensure Model.

This program will be supported by faculty across the Business School and specifically, faculty in the Accounting program. The current facilities, equipment, and technology on the Galloway campus and Atlantic City campus are sufficient to support the program. The additional resources required by the creation of this program relate to the need for a Graduate Program Chair (MS in Accounting) and Dual-Degree Coordinator (4+1 BS/MS ACCT). Program Chair compensation will be based on the local agreements between Stockton University and the Stockton Federation of Teachers. Additional faculty expenses include two adjuncts, years 1-4, and one full-time faculty member beginning in year three. Conservative enrollment numbers adjusted for attrition project positive net revenue for years 1-4.

Respectfully,

A handwritten signature in black ink, appearing to read 'W. Kleinsmith, Jr.', written over a horizontal line.

Warren J. Kleinsmith, Jr.
Interim Dean, School of Business
Stockton University



101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

School of Business

P: 609.652.4534 • F: 609.626.5539

January 19, 2023

Dr. Elizabeth Pollock, Chair
Academic Programs and Planning Committee
Stockton University
101 Vera King Farris Drive
Galloway, NJ 08205-9441

Dear Dr. Pollock:

I am writing to endorse the MS in Accounting Program proposal from the School of Business. The program promises to be of great benefit to our Accounting students by providing them with the opportunity to pursue a well-designed and cost-effective graduate degree that will prepare them for advanced careers in accounting and the CPA exam. Further, it is likely to attract graduate students seeking specialized graduate training in Accounting who would not have previously considered attending Stockton University.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Kerrin C. Wolf'.

Kerrin C. Wolf, JD, PhD
Interim Program Chair, Business Studies
Stockton University



101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

School of Business
P: 609.652.4534 • F: 609.626.5539

Date: January 21, 2023

Fr: Dr. Keith W. Diener, in capacity as M.B.A. Program Chair

To: Faculty Senate, Stockton Administration

Re: Letter of Support for M.S. in Accounting/ 4+1 program

I am writing at the request of Dean Warren Kleinsmith and in support of the proposed M.S. in Accounting program and the interconnected 4+1 dual-degree program with the M.S. in accounting.

I write after having reviewed a draft proposal for the M.S. in Accounting and having had conversations regarding this proposed program with both Dr. Carla Cabarle and Dean Kleinsmith. In my role as the M.B.A. Chair, I requested conversations to discuss the following prior to writing this letter of support:

- The impact of M.S. program on the M.B.A. program
- The impact of M.S. program on the M.B.A. program's Financial Forensic Investigations (FFI) concentration (which is staffed by accounting faculty)
- The impact of the M.S. program on the M.B.A. program's Accounting Information Systems (AIS) class
- The impact of M.S. program on the dual-degree M.B.A./ACCT 4+1 program

After conversations with Dr. Cabarle and Dean Kleinsmith, I am convinced that despite the anticipated drop in enrollment in the M.B.A. program which will follow from the implementation of this M.S. program, that the M.S. program does provide students interested in pursuing their C.P.A. degree with a much better course of study than we otherwise have available and it is, overall, best for our students even though it will likely lead to decreased enrollment in our M.B.A. program.

The rationale is that our M.B.A. program is simply not set up as a "gateway" to the C.P.A. credential and yet many students utilize the M.B.A. as a way of attaining credit hours so they can sit for the C.P.A. exam. The M.B.A. program does not offer classes specifically tailored to that end nor does the M.B.A. program have an advisor specifically tailored to advising as to the C.P.A. requirements (although our accounting faculty are always helpful in this regard).

It is further my understanding that the M.S. program will share certain electives in the M.B.A. program. The AIS class mentioned above will be required for all M.S. students, and the FFI concentration classes as well as our business analytics concentration classes will be shared within concentrations in the M.B.A. and the M.S. programs. Thus, while the overall enrollment in the M.B.A. may decrease, the M.S. program will help to fill certain classes in the M.B.A. program.

Similarly, many students currently enroll in the dual degree (4+1) program to pursue their undergraduate degree in accounting and their M.B.A. simultaneously so that they can attain the credit hours needed to sit for the C.P.A. examination. We also anticipate a drop in the enrollment of students in this dual-degree program. We believe these students will instead enroll in the 4+1 M.S./Accounting program which is tailored to prepare students to attain the C.P.A. credential.

I do believe that the M.S. program will better fit the needs of the students who seek to pursue their C.P.A. than our current M.B.A. program does and that this program, if successful, will better prepare them for careers in this field. Thus, despite that we anticipate that M.B.A. enrollment will drop with the development of this new program, I am convinced that it provides a better opportunity for these students and thus, it has my support.

If you have any questions or wish to discuss further, contact me anytime.



Dr. Keith W Diener
Chair, MBA program

Dr. Elizabeth Pollack
Academic Programs and Planning Committee
Stockton University
101 Vera King Ferris Drive
Galloway, NJ

Dear Dr. Pollack,

I am writing to provide support and endorsement for the MS in Accounting Program as presented by the School of Business.

I am a Stockton graduate from the Class of '79 and have spent the last 42 years in public practice including the last 13 years as CEO of Withum the 22nd largest firm in the country.

From the perspective of the employer, this degree will be of great assistance to the graduate. When we hire, we look for students that have goals and aspirations of becoming certified public accountants and this MS will most likely qualify them for the exam. But more essentially the courses taken in the 5th year will be relevant to the work they will be expected to perform once they enter the workforce.

Our firm is a strong supporter of Stockton University, and we look forward to working closely with the University, Faculty and Students on rolling this program out successfully.

Sincerely,



William R Hagaman Jr. CPA, CGMA
Partner

**APPENDIX D
MARKET DEMAND DATA**

Data from U.S. Bureau of Labor Statistics – Occupational Employment and Wage Statistics (OEWS), May 2021 (released May 2022)

13-2011 Accountants and Auditors

Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data. Excludes “Tax Examiners and Collectors, and Revenue Agents” (13-2081) and “Tax Preparers” 13-2082.

The source of the tables and figures in this Appendix, unless otherwise noted, is <https://www.bls.gov/oes/current/oes132011.htm#nat> (last modified date Mar. 31, 2022).

National Employment estimate and mean wage estimates for Accountants and Auditors:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
1,318,550	0.6 %	\$ 40.37	\$ 83,980	0.4 %

Percentile wage estimates for Accountants and Auditors:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 23.06	\$ 29.21	\$ 37.14	\$ 47.98	\$ 62.01
Annual Wage (2)	\$ 47,970	\$ 60,760	\$ 77,250	\$ 99,800	\$ 128,970

Industries with the highest levels of employment in Accountants and Auditors:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	326,570	32.55	\$ 41.66	\$ 86,650
Management of Companies and Enterprises	104,760	4.12	\$ 40.78	\$ 84,820
Local Government, excluding schools and hospitals (OEWS Designation)	45,290	0.84	\$ 35.51	\$ 73,860
State Government, excluding schools and hospitals (OEWS Designation)	42,240	1.92	\$ 34.05	\$ 70,830
Real Estate	38,290	2.29	\$ 39.47	\$ 82,090

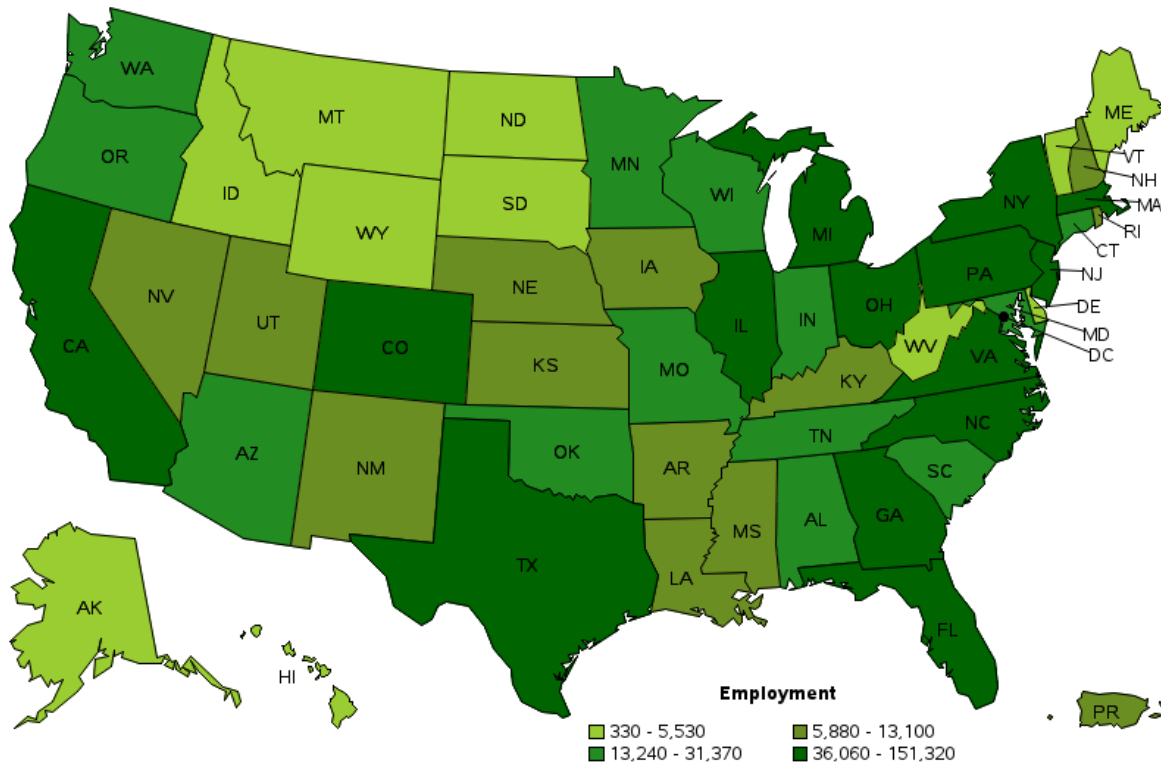
Industries with the highest concentration of employment in Accountants and Auditors:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	326,570	32.55	\$ 41.66	\$ 86,650
Other Investment Pools and Funds	780	6.15	\$ 40.27	\$ 83,760
Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)	1,040	5.37	\$ 40.12	\$ 83,450
Oil and Gas Extraction	5,490	5.15	\$ 48.55	\$ 100,980
Office Administrative Services	22,550	4.64	\$ 39.96	\$ 83,110

Top paying industries for Accountants and Auditors:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Pipeline Transportation of Crude Oil	40	0.39	\$ 59.25	\$ 123,230
Computer and Peripheral Equipment Manufacturing	2,770	1.78	\$ 59.24	\$ 123,210
Other Information Services	4,770	1.32	\$ 54.28	\$ 112,900
Securities, Commodity Contracts, and Other Financial Investments and Related Activities	30,990	3.23	\$ 51.74	\$ 107,610
Federal Executive Branch (OEWS Designation)	22,260	1.06	\$ 51.53	\$ 107,170

Employment of accountants and auditors, by state, May 2021



Top paying states for Accountants and Auditors:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	9,200	13.90	1.49	\$ 53.00	\$ 110,240
New York	111,660	12.88	1.38	\$ 50.86	\$ 105,790
New Jersey	42,230	10.97	1.17	\$ 47.09	\$ 97,950
California	151,320	9.15	0.98	\$ 44.63	\$ 92,840
Massachusetts	38,140	11.23	1.20	\$ 44.38	\$ 92,310

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

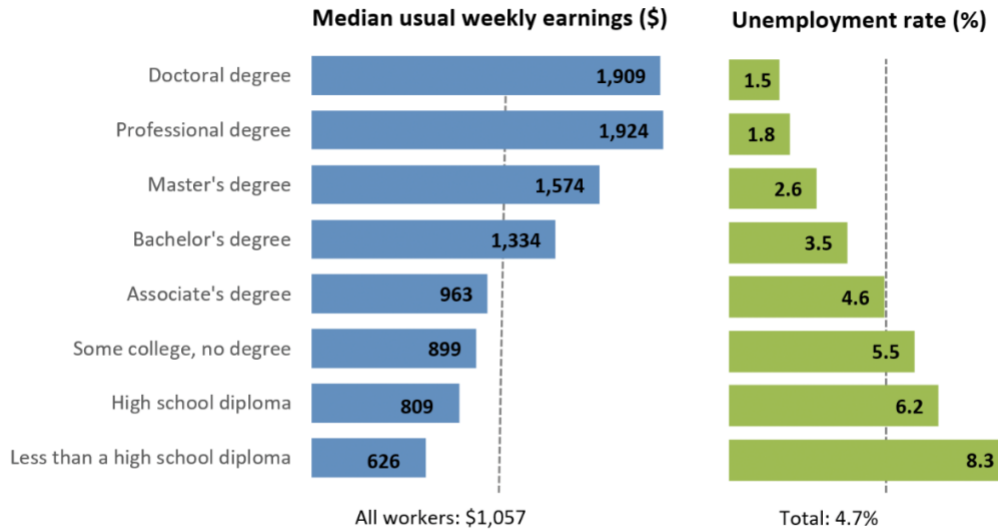
(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

The figure below, "Earnings and Employment Rate by Educational Attainment, 2021," was retrieved November 5, 2022, from https://www.bls.gov/emp/images/ep_chart_001.png.

Earnings and unemployment rates by educational attainment, 2021



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

The table below (source denoting Table 1.4), “(Top 30) Occupations with the Most Job Growth, 2021 and projected 2031,” was retrieved November 5, 2022, from <https://www.bls.gov/emp/tables/occupations-most-job-growth.htm>.

Table 1.4 Occupations with the most job growth, 2021 and projected 2031
(Numbers in thousands) [last modified Sept. 8, 2022] Source: <https://www.bls.gov/emp/tables/occupations-most-job-growth.htm>

2021 National Employment Matrix title	2021 National Employment Matrix code	Employment, 2021	Employment, 2031	Employment change, 2021–31	Percent employment change, 2021–31	Median annual wage, 2021(1)
Total, all occupations	00-0000	158,134.7	166,452.1	8,317.4	5.3	\$45,760
Home health and personal care aides	31-1120	3,636.9	4,560.9	924.0	25.4	\$29,430
Cooks, restaurant	35-2014	1,255.6	1,715.6	459.9	36.6	\$30,010
Software developers	15-1252	1,425.9	1,796.5	370.6	26.0	\$120,730
Fast food and counter workers	35-3023	3,195.6	3,438.8	243.2	7.6	\$25,100
General and operations managers	11-1021	3,118.4	3,328.2	209.8	6.7	\$97,970
Waiters and waitresses	35-3031	1,904.4	2,101.4	197.0	10.3	\$26,000
Registered nurses	29-1141	3,130.6	3,326.0	195.4	6.2	\$77,600
Laborers and freight, stock, and material movers, hand	53-7062	2,806.5	2,974.8	168.4	6.0	\$31,230
Stockers and order fillers	53-7065	2,472.7	2,630.6	157.9	6.4	\$30,110
Market research analysts and marketing specialists	13-1161	792.5	942.8	150.3	19.0	\$63,920
First-line supervisors of food preparation and serving workers	35-1012	1,093.1	1,238.7	145.7	13.3	\$36,570
Medical and health services managers	11-9111	480.7	616.9	136.2	28.3	\$101,340
Financial managers	11-3031	730.8	854.0	123.1	16.8	\$131,710
Medical assistants	31-9092	743.5	861.3	117.8	15.8	\$37,190
Maids and housekeeping cleaners	37-2012	1,237.4	1,353.8	116.4	9.4	\$28,780
Nurse practitioners	29-1171	246.7	359.4	112.7	45.7	\$120,680
Light truck drivers	53-3033	1,109.7	1,220.4	110.7	10.0	\$38,280
Management analysts	13-1111	950.6	1,059.0	108.4	11.4	\$93,000
Bartenders	35-3011	514.0	606.0	92.0	17.9	\$26,350
Heavy and tractor-trailer truck drivers	53-3032	2,094.7	2,185.6	90.9	4.3	\$48,310
Animal caretakers	39-2021	290.7	377.6	86.9	29.9	\$28,600
Janitors and cleaners, except maids and housekeeping cleaners	37-2011	2,298.4	2,383.9	85.5	3.7	\$29,760
Computer and information systems managers	11-3021	509.1	591.5	82.4	16.2	\$159,010
Accountants and auditors	13-2011	1,449.8	1,531.6	81.8	5.6	\$77,250
Lawyers	23-1011	833.1	913.3	80.2	9.6	\$127,990
Managers, all other	11-9199	1,305.8	1,384.3	78.4	6.0	\$124,650
Substance abuse, behavioral disorder, and mental health counselors	21-1018	351.0	428.5	77.5	22.1	\$48,520
Maintenance and repair workers, general	49-9071	1,539.1	1,615.3	76.3	5.0	\$43,180
Preschool teachers, except special education	25-2011	483.1	556.0	72.9	15.1	\$30,210
Construction laborers	47-2061	1,358.4	1,430.3	71.9	5.3	\$37,770
Footnotes:						
(1) Data are from the Occupational Employment and Wage Statistics program, U.S. Bureau of Labor Statistics. Wage data cover non-farm wage and salary workers and do not cover the self-employed, owners and partners in unincorporated firms, or household workers.						
Note: Data is unavailable for values denoted with a "—".						
Source: Employment Projections program, U.S. Bureau of Labor Statistics						

The table below, Accountants and Auditor Trends by State, details employment projections by US and selected states (NJ, NY, PA, DE), was retrieved December 27, 2022, from <https://www.onetonline.org/link/details/13-2011.00>

**Accountants and Auditors
13-2011.00**

Trends by State 2020-2030

	Employment 2020	Projected Employment 2030	Projected Growth 2020-2030	Projected Annual Job Openings 2020-2030
United States	1,449,800	1,531,600	6%	136,400
New Jersey	41,840	45,400	9%	4,160
New York	121,960	142,070	17%	13,510
Pennsylvania	55,210	59,120	7%	5,370
Delaware	5,280	5,620	6%	510

“Projected growth” represents the estimated change in total employment over the projections period (2021-2031).

“Projected job openings” represent openings due to growth and replacement.

**APPENDIX E
ENROLLMENT PROJECTIONS – GRAY’S DATA**

Gray Associates Data for CIP 52.0301 Accounting
Market: New Jersey
Award Level: Graduate

Total Score 41 Percentile 99

Student Demand
Score: 33 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	95	Google Search Volume (3 Months)*	18,758	8
	97	International Page Views (12 Months)	7,933	NS
	99	New Student Enrollment Volume (12 Mo.)	831	4
	99	On-ground Completions at In-Market Institutions	425	12
	99	Online Completions by In-Market Students	164	4
	99	Sum of On-ground and Online Completions	589	3
Growth	43	Google Search YoY Change (Units)*	57	0
	0	New Student Enrollment Vol. YoY Change (Units)	-103	-1
	97	Completion Volume YoY Change (Units)	10	3
	30	Google Search YoY Change (%)*	0%	0
	47	New Student Enrollment Vol. YoY Change (%)	-11%	NS
	55	Completion Volume YoY Change (%)	2%	0

Employment*
Score: 16 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	97	Job Postings Total (12 Months)*	4,554	3
	99	BLS Current Employment*	67,463	4
	98	BLS Annual Job Openings*	5,776	2
Size: ACS Bach. Outcomes	99	Job Postings Total (12 Months)*	7,008	NS
	99	BLS Current Employment*	52,090	NS
Growth (Direct Prep)	49	BLS 1-Year Historical Growth*	-0.7%	-1
	61	BLS 3-Year Historic Growth (CAGR)*	0.2%	0
	45	BLS 10-Year Future Growth (CAGR)*	0.2%	NS
Saturation (Direct Prep)	43	Job Postings per Graduate*	2.1	-1
	62	BLS Job Openings per Graduate*	2.6	0
Wages (Direct Prep)	70	BLS 10th-Percentile Wages*	\$55,388	NS
	66	BLS Mean Wages*	\$92,256	NS
National American Community Survey Bachelor's Degree Outcomes	85	Wages (Age < 30)	\$56,530	4
	82	Wages (Age 30-60)	\$113,057	4
	30	% with Any Graduate Degree	28%	NS
	38	% with Masters	23%	NS
	28	% with Doct/Prof Degree	5%	NS
	19	% Unemp. (Age <30)**	2%	2
	73	% Unemp. (Age 30-60)**	2%	-1
	98	% in Direct Prep Jobs	59%	NS

Competitive Intensity
Score: -8 Percentile: 1

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	12	-4
	99	Campuses with Grads YoY Change (Units)**	1	-3
	99	Institutions with Online In-Market Students**	26	NS
In-Market Program Sizes	88	Average Program Completions	35	0
	89	Median Program Completions	24	0
	40	YoY Median Prog. Compl. Change (Units)	-2	0
	53	YoY Median Prog. Compl. Change (%)	-10%	0
In-Market Saturation	72	Google Search * Cost per Click**	\$12	-1
	31	Google Competition Index**	0.25	0
National Online Competition	99	National Online Institutions (Units)**	152	NS
	74	Nat'l Online % of Institutions	25%	NS
	66	Nat'l Online % of Completions	25%	NS

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-56	-17	-13	3	11	14	21	52

Gray Associates Data for CIP 52.0301 Accounting
Market: Border States (MD, DE, PA, NY, CT)
Award Level: Graduate

Total Score 47 Percentile 99

Student Demand

Score: 28 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	95	Google Search Volume (3 Months)*	79,004	8
	97	International Page Views (12 Months)	7,933	NS
	99	New Student Enrollment Volume (12 Mo.)	3,107	4
	99	On-ground Completions at In-Market Institutions	2,398	12
	99	Online Completions by In-Market Students	597	4
	99	Sum of On-ground and Online Completions	2,995	3
Growth	5	Google Search YoY Change (Units)*	-2,607	-1
	0	New Student Enrollment Vol. YoY Change (Units)	-409	-1
	0	Completion Volume YoY Change (Units)	-480	-1
	24	Google Search YoY Change (%)*	-3%	0
	38	New Student Enrollment Vol. YoY Change (%)	-12%	NS
	30	Completion Volume YoY Change (%)	-14%	0

Employment*

Score: 20 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	98	Job Postings Total (12 Months)*	24,057	4
	98	BLS Current Employment*	277,995	4
	98	BLS Annual Job Openings*	23,693	2
Size: ACS Bach. Outcomes	99	Job Postings Total (12 Months)*	33,240	NS
	99	BLS Current Employment*	217,905	NS
Growth (Direct Prep)	56	BLS 1-Year Historical Growth*	0.7%	0
	69	BLS 3-Year Historic Growth (CAGR)*	0.2%	0
	43	BLS 10-Year Future Growth (CAGR)*	0.1%	NS
Saturation (Direct Prep)	58	Job Postings per Graduate*	2.0	0
	75	BLS Job Openings per Graduate*	2.0	1
Wages (Direct Prep)	60	BLS 10th-Percentile Wages*	\$47,618	NS
	64	BLS Mean Wages*	\$81,744	NS
National American Community Survey Bachelor's Degree Outcomes	85	Wages (Age < 30)	\$56,530	4
	82	Wages (Age 30-60)	\$113,057	4
	30	% with Any Graduate Degree	28%	NS
	38	% with Masters	23%	NS
	28	% with Doct/Prof Degree	5%	NS
	19	% Unemp. (Age <30)**	2%	2
	73	% Unemp. (Age 30-60)**	2%	-1
	98	% in Direct Prep Jobs	59%	NS

Competitive Intensity
Score: -1 Percentile: 22

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	78	-4
	0	Campuses with Grads YoY Change (Units)**	-8	2
	99	Institutions with Online In-Market Students**	69	NS
In-Market Program Sizes	89	Average Program Completions	31	0
	92	Median Program Completions	17	2
	55	YoY Median Prog. Compl. Change (Units)	-1	0
	57	YoY Median Prog. Compl. Change (%)	-8%	0
In-Market Saturation	78	Google Search * Cost per Click**	\$14	-1
	35	Google Competition Index**	0.28	0
National Online Competition	99	National Online Institutions (Units)**	152	NS
	74	Nat'l Online % of Institutions	25%	NS
	66	Nat'l Online % of Completions	25%	NS

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-52	-17	-11	4	12	18	26	55

Gray Associates Data for CIP 52.0301 Accounting
Market: National
Award Level: Graduate

Total Score 49 Percentile 99

Student Demand

Score: 28 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	95	Google Search Volume (3 Months)*	611,928	8
	97	International Page Views (12 Months)	7,933	NS
	99	New Student Enrollment Volume (12 Mo.)	19,058	4
	99	On-ground Completions at In-Market Institutions	13,769	12
	99	Online Completions by In-Market Students	4,568	4
	99	Sum of On-ground and Online Completions	18,337	3
	Growth	10	Google Search YoY Change (Units)*	-4,200
0		New Student Enrollment Vol. YoY Change (Units)	-2,229	-1
0		Completion Volume YoY Change (Units)	-1,837	-1
25		Google Search YoY Change (%)*	-1%	0
32		New Student Enrollment Vol. YoY Change (%)	-11%	NS
31		Completion Volume YoY Change (%)	-9%	0

Employment*

Score: 20 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	97	Job Postings Total (12 Months)*	173,627	3
	98	BLS Current Employment*	1,734,740	4
	98	BLS Annual Job Openings*	153,775	2
Size: ACS Bach. Outcomes	99	Job Postings Total (12 Months)*	253,200	NS
	99	BLS Current Employment*	1,427,333	NS
Growth (Direct Prep)	50	BLS 1-Year Historical Growth*	0.3%	0
	58	BLS 3-Year Historic Growth (CAGR)*	0.5%	0
	44	BLS 10-Year Future Growth (CAGR)*	0.4%	NS
Saturation (Direct Prep)	61	Job Postings per Graduate*	2.5	0
	82	BLS Job Openings per Graduate*	2.2	2
Wages (Direct Prep)	63	BLS 10th-Percentile Wages*	\$45,011	NS
	64	BLS Mean Wages*	\$76,714	NS
National American Community Survey Bachelor's Degree Outcomes	85	Wages (Age < 30)	\$56,530	4
	82	Wages (Age 30-60)	\$113,057	4
	30	% with Any Graduate Degree	28%	NS
	38	% with Masters	23%	NS
	28	% with Doct/Prof Degree	5%	NS
	19	% Unemp. (Age < 30)**	2%	2
	73	% Unemp. (Age 30-60)**	2%	-1
	98	% in Direct Prep Jobs	59%	NS

Gray Associates Data for CIP 52.0301, Market: National, Award Level: Graduate, continued

Competitive Intensity
Score: 1 Percentile: 37

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	490	-4
	0	Campuses with Grads YoY Change (Units)**	-11	2
	99	Institutions with Online In-Market Students**	118	NS
In-Market Program Sizes	94	Average Program Completions	28	2
	96	Median Program Completions	16	4
	8	YoY Median Prog. Compl. Change (Units)	-4	-1
	40	YoY Median Prog. Compl. Change (%)	-24%	-1
In-Market Saturation	76	Google Search * Cost per Click**	\$14	-1
	36	Google Competition Index**	0.29	0
National Online Competition	99	National Online Institutions (Units)**	152	NS
	74	Nat'l Online % of Institutions	25%	NS
	66	Nat'l Online % of Completions	25%	NS

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-47	-16	-10	4	14	19	28	56

APPENDIX F
MS ACCOUNTING PROGRAM GOALS AND LEARNING OUTCOMES

The Stockton University's MS Accounting program is committed to provide accounting students with the skills and competencies required of a newly licensed CPA to meet the needs of the marketplace and protect the public interest.²⁵ Curriculum will emphasize digital acumen and technology, and data analytics, including logical thinking, extract-transform-load, data mining, and data visualization. Students will develop core competencies in accounting, auditing, tax and technology as well as deeper skills and knowledge in their chosen concentration (Analytics, Forensic Accounting, Taxation, or Auditing).²⁶ Specifically, MS Accounting graduates will demonstrate proficiencies in:

- 1) **Technical Competencies:** Apply technical skills in auditing, taxation, accounting information systems, data analytics, financial reporting, and cost accounting to analyze and solve business problems and improve business practices. Find, assess, and apply authoritative guidance to arrive at appropriate solutions.
- 2) **Digital Acumen:** Understand prevailing technological trends and applications and utilize technologies in audit, tax, and accounting.
- 3) **Professionalism:** Communicate effectively and appropriately, demonstrate self-awareness, and comply with professional norms.

²⁵ CPA Evolution Model Curriculum, as updated November 2021. Retrieved Dec. 21, 2022 from: <https://thiswaytocpa.com/collectedmedia/files/cpa-evolution-model-curriculum-update.pdf>, page 4.

²⁶ CPA Evolution FAQs, retrieved Dec. 21, 2022 from: <https://thiswaytocpa.com/collectedmedia/files/cpa-evolution-model-curriculum-faqs.pdf>

APPENDIX G
Courses in MS Accounting Program Where Learning Outcomes are Achieved

Stockton University's Essential Learning Outcomes	MS ACCT Learning Outcomes		
	Technical Competencies	Digital Acumen	Professionalism
Adapting to Change	X	X	X
Communication Skills	X	X	X
Creativity and Innovation	X	X	
Critical Thinking	X	X	X
Ethical Reasoning	X	X	X
Global Awareness	X		X
Information Literacy and Research Skills	X	X	
Program Competence	X	X	X
Quantitative Reasoning	X	X	
Teamwork and Collaboration	X	X	X

APPENDIX H
COURSE DESCRIPTIONS AND LEARNING OBJECTIVES ALIGNED WITH CPA EVOLUTION
MODEL CURRICULUM

To UPDATE: Appendix H includes course descriptions for all of the required graduate-level accounting courses and a matrix of the specific learning objectives recommended by the CPA Evolution model curriculum that will be addressed by each course and the alignment to the MS Accounting learning outcomes.

List new (and grad AIS) required grad courses, course descriptions, map to specific LO from CPA Evolution Model Curriculum and Jan 2023 AICPA Blueprint (use suggested course groupings from model curriculum.)

**APPENDIX I
SCHOOL OF BUSINESS - DEPARTMENT OF ACCOUNTING
ASSESSMENT TIMELINE**

Timeframe:	Action	Who?
Semester before:	Distribute assessment schedule to department faculty (details learning outcomes to be assessed and courses due for assessment, 3 years out).	Assessment Specialist
Semester of:	Identify assessments due as per the assessment schedule, gather all prior assessment materials.	Assessment Specialist
	Notify department faculty of assessments due.	Assessment Specialist
	Notify each applicable faculty member(s) with assessments due and provide past assessment documentation; request completion of pre-checklist; provide form.	Assessment Specialist
	Schedule pre-assessment checklist review meeting(s) as necessary with faculty to review rubric/guide through process to complete form.	Assessment Specialist
	Complete pre-checklist form; modify/develop rubric (if multiple sections of course with multiple instructors to be assessed, identify one assessment lead. Assessment lead will be responsible to submit all materials throughout assessment process).	Faculty/Assessment Lead
	Send completed pre-checklist form to Assessment Specialist for review.	Faculty/Assessment Lead
	Request rubric/schedule rubric review meeting with Assessment Specialist (new rubrics/assessments only).	Assessment Specialist
	Review completed assessment materials; request revisions as necessary.	Assessment Specialist
	Apply recommendations for rubric improvement/revise pre-checklist form as needed based on feedback received.	Faculty/Assessment Lead
	Send final pre-checklist form to Assessment Specialist for review.	Faculty/Assessment Lead
	Complete final review of form and rubric for approval.	Assessment Specialist
	Forward approved pre-check form to program coordinator and Assessment Specialist for record.	Assessment Specialist
	Report Assessment "ready to go" by 2nd precepting day or during reoccurring program meeting.	Assessment Specialist
	Execute assessment in all applicable course sections.	Faculty/Assessment Lead
	Aggregate assessment data/conduct analysis. If multiple instructor sections, applicable faculty to forward data/analysis to Assessment Lead.	Faculty/Assessment Lead
	Review assessment findings and identify recommendations for improvement (Curriculum Action Items, "CAI"). If multiple instructors, Assessment Lead to schedule meeting with all applicable instructors to identify recommendations.	Faculty/Assessment Lead

Assessment Timeline, continued.

pTimeframe:	Action	Who?
Semester of (continued):	Complete post assessment form with recommendations (CAI items). Completed form must include copy of modified syllabus with changes highlighted.	Faculty/Assessment Lead
	Send completed post assessment form to Assessment Specialist for review.	Faculty/Assessment Lead
	Review completed assessment materials; request revisions as necessary.	Assessment Specialist
	Complete revisions to assessment materials as necessary.	Faculty/Assessment Lead
	Complete final review of assessment materials.	Assessment Specialist
	Forward final assessment materials to program coordinator and Assessment Specialist for record.	Assessment Specialist
Semester after:	Present assessment results and CAI at program meeting.	Faculty/Assessment Lead
	CAI recommendations per assessment to be reviewed/discussed/course of action to be voted on to adopt.	Department Faculty
	Faculty teaching sections of courses assessed to review assessment materials and adopt revised syllabus and implement identified CAI.	Department Faculty
As long as it takes:	Person or group working on issue, develops and implements change (pedagogical, program, or extra-curricular) for each individual CAI.	Department Faculty
In due time:	Item is reassessed	
	Item closed (if improved) or new CAI process initiated	