



University Council

October 13, 2023

UNIVERSITY CURRICULUM COMMITTEE – 2023-2024

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Undergraduate Student Representative – Gabriella Lewis

Graduate Student Representative – Kelsey Wohlford

Dear Colleagues:

The attached proposal from the Terry College of Business to offer a new Master of Professional Accountancy (MPAcc) online will be an agenda item for the October 20, 2023, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

Updated Version: Summer 2023

Point of Contacts

Dr. Dana Nichols

Vice Chancellor for Academic Affairs

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Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
7/15/2023	<i>Overview: Added Degree Acronym</i>	7/31/2023	8/28/2023
7/15/2023	<i>Overview: Changed 6-Digit CIP Code to 8_Digit CIP Code</i>	7/31/2023	8/28/2023
7/15/2023	<i>Chart #28 deleted to reduce redundancy.</i>	7/31/2023	8/28/2023
7/15/2023	<i>Minor grammatical edits for clarity</i>	7/31/2023	8/28/2023
7/15/2023	<i>Prompt #30 – Delivery Mode chart changed to match DMA</i>	7/31/2023	8/28/2023
12/1/2022	<i>Updated column title in Table 25 from “Experienced Salary” to “Future Potential Earnings”</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected numbering</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected footnote dates</i>	12/1/2022	12/1/2022
8/19/2022	<i>Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.</i>	8/19/2022	8/19/2022
8/19/2022	<i>All questions are required for ALL degree levels.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Some charts have been modified/deleted for consistency and to reduce redundancy.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Signature page must be fully completed. Any addendums must be signed off by CBO.</i>	8/19/2022	8/19/2022
8/19/2022	<i>External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.</i>	8/19/2022	8/19/2022

USG Routing Only

- Program was part of the Annual Academic Forecast*
- This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. **Request ID:** *(SharePoint Generated unique ID)*
2. **Institution Name:** *University of Georgia*
3. **USG Sector:** *Research University*
4. **School/Division/College:** *C. Herman & Mary Virginia Terry College of Business*
5. **Academic Department:** *J.M. Tull School of Accounting*
6. **Degree Level:** *Master's*
7. **Proposed Program Name:** *Master of Professional Accountancy (MPAcc)*
8. **Major:** *Accounting*
9. **Degree Acronym:** *MPAcc*
10. **CIP Code (8 digit):** *52030100*
(Please use default (00) for the last 2-digit extension unless using same CIP code for similar institutional program.)
10. **Anticipated Implementation Semester and Year[^]:** *Fall 2024*
11. **Was this program listed in the most recent Academic Forecast?**
 Yes
 No (If no, explain why below)

This proposal was not included on the Academic Forecast because it had not been approved through faculty governance at the time.

12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):

Demand for accounting professionals, particularly those with the necessary qualifications for professional licensure, e.g., Certified Public Accountants (CPAs), Certified Management Accountants (CMAs), Certified Fraud Examiners (CFEs), etc., is consistently high. At the same time, the pipeline and number of qualified candidates has declined over the past decade. While many in the profession studied accounting as undergraduates, there is a growing population of accounting professionals who entered the field post-graduation and lack the necessary educational prerequisites to advance in their careers, having earned undergraduate degrees in other disciplines. Most graduate accounting programs in Georgia and across the country target accounting majors or, to a lesser degree, business majors more generally. The online Master of Professional Accountancy (MPAcc) will open the door for professional advancement to those who did not major in accounting but, after gaining sufficient employment experience, wish to either achieve professional accounting licensure, advance in the accounting profession through gaining additional accounting coursework, or both. Importantly, the program will not compete with the existing Master of Accountancy (MAcc) at the University of Georgia or with similar other graduate programs in the USG, as its target audience is different. Thus, the pipeline for accounting professionals will be expanded. Graduates of the MPAcc program will complete coursework in financial accounting, managerial accounting, taxation, and accounting systems, with the ability to specialize in a given area through electives, as needed to suit the student's chosen career path. Furthermore, given the importance of data analytics to the profession, the MPAcc program will expose students to the latest accounting analytics software, methods, and techniques. In addition to meeting the requirements for professional licensure, the MPAcc program will prepare graduates to work in public accounting or in the accounting, financial reporting, finance, or taxation departments of both public and private companies, as well as for governmental entities. Qualified accounting professionals are actively sought by not only the Big 4 (Deloitte, EY, KPMG, and PwC) and other major public accounting firms, but also major corporations, including Delta Airlines, Coca-Cola Enterprises, Inc., Chick-fil-A, The Home Depot, Inc., Caterpillar, Inc., CSX, Inc., etc. Often, these employers require employees to meet certain requirements for advancement. The MPAcc will guarantee its graduates meet those standards. Interested MPAcc graduates will also be prepared to continue into accounting and business doctoral programs.

13. Accreditation[^]: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

The MPAcc program will meet the requirements for both business and accounting accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The Terry College of Business and the J. M. Tull School of Accounting are fully accredited by AACSB.

14. Specify SACSCOC or other accreditation organization requirements[^].

Mark all that apply.

- Substantive change requiring notification only ¹
- Substantive change requiring approval prior to implementation ²
- Level Change ³
- None

B. STRATEGIC PLAN

15. How does the program align with the USG System Wide/Strategic Plan Context (within mission fit):

According to its 2024 Vision, “The University System of Georgia will excel in meeting the needs of our state and economy through universities and colleges that provide an affordable, accessible and high-quality education; promote lifelong success of students; and create, disseminate and apply knowledge for the advancement of our state, nation and world.” The MPAcc program will not only meet a number of needs in the State’s economy but will also offer an affordable, accessible, and quality program to working professionals who wish to improve their chances of lifelong success, thereby advancing the state, nation, and world.

More specifically, the MPAcc program, while addressing all strategic goals in the USG’s 2024 strategic plan (student success, stewardship, economic competitiveness, and community impact), will most directly address the first three goals. First, the MPAcc will eliminate both time and economic barriers that might otherwise prevent experienced professionals from gaining additional accounting education. As an online, asynchronous program, professionals can complete the coursework according to their schedule, while benefiting from the high-quality education offered by Tull School of Accounting faculty. Second, the MPAcc program will not only be internally efficient from a cost perspective but will also be offered at a tuition rate that is lower than most competing programs, as it will charge UGA’s standard rate for online graduate programs without an added differential – this is lower than most competitor online or in-person programs targeting similar audiences. In other words, MPAcc students will receive world-class instruction at a reasonable price, at minimal cost to the USG and UGA. Third, the MPAcc program directly addresses the USG’s economic competitiveness goal by providing students with readily marketable, high-demand accounting skills and knowledge. These skills are highly sought after by a wide variety of employers, offering graduates lifelong opportunity as well as economic security.

16. How does the program align with your institutional mission and function^?

If the program does not align, provide a compelling rationale for the institution to offer the program.

The MPAcc will align with the mission of the University of Georgia as it will provide the necessary knowledge, skills, and expertise for graduates in the high-demand area of accounting, including data analytics, financial and managerial accounting, and taxation. One of the missions of UGA is its commitment to excellence in public service, economic development, and technical assistance activities

¹ See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

³ See page 3 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

designed to address the strategic needs of the state of Georgia. This program will support this mission of UGA by providing a well-trained workforce in a critical economic area, thus expanding the pipeline for accounting professionals in the state and benefiting employers and employees alike. The development of the MPAcc program also aligns well with the larger goal of establishing the University of Georgia as a leader in the field, expanding employment opportunities across the state. The proposed MPAcc program will allow students from both rural and urban areas to pursue a graduate education from the state's flagship institution at a relatively small cost, both in terms of tuition and time away from employment. As such, the program will expand opportunities for a diverse range of students, including first generation and rural students as well as students from outside the state wishing to earn a degree from a top accounting program.

17. How does the program align with your institution's strategic plan and academic program portfolio?

Identify the number of existing and new courses to be included in the program.

Given its structure, the MPAcc program enhances the University's existing academic program portfolio while using minimal additional resources. It serves as a complement to other master's programs offered by the Terry College of Business and expands the opportunities for students to earn a high-quality accounting education beyond the existing on-campus B.B.A. and MAcc programs. The MPAcc will be comprised entirely of existing courses presently offered by Accounting faculty, combined into a focused and cohesive program that will attract professionals without an undergraduate degree in accounting. This program will allow the University of Georgia to address the needs of the accounting workforce by providing graduate studies for professionals with any academic background, thereby maximizing use of resources already in place. The program is comprised of twelve courses, totaling 36 credit hours, and will generally take one calendar year to complete.

The MPAcc program aligns with the University of Georgia's strategic plan, directly addressing two of the university's strategic goals. First, the MPAcc will promote excellence in teaching and learning by offering a high-quality accounting education to a diverse population of students, specifically working professionals from around the state and nation, in an accessible online format. Faculty will likewise benefit from furthering their online teaching skills. In addition, the proposed program will strengthen the university's relationships with communities across the state by offering a wide variety of employers an expanding pipeline of accounting professionals and, simultaneously, opening the door to graduate accounting education to working professionals, no matter their geographic location.

C. NEED

18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

This proposal is the result of a market research study indicating significant demand for an online Masters of Accounting program for experienced professionals without an undergraduate accounting degree. There is no other comparable program in the USG. Other accounting masters programs at UGA or other USG schools require an undergraduate accounting degree or substantial undergraduate accounting prerequisites.

Based on a market analysis conducted for Terry and Tull by Hanover Research, the proposed program aligns well with local, regional, state, and national talent demands and workforce strategies. Per Hanover:

Labor demand for accounting-related positions is considerable and stable.

In aggregate, employment in relevant occupational categories is projected to expand at roughly the same rate as the economy as a whole nationally, in the Southeast region, and in Georgia. Demand for the skills accounting professionals bring with them is high, and employers have posted more than 100,000 open positions in the last year.

Labor demand for accounting-related positions is stable to increasing.

Employment growth for accounting-related positions is expected to be higher than average in Georgia and across the Southeast region in the next decade. Nationally, relevant positions are expected to keep pace with employment growth across the economy as a whole, expanding by 4.5 percent in comparison to the national average of 4.3 percent.

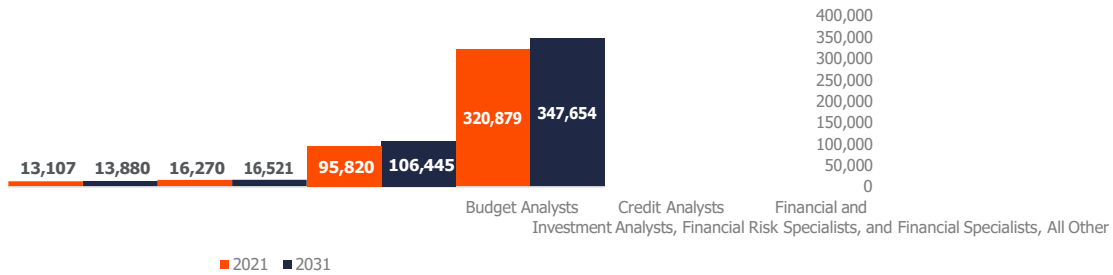
The market is strongest for accountants and auditors, which represent the largest number of workers by far. This occupational category is also projected to have above average growth (7 percent nationwide according to the [Bureau of Labor Statistics](#)). Other relevant fields are also expected to see growth, with financial and investment analysts in particular demand in Georgia and the Southeast.

Graduates of the proposed master's program have a strong likelihood of success in the current labor market.

The [Association of International Certified Professional Accountants \(AICPA\)](#) reports that a considerable proportion of new staff hired into accounting or finance functions of American CPA firms come from outside of the field of accounting, with 19% of hires having a master's degree in accounting and 33% holding a bachelor's degree in accounting, with other hires coming from other business- or finance-related fields. Looking specifically at the Master of Accounting graduates, most students are successful in their career movement; in 2020, 86% of these graduates were hired into accounting or finance functions of American CPA firms (AICPA). While graduates of bachelor's degree programs make up a majority of the accounting workforce, master's degree holders are more likely to find an accounting-related position and may be more attractive candidates to hiring managers due to their continued education, experience gained through the degree, and qualification to sit for the CPA licensure exam without needing to take additional courses.

REGIONAL CURRENT AND PROJECTED EMPLOYMENT

Southeast accounting- related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	Georgia	Southeast	National
Estimated Employment (2021)	60,354	446,076	1,983,094
Projected Employment (2031)	66,988	484,500	2,071,950
Employment Growth, Observed Occupations	6,403	45,890	192,073
Total Annual Openings, Observed Occupations	11.0%	8.6%	4.5%
Employment Growth, All Occupations	9.7%	7.0%	4.3%

Source: JobsEQ

19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

No

Yes (If yes, use the space below to explain how their input informed this proposal)

The Terry College of Business obtained an academic program assessment from Hanover Research prior to the development of this proposal. The proposed MPAcc curriculum, tuition structure, and program delivery methodology directly reflect the results of that assessment. In addition, the J.M. Tull School of Accounting solicited input from its faculty, alumni advisory board, and employers in the development of this proposal and incorporated that feedback in the program design. Finally, the program reflects national trends and curriculum requirements as set by the American Institute of Certified Public Accountants (AICPA) for upcoming changes to the CPA exam.

20. Identify the partners you are working with to create a career pipeline with this program^{4, ^}. Mark all that apply.

- High School CTAE
- High School STEM
- Career academies
- TCSG programs
- Other USG institutions
- Other universities
- Employers
- Community partnerships
- Professional associations
- Other (specify below)

Alumni

- None

21. Are there any competing or complementary programs at your own institution?

- No
- Yes (If yes, provide additional information about the competing program(s) below).

There are no competing programs at the university. As mentioned previously, the MPAcc will offer a complement to the existing Accounting (BBA). and Master in Accountancy (MAcc) programs by offering the Tull School’s high-quality accounting education to a wider range of students.

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program’s service area is a region within the state, include a map showing the counties in the defined region.

The program will serve a national and perhaps international service area.

23. Do any other higher education institutions in close proximity offer a similar program?

- No
- Yes (If yes, provide a rationale for the institution to offer the program)

UGA is the flagship institution within the USG and will attract a different audience of potential students and employers than would perhaps be interested in the other programs that are in close proximity (see question 24). Per Hanover, there is room in the market for additional online master of accountancy programs. The MPAcc program’s proposed length, target audience, costs, and curriculum/prerequisites, along with UGA’s reputation, will differentiate it from existing programs.

24. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

Similar or Related Degrees/Programs	CIP Code	Supply ¹ (Graduates/Completers)	Competitor Institutions ²
Georgia Southern University – online Master of Accountancy (WebMacc)	52.0301	59	Georgia Southern University
Auburn University – online Master of Accountancy	52.0301	98	
Liberty University – online Master of Accountancy	52.0301	188	
Mercer University – online Master of Accountancy	52.301	30	
University of Alabama – Birmingham – online Master of Accountancy	52.0301	63	
University of Illinois Urbana-Champaign – online Master of Accountancy	52.0301	Did not report conferrals in IPEDS for 2021. Enrollment suggests approximately 100 graduates.	
University of North Carolina-Chapel Hill – online Master of Accountancy	52.0301	196	
University of North Dakota – online Master of Accountancy	52.0301	36	
Florida International University – online Master of Accountancy	52.0301	78	

¹ Supply = Number of program graduates last year within the study area

² Competitors = List other USG institutions that offer this program or a similar program in the area (see [Question 23](#))

COMPETITOR ANALYSIS

ANALYSIS

Competitive conditions suggest the need for creativity in program design.

Accounting is a competitive field for higher education providers, with more than 500 programs nationally and 115 in the Southeast region in 2020. Given this landscape, many institutions have begun developing programs in the online space, where the market is less crowded. In 2020, the Southeast region was home to 37 programs reporting a distance option, up from 26 in 2016. That year, regional distance programs were slightly larger than their campus-based counterparts, awarding an average of 42 degrees (in comparison to 37 for non-distance programs).

The majority of existing programs are marketed to students who have previously completed a bachelor's degree in accounting. Though an increasing number of programs are accepting students who do not have an accounting degree, there remains far fewer accounting master's programs open to students whose educational background is in a different field. Most of these programs do not appear to have been explicitly designed with a non-accounting audience in mind. Instead, these programs – such as [Florida International University's](#) Master of Accounting – append a pathway for completing accounting pre-requisites and extending the program by five or more courses.

In order to further understand the competitive market, Hanover benchmarked a selection of competitor programs in the nation, focusing on the Southeast. All programs are offered online and will admit students without a bachelor's in accounting.

BENCHMARKED COMPETITOR PROGRAMS

Institution	2020 Degree Completions	Completions Growth Rate	State
Auburn University	85	-0.3%	AL
Florida International University	107	-8.6%	FL
Liberty University	202	-3.4%	VA
Georgia Southern University	48	10.7%	GA
Mercer University	44	-2.7%	GA
University of Alabama- Birmingham	86	4.2%	AL
University of Illinois	0	-100%	IL
University of North Carolina- Chapel Hill	230	19.7%	NC
University of North Dakota	8	68.2%	ND



HIGHER EDUCATION

25. Based on the program's study area, what is the employment outlook for occupations related to the program? An Excel version of the CIP to SOC crosswalk is also available from [NCES](#). If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible resources:

- Click [here](#) for US and Georgia occupation projections
- Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- For a custom Georgia geography – request a Jobs EQ report from [USG Academic Affairs office](#).
- Using data from [O*-Net](#), identify the average salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ¹	Current Employment	% Growth	Average Salary (O-Net data)	Experienced Salary (O-Net data)
Accountant/ Auditor	Bright Outlook	35,860 (GA)	16% (GA Long-Term)	\$74,700 (GA)	\$128,530 (GA Avg)
		1,392,200 (US)	6.9% (US Long-Term)	\$77,250 (US)	\$128,970 (US Avg)

¹National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

Qlik Projected Employment Outlook Data

Projections within Statewide by SOC Occupation:

- Region: Statewide
- 2-Digit SOC: 13
- 6-Digit SOC: 13.2011
- Occupation: Accountants and Auditors
- Typical Education: Bachelor's Degree
- Work Experience: None
- On-the-Job Training: None
- 2020 Base Employment: 35,860
- 2030 Projected Employment: 41,580
- Total Change: 5,720
- Percent Change: 16.0%
- Annual Growth Rate: 1.5%
- Annual Labor Force: 1,080
- Annual Occupational Transfer: 2,290
- Annual Change: 570
- Annual Occupational Openings: 3,940

26. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market.

(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – “off-ramp programs,” Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

Search engine analytics reveal moderate and largely stable demand for accounting master's programs, especially online programs. Combined, average monthly keyword search volumes, search engine results page difficulty scores, and organic click-through-rates (CTRs) over the past year exhibit medium demand trends among Google search engine users, according to Moz.com. Over the past five years, search interest in accounting programs has also been relatively high. Online master's degrees in accounting are also of special interest, representing one of the top searched related keywords.

Labor demand for accounting-related positions is stable to increasing. Employment growth for accounting-related positions is expected to be higher than average in Georgia and across the Southeast region in the next decade. Nationally, relevant positions are expected to keep pace with employment growth across the economy as a whole, expanding by 4.5% in comparison to a national average of 4.3%.

The market is strongest for accountants and auditors, which represent the largest number of workers by far. This occupational category is also projected to have above average growth (7% nationwide according to the Bureau of Labor Statistics). Other relevant fields are also expected to see growth, with financial and investment analysts in particular demand in Georgia and the Southeast.

Graduates of the proposed master's program have a strong likelihood of success in the current labor market. AICPA reports that a considerable proportion of new staff hired into accounting/finance functions of U.S.-based CPA firms come from outside of the field of accounting, with 19% of hires having a master's degree in accounting and 33% holding a bachelor's in accounting, with other hires coming from other business- or finance-related fields. Looking specifically at the Master of Accounting graduates, most students are successful in their career movement; in 2020, 86% of these graduates were hired into accounting and finance functions of U.S.-based CPA firms (AICPA). While graduates of bachelor's degree programs make up a majority of the accounting workforce, those with a master's degree are likely to find an accounting-related position and may be more attractive candidates to hiring managers due to their continued education, experience gained through the degree, and qualification to sit for the CPA licensure exam without needing to take additional courses.

- 27. Using data from *O*-Net*, identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at [onetonline.org](https://www.onetonline.org). (Standard Occupation Code = SOC)**

Occupation	SOC Code (6 digit)	Occupation specific technology skills & KSAs
Accountants and Auditors	13-2011.00	<p>Technology Skills: Accounting software, Office suite software; Business intelligence and data analysis software; Cloud-based data access and sharing software, etc.</p> <p>KSAs: Accounting and Economics; Critical Thinking; Speaking and Writing; Deductive Reasoning; Inductive Reasoning; Written Expression and Comprehension; Oral Expression and Comprehension; Mathematical Reasoning; Fluency of Ideas, etc.</p>

Notes: <https://www.onetonline.org/link/summary/13-2011.00>

28. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

The job outlook for MPAcc graduates is strong. Accounting is an in-demand field with competitive salaries and more available positions than qualified candidates. Graduates who pursue professional licensure will have expanded opportunities compared to those who do not pursue this option. Overall employment for UGA graduates with accounting degrees presently hovers between 95-100% within 3 months of graduation. MPAcc graduates should enjoy similar employment outcomes based on available data.

D. CURRICULUM

29. Enter the number of credit hours required to graduate.

36

30. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

No

Yes (If yes, explain the rationale for the request in the space below)

31. Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

Format (Check 1)		Program Percentage	
<input type="checkbox"/>	On Campus	<input type="checkbox"/>	<50%
<input type="checkbox"/>	On Campus AND Online	<input type="checkbox"/>	50-94%
<input checked="" type="checkbox"/>	Online	<input checked="" type="checkbox"/>	95-100%
<input type="checkbox"/>	Partially Online	<input type="checkbox"/>	Unknown
<input type="checkbox"/>	External		
<input type="checkbox"/>	Campus/Online/External		
<input type="checkbox"/>	On Campus & External		

32. Related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

Format (Check 1)	50% or more of the program is delivered online
---------------------	--

<input type="checkbox"/>	Combination of on-campus and online	<input checked="" type="checkbox"/> Yes 100% Online
<input type="checkbox"/>	Combination of off-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/>	Hybrid, combination delivery	<input type="checkbox"/> Yes

33. Is the program synchronous or asynchronous?⁵ Mark one of the options below.

Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

Asynchronous

34. For ALL degree proposals, which **High Impact Practices⁶ (HIPs) will faculty embed into the program? Mark all that apply.**

Internships

First-Year Experiences

Common Intellectual Experiences

Undergraduate Research

Diversity/Global Learning

Capstone Courses and Projects

ePortfolios

Learning Communities

Service Learning, Community Based Learning

Writing-Intensive Courses

Collaborative Assignments and Projects

35. For ALL degrees, discuss how HIPs will be embedded into the program. Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

Students will be assigned group assignments and projects in several of the courses in the program. While the program is online and asynchronous, the course platforms used by UGA are sufficient to support these collaborative assignments and projects. For example, in the tax courses, students will be asked to complete tax return projects, including tax returns, Excel workpapers, and similar deliverables as a group to foster teamwork and to simulate the working environment in many accounting firms and corporate tax departments. Similarly, students in audit courses will be assigned group projects to practice important audit concepts and utilize analytical tools and software to simulate projects assigned to staff auditors as part of a financial statement audit. Similar collaborations experiences will be woven into other courses throughout the curriculum in both required courses and electives.

⁵ See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

¹ Direct measures may include assessments, HIPs, exams, etc.

⁶ See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

36. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

eCampus

Georgia Film Academy

FinTECH

Other: *Specify Initiative Here*

37. For ALL degree proposals, fill in the table below to demonstrate the link between the **learning outcomes and NACE **career ready competencies**.**

Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving	1, 2	Exams, Projects
Oral/Written Communications	3	Exams, Projects, Papers
Team Work/ Collaboration	1, 2, 3, 4	Projects, Papers
Digital Technology	1, 2, 4	Exams, Projects
Leadership	1, 3, 4	Projects
Professionalism/ Work Ethic	1, 2, 3, 4	Exams, Projects
Career Management	1, 4	Exams, Projects
Global/Intercultural Fluency	1, 4	Projects

Upon or soon after graduation, MPAcc graduates should be able to:

1. Demonstrate broad educational preparation for careers in business.
2. Demonstrate technical competence in:
 - a. Financial accounting, reporting and analysis.
 - b. Accounting systems and auditing.
 - c. Income taxation.
3. Demonstrate competence in research, written communication, and oral communication skills.
4. Demonstrate success in early stages of their business and accounting careers.

38. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Outcomes for graduates of the program will be assessed using the following measures:

Survey of graduating MPAcc students (annual).

An annual survey of graduating MPAcc students will be conducted. The survey will ask questions regarding employment status, professional licenses a student may pursue, the most valuable and least valuable courses of the curriculum, and rating of service and support received from the department, UGA Career Services, their advisement experience, and the MPAcc experience as a whole.

Survey of alumni (every three years).

A survey of recent graduates will be conducted every three years. The survey largely mirrors the exit survey for graduating seniors and is useful as a tool to assess outcomes for graduates, as it measures how well alumni believe the program prepared them for their career. The survey asks questions regarding the alumni's assessment of their technical accounting skills, goal-setting skills, writing skills, presentation skills, team skills, problem-solving, computer skills, analytical skills, research skills, ability to deal with ethical dilemmas, overall personal development, and overall preparation for current job.

Survey of employers (every three years).

A survey will be conducted every three years of employers who have hired more than one graduate from UGA's accounting programs. The survey asks employers to rate graduates' critical thinking skills, technical competence, communication skills, research skills, and ethical standards. The survey also asks employers to rate employees from UGA overall.

Success of students in obtaining positions in accounting and business (annual).

Data will be gathered from MPAcc students each year to measure student placement and starting salaries.

Salaries of students seeking employment upon graduation with MPAcc degree (annual).

Data will be gathered from MPAcc students each year to measure student placement and starting salaries.

39. List the entire course of study required to complete the academic program.^

- Include course: prefixes, numbers, titles, and credit hour requirements
- Indicate the word "new" beside new courses
- Include a program of study

No new courses will be necessary. However, new online versions of existing courses will be created.

Prerequisites:

- **ACCT 2101 – Principles of Accounting I;**
- **2 years of work experience in a field other than accounting;**
- **A bachelor's degree in a field other than accounting**

Program of Study*Fall Semester:*

ACCT 7000E, Intermediate Accounting I (3 hours)

ACCT 7310E, Accounting Information Systems and Data Analytics (3 hours)

ACCT 7010E, Intermediate Accounting II (3 hours)

ACCT 7400E, Taxation I (3 hours)

Spring Semester:

ACCT 7020E, Intermediate Accounting III (3 hours)

ACCT 7410E, Taxation II (3 hours)

ACCT 7605E, Advanced Accounting (3 hours)
 Business Elective (Choose from existing online MBA courses) (3 hours)

Summer Semester:

ACCT 7200E, Auditing, Risk Assessment, & Control (3 hours)
 ACCT 7630E, Accounting Data, Risk, and Control (3 hours)
 Business Elective (Choose from existing online MBA courses) (3 hours)
 Choose Accounting Elective in Area of Specialization (3 hours):

- ACCT 7100E, Managerial I
- ACCT 7620E, Audit II
- ACCT 7655E, Accounting Analytics

E. IMPLEMENTATION

40. Provide an enrollment projection for the next four academic years[^]

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2024-25	2025-26	2026-27	2027-28
Base enrollment ¹		0	0	0
Lost to Attrition (should be negative)				
New to the institution	20	30	40	40
Shifted from Other programs within your institution	0	0	0	0
Total Enrollment	20	30	40	40
Graduates	(20)	(30)	(35)	(40)
Carry forward base enrollment for next year	0	0	0	0

¹Total enrollment for year 1 becomes the base enrollment for year 2

- a. Discuss the assumptions informing your enrollment estimates (i.e., for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)**

There is an assumption that a relatively small number in the initial class will be sufficient to at least break even in year one. After that, a relatively conservative growth rate has been factored in to temper the overall budget ramifications while producing a realistic forecast of program growth during its infancy. The initial enrollment and growth are based on the relative size of similar programs at peer institutions.

- b. If projections are significantly different from enrollment growth for the institution overall, please explain.

N/A

41. If projected program enrollment is not realized in year two, what actions are you prepared to take?

The program director, J.M. Tull School of Accounting Director, and Terry College dean will take appropriate action if enrollment is not realized in year two, including increased marketing and recruitment efforts and market studies as appropriate.

42. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

The department will use its existing partnership with Carnegie to do digital marketing for the new MPAcc program. Faculty will also utilize social media, contacts with alumni, advisory board members, and current employers to market the program. The Tull School of Accounting and Terry College of Business have existing efforts to increase underrepresented student populations in business education in place and will build on these efforts to market and recruit for the MPAcc program. In addition, given the 2 years post-baccalaureate work experience requirement, the MPAcc will, by definition, target adult learners.

43. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).

The online Master of Public Accountancy (MPAcc) program will provide students without an accounting undergraduate degree but with work experience in a related field with a strong foundation in accounting. Students graduating with an MPAcc will have sufficient course credit to prepare for the CPA exam and licensure in most states as well as the technological and data analytics skills necessary for the modern business environment. The program will include practical application of acquired knowledge and skills appropriate for master's-level study.

44. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

N/A

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Note: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

Reviewer 1 Name

Reviewer 1 Title

Reviewer 1 Institution

Reviewer 1 Email
Address
Reviewer 1 Phone
Number

Reviewer 2 Institution
Reviewer 2 Email Address
Reviewer 2 Phone Number

Reviewer 3 Title
Reviewer 3 Institution
Reviewer 3 Email Address
Reviewer 3 Phone Number

Reviewer 2 Name

Reviewer 2 Title

Reviewer 3 Name

USG Reviewer Name

USG Reviewer Title

USG Reviewer Institution

USG Reviewer Email Address

USG Reviewer Phone Number

F. RESOURCES

F1. Finance^: Complete and submit the Excel budget forms and the questions below

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

45. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

- No (Move to answer question 47)
- Yes (If yes, answer questions 46a & 46b)

a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester: \$Enter Amount

Out-of-State per Semester: \$Enter Amount

b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

46. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

N/A

47. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

N/A

48. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden.

Students will need a computer with internet access. Some classes will also require textbooks. Online textbooks available at much lower costs than typical books in print will be utilized as feasible and the program will strive to offer scholarships where needed.

49. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

One new staff member has been included in the budget and will be paid for out of program revenue. All other costs are included in existing budgets.

F2. Faculty^ – Explain your faculty and staff plan for the program

50. Discuss how existing courses may be incorporated into this new program:

a. Course Development

# of total courses in the curriculum:	12
# of existing courses to be part of the new program	12
Net number of new courses to be developed	0

b. Comment on the costs and workload related to the new course development.

There are no new courses in the MPAcc, however, faculty will be compensated for transitioning existing courses to an online, asynchronous format, based upon approved rates within the Terry College of Business for such efforts. The Terry College of Business and J.M. Tull School of Accounting will share this cost.

51. Explain how current faculty and staff will contribute to the program.

a. How many faculty will be re-directed to this program from existing programs?

No faculty will be fully redirected to this program. However, 11 existing faculty members will teach a course each in this program. The faculty members teaching in this program will either have a program course replace an existing assigned course, teach the course as an overload course, or as a summer course.

- b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?**

The current faculty members teaching in this program will either have a program course replace an existing assigned course, teach the course as an overload course, or teach a summer course.

- c. List the faculty that will be redirected from their current teaching load assignments to support this new program.**

Swati Bhandarkar, Abbie Quigley, Kristen Valentine, Erin Towery, Ben Whipple, Julie McGinty, Sarah Banghart, Amanda Farmer, Jason Matthews, and Margaret Christ. Jennifer Chapman will serve as initial MPAcc director in addition to existing duties for the first year of the program, at which time another faculty member will be assigned as the permanent MPAcc director.

- d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.**

For faculty teaching the course via overload or in the summer, no existing courses will be vacated. For faculty teaching the course in other circumstances, course sections will be consolidated where prudent and full-time or part-time faculty will be hired where circumstances dictate. While the program is being launched, the department believes courses can be covered with existing faculty resources.

- e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training).**

The department is expecting \$10,000 per course developed (12 in total) for a total cost of \$120,000.

- f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.**

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Georgia

Name of Primary Department, Academic Program or Discipline: J.M. Tull School of Accounting

Academic Term(s) Included: Fall 2024 and Spring 2025

Date Form Completed: 10/11/2023

NAME	COURSES TAUGHT	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Banghart, Sarah Lowe (F)	ACCT 7605–Advanced Accounting, 3(G)	<p>Master Of Accountancy Accounting 2015 University of Georgia</p> <p>Bachelor Of Business Admin Accounting 2014 University of Georgia</p>	
Bhandarkar, Swati S (F)	ACCT 7000–Intermediate Accounting I, 3(G)	<p>Master Of Accountancy Accounting 1993 University of Georgia</p> <p>Bachelor Of Law Law 1986 University of Mumbai</p> <p>BCOM- Bachelor of Commerce Accounting 1983 University of Mumbai</p>	
Chapman, Bethany (F)	ACCT 7200–Auditing, Risk Assessment, & Control, 3(G)	<p>Master of Business Admin Business Administration and Management, General 2022 University of Georgia</p> <p>Bachelor Of Business Admin Accounting 2002 Taylor University</p>	

<p>Chapman, Jennifer Laura (F) (Administrative responsibility)</p>		<p>Juris Doctor Law 2002 University of Georgia</p> <p>Master Of Accountancy Accounting 1998 University of Georgia</p> <p>Bachelor Of Business Admin Accounting 1997 University of Georgia</p>	<p>Program Director, Master of Accountancy</p> <p>Director, International Business</p>
<p>Christ, Margaret H (F)</p>	<p>ACCT 7655–Accounting Analytics, 3(G)</p>	<p>Doctor Of Philosophy Accounting 2008 University of Texas - Austin</p> <p>Bachelor Of Science Accounting 1999 Louisiana State University & Agricultural & Mechanical College</p>	
<p>Hammersley, Jackie (F)</p>	<p>ACCT 7620–Audit II, 3(G)</p>	<p>Doctor Of Philosophy Accountancy 2003 University of Illinois</p> <p>Master Of Accountancy Accountancy 1998 University of Illinois</p> <p>Bachelor Of Science Accounting 1986 University of Wisconsin</p>	
<p>Matthews, Jason W (F)</p>	<p>ACCT 7100–Managerial Accounting I, 3(G)</p>	<p>Doctor Of Philosophy Business Administration and Management, General 2012 University of Georgia</p> <p>Master Of Accountancy Accounting 2006 North Carolina State University</p>	

		Bachelor Of Science Finance, General 2000 Southwest Missouri State University	
McGinty, Julie Davis (F)	ACCT 7410–Taxation II, 3(G)	Master Of Accountancy Accounting 2001 University of Georgia Bachelor Of Business Admin Accounting 2001 University of Georgia	
Quigley, Abigail (F)	ACCT 7310–Systems I, 3(G)	Master Of Accountancy Accounting 2018 University of Georgia Bachelor of Business Administration Accounting 2017 University of Georgia	
Towery, Erin M (F)	ACCT 7400–Taxation I, 3(G)	Doctor Of Philosophy Accounting 2013 University of Texas - Austin Master Of Accountancy Accounting 2005 University of Texas - Austin Bachelor of Science in Business Administration Accounting 2003 Auburn University	
Whipple, Ben (F)	ACCT 7020–Intermediate Accounting III, 3(G)	Doctor Of Philosophy Business Administration and Management 2013 University of Utah Master Of Accountancy Accounting 2007 University of Utah	

		Bachelor of Business Admin Accounting 2005 Western Michigan University	
Valentine, Kristen (F)	ACCT 7010–Intermediate Accounting II, 3(G)	Doctor Of Philosophy Accounting 2019 University of Texas - Austin Master Of Accountancy Accounting 2009 Brigham Young University Bachelor of Science Accounting 2009 Brigham Young University	
1 Part Time Faculty member Ex. Holley Schramski (P) or other Part Time Faculty	ACCT 7630–Accounting Data, Risk, and Control, 3(G)	Master Of Accountancy Accounting 1989 University of Florida Bachelor of Science Accounting 1988 University of Florida	

The first 11 existing faculty listed above will teach a course each in this program. The faculty members teaching in this program will either have a program course replace an existing assigned course, teach the course as an overload course, or as a summer course. In addition to the full-time faculty listed, the program may hire one part-time instructor to teach one course.

52. Explain your plan for new faculty and staff for the program:

It is anticipated all program courses can be covered with existing faculty, either through reassignment, course overloads, or new summer teaching. The program may hire or utilize one existing part-time lecturer to teach one course if the existing faculty is not available.

53. How many new staff will be needed for this program over the next four years?

One

- a. **Discuss why new or additional staff resources are needed. Consider staff needs, support service (i.e. advisement, faculty support, etc.)**

Given existing staff workloads and anticipated demand for the MPAcc as well as the online delivery of the program, an additional staff member will be required to provide administrative support for the program.

F3. Facilities – complete the questions below

54. Where will the program be offered?^ Mark all that apply

- Main campus
- Satellite campus: Specify Here
- Other: Specify Here
- 100% Online

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

55. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces ¹				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

56. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

N/A

57. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

N/A

58. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

N/A

F4. Technology

59. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	None			
2				
3				
4				
5				
6				
Total Technology Costs		0	0	

G. RISKS AND ASSUMPTIONS

60. In the table below, list any risks to the program’s implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Lack of adequate enrollment	Low	Low based on Hanover Market Research Report	Increased marketing and outreach (employers, alumni, advisory board, etc.)

61. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

N/A

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?





28 JUNE 2023

Ted Christensen

Director & Terry Chair, Terry College of Business,
University of Georgia
600 S Lumpkin St,
Athens, GA 30605


Dear Ted,

I want to explain why adding the new master of professional accounting program is critical to the Terry College of Business. We have two specific departments here at LeaseQuery that have a great deal of lease accounting knowledge complimented by the fundamentals of accounting course that is required for all employees through our LeaseQuery University. Those 25 associates in the Customer Success organization have so much accounting knowledge but not necessarily a formal bachelor's degree in accounting; this program would be extremely beneficial to their career progression in the accounting industry and give them an ability to advocate on behalf of customers. Additionally, our 71 implementation and customer support-facing positions have an immense amount of on-the-job accounting knowledge, and more formal education through this program would only improve their customer-facing conversations and their ability to service our customers better. We at LeaseQuery firmly believe in continued education to the extent that we offer a stipend for associates to continue their professional growth; this program would be an incredible addition and elevate the quality of LeaseQuery employees and allow them to pursue other opportunities. I'm so glad that my alma mater is bringing this necessary program into existence and I look forward to seeing the positive outcome it brings to our industry.

Go dawgs!

Sincerely,

George Azih


George Azih (Jun 28, 2023 16:19 EDT)

800- 880-7270

george.azih@leasequery.com

From: Tim Seigler <tseigler@bdo.com>
Date: May 30, 2023 at 4:56:46 PM GMT+3
To: Ted Christensen <tedchris@uga.edu>
Subject: Board Meeting - Follow-up
[EXTERNAL SENDER - PROCEED CAUTIOUSLY]
Ted –

Thanks again for hosting the board a few weeks ago, I always appreciate the opportunity to connect with other leaders in our industry and love to see the great things you and the team are doing at UGA. One item I specifically wanted to circle back on was the proposal for the MPAcc degree you all presented – as someone with an undergraduate degree in MIS from Georgia who managed to climb the ranks to the partner group in public accounting without a CPA, I think it's a fantastic idea that would certainly hit an underserved group in the market and wanted to voice my support again for the program.

As I was progressing in my career, the CPA has typically been the one item that's been missing and while public accounting firms are sourcing a tremendous number of hires from Georgia, they're pulling a huge group from the MIS program to fill their IT Audit positions and those individuals aren't currently eligible for the CPA which presents issues in a number of ways. When I joined KPMG out of college, the discussion was that the CPA wasn't necessary for IT Audit professionals but once you hit the manager ranks, it becomes a barrier and discussion point for further promotions. While we do have some folks that can make it without, it severely limits the path for those that can't sell far above and beyond and even for those that can, we still require someone with the designation to sign the reports we're in the market selling. It was for those reasons that I enrolled in UNC-Chapel Hill's Online MAcc program to try and obtain the credits I needed to sit for the exam a number of years ago, but the cost was prohibitive given the program was well over \$50,000 and led me to look at other programs like Auburn and UCLA that offer these type of remote programs but as either certificates or masters with a similar price tag.

The ability to have an option like UGA with our branding and status in the market providing a degree that isn't cost prohibitive for those in the public accounting IT Audit sector at the senior associate/manager ranks is extremely attractive and serves a definite need. Even for someone like myself, a partner without a CPA that's always been interested in obtaining the designation, I'd likely be signing up for the first class once the degree is announced. I know at least 4-5 members of my direct team in the southeast that would be interested as well as another 30-40 from my team nationally that would jump at the chance for a masters degree from Georgia that would lead to CPA eligibility that hold MIS degrees from various universities – I'm happy to assist in any way I can to make sure the program gets off the ground and please let me know how I can help as you all are going through the process of trying to get this approved.

Thanks,

Tim Seigler | BDO USA, LLP
Assurance Principal, Third-party Attestation
South-Atlantic & Florida Market Leader
National HITRUST Practice Leader
+1 770-560-9752 (Mobile) | tseigler@bdo.com
1180 Peachtree Street NE, Suite 1950 | Atlanta, GA 30309

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IMPORTANT NOTICES



Ernst & Young LLP
Suite 1000
55 Ivan Allen Jr. Boulevard
Atlanta, GA 30308

Tel: +1 404 874 8300
Fax: +1 404 817 5589

May 18, 2023

Hi Ted,

Thank you for the insight into the new UGA MPAcc program. As the leader of our EY recruiting efforts at UGA for the last 10+ years, we see this as a useful program offering at UGA. As an EY Partner, I can also attest to the shortage of CPA-ready pipeline available to our firm and other employers. Should the right candidate(s) emerge from this program that match EY's hiring needs, we will gladly recruit talent from this new program.

Please let me know if you'd like to discuss further.

A handwritten signature in black ink that reads 'Carter R. Posner'. The signature is written in a cursive, flowing style.

Carter R. Posner
Assurance Partner

Documentation of Approval and Notification

Proposal: Major in Professional Accountancy (MPAcc) online

College: Terry College of Business

Department: Tull School of Accounting

Proposed Effective Term: Fall 2024

Approvals:

- Terry College of Business Associate Dean for Diversity, International and Master's Programs, Dr. Santanu Chatterjee, 7/6/2023
- Terry College of Business Dean, Dr. Benjamin Ayers, 7/3/2023
- Graduate School Associate Dean, Dr. Anne Shaffer, 10/12/2023

Letters of Support:

- BDO USA, LLP Assurance Principal, Tim Seigler
- Ernst & Young, LLP Atlanta Partner, Carter Posner
- LeaseQuery, LLC CEO and founder, George Azih