



January 12, 2021

James D. Fielder, Jr., PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Kumar, I write to request your review and endorsement of the enclosed proposal. The Carey Business School proposes a new **Master of Science in Accounting**.

The program is designed to challenge students to examine current and future trends in the accounting, auditing, and taxation fields. In the process, students use what they have learned to solve the real-world challenges that face public and private companies, non-profit organization, and governmental entities of every size.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516-6430 or nlopez13@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in blue ink, appearing to read "Janet Simon Schreck".

Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Date Submitted:
Department Proposing Program				
Degree Level and Degree Type				
Title of Proposed Program				
Total Number of Credits				
Suggested Codes	HEGIS:		CIP:	
Program Modality	<div style="display: flex; justify-content: space-between;"> On-campus Distance Education (<i>fully online</i>) Both </div>			
Program Resources	<div style="display: flex; justify-content: space-between;"> Using Existing Resources Requiring New Resources </div>			
Projected Implementation Date	<div style="display: flex; justify-content: space-between;"> Fall Spring Summer Year: </div>			
Provide Link to Most Recent Academic Catalog	URL:			
Preferred Contact for this Proposal	Name:			
	Title:			
	Phone:			
	Email:			
President/Chief Executive	Type Name:			
	Signature: <i>Sunil Kumar R</i>			Date:
	Date of Approval/Endorsement by Governing Board:			

Revised 6/13/18

**The Johns Hopkins University
Carey Business School
Proposal for a New Academic Degree Program**

Master of Science in Accounting

A. Centrality to Institutional Mission and Planning Priorities

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The Johns Hopkins University (JHU) Carey Business School is pleased to submit a proposal to create a Master of Science in Accounting (MSA) program (HEGIS code 050604; CIP code 510701).

The digital revolution has changed the way companies and organizations structure and record transactions. Technological advancements in analytics, big data, machine learning, and artificial intelligence have transformed how companies collect information, analyze data, and develop models to interpret and communicate information about the operations and finances of the entity. A virtual workforce and distributed teams have introduced new leadership complexities. These changes demand a reimagined, agile MSA program that will give students the tools and skills they need to meet new workplace demands.

After engaging in listening sessions with junior- and senior-level accounting professionals in public accounting, industry, and government, we heard the clear call for a new kind of MSA program that would give students particular skills in leadership and data analytics. The proposed Carey MSA focuses on these two distinct areas under the umbrella of accounting practice and scholarship: leadership and data analytics. The program will equip students with the requisite skills to lead complex teams and make data-driven decisions. Unlike other programs currently offered in the marketplace, the proposed MSA at JHU will combine accounting-focused courses in leadership (for example, Business Communications in Accounting, Negotiation in Accounting, and Leadership Development in Accounting) with relevant courses in data analytics (for example, Audit Analytics, Business Analytics, Data Analytics, and Data Visualization) to give students the robust set of tools required of today's accounting professional.

The MSA curriculum incorporates the latest knowledge and technology in the field. Course offerings provide students with a thorough foundation in accounting theory, analysis, and practical applications. The course sequence maximizes students' learning by progressing logically from foundational courses and core theory to specific practice.

The program is designed to challenge students to examine current and future trends in the accounting, auditing, and taxation fields. In the process, students use what they have learned to solve the real-world challenges that face public and private companies, non-profit organization, and governmental entities of every size. The program's intensive coursework establishes the strong foundation required for true workplace readiness. It also addresses some of the most critical issues facing today's accountant, including:

- Leadership of distributed virtual teams
- Management of large-scale, complex projects
- Emerging application of data analytics and data visualization skills to accounting, auditing, and taxation problems
- Design, creativity, agility, and ingenuity
- Social responsibility and ethical decision-making

More importantly, students emerge from the program prepared to compete in a demanding global market where the rules and regulations governing accounting in various jurisdictions change rapidly and where thousands of entities daily engage in complex and often difficult to measure market transactions.

The program is fully consistent with the missions of the Johns Hopkins University and the Johns Hopkins Carey Business School. The mission of the University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In turn, the School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow productive economies and sustainable societies and are exemplary citizens.

2. Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

Johns Hopkins University has long history of teaching business courses to professionals. The MSA curriculum, as proposed, has undergone extensive practitioner-centered research, aligning the offerings of the program with the needs of the market place and with the mission of the school. The MSA is in response to market conditions and the increased role of data analytics and leadership in accounting which fits squarely within the mission of the school.

In addition to a solid foundation in quantitative analytical skills, the program also equips students with concepts and theories to develop the knowledge, experience, and versatility it takes to be leaders in public accounting, industry, non-profit organizations, or government agencies. These align with Carey’s vision to develop students into business leaders who are also exceptional leaders of communities and societies.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed MSA expects to enroll 30 students. The School is not currently at capacity and can handle any reasonable increase in student head count for this program. Any increase in student headcount would only cause an increase in instruction costs due to more course sections but from a physical space perspective, we have more than adequate reserves in this area. Furthermore, our ability to offer high quality courses in an online setting is robust.

The Johns Hopkins Carey Business School is expecting strong financial results upon the launch of the new MSA. The Johns Hopkins Carey Business School is expecting strong financial results upon the launch of the new MS Accounting Program. Gross tuition is projected to be \$1.7M in FY22. Future tuition projections for FY23-FY25 assume a 3% annual increase in tuition rates. Direct expenses for the MS Accounting Program are projected to be \$1M in FY22. Future Direct Expense projections for FY23-FY25 assume an average annual increase of 2.3%.

4. Provide a description of the institution's commitment to:

- a) Ongoing administrative, financial, and technical support of the proposed program**
- b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The Carey Business School is committed to providing ongoing administrative, financial, and technical support of the MSA program. The School is fortunate to possess a core of experienced full-time faculty members who are available to teach, advise, and/or serve on the curriculum committee of the program. The faculty who teach in the program are also engaged in program activities to ensure support and success of the students enrolled in the program. In addition to faculty, the program manager, academic advisors, and other staff (such as student success center, financial aid, registrar's office, etc.) provide administrative and technical support to MS Accounting students to ensure that enrolled students successfully complete the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge.**

We know that functional markets and financial institutions rest on the fundamental belief that the assurance provided by relevant and reliable accounting information is critical to effective decision making. The accounting profession is now and will continue to be the bedrock of this system. However, we also know that the world is changing rapidly. As such, in 2018, the American Institute of Certified Public Accountants (AICPA) developed a "Core Competency Framework" to define a set of skills-based competencies that are required of students entering the accounting profession of the future.¹ Rather than focusing on traditional subject-content areas or accounting services, the framework focuses on critical skills. Because the body of knowledge regularly grows and changes, knowledge requirements will change over time. However, these skill-based competencies will have lasting value for individual accountants and the stakeholders who rely on accounting information.

The AICPA divided these skills into three pillars: Accounting, Business, and Professional Competencies. As such, our program was designed with these three areas of core competency

¹ The AICPA Pre-certification Core Competency Framework (2018).

in mind. The proposed Carey MSA program, with its unique dual focus in data analytics in accounting and leadership in accounting, provides graduates with the tools and knowledge to:

- Identify and apply appropriate, reliable and verifiable measurements to analyze data for a given purpose and intended use.
- Identify and utilize relevant technology and tools to analyze data, efficiently and effectively perform assigned tasks as well as support other competencies.
- Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.
- Work productively with diverse individuals in a variety of roles, with multiple interests in outcome to achieve acceptable and optimal results.
- Know and apply models of leadership to influence, inspire and motivate diverse individuals and groups. Develop attitudes and behaviors that recognize diversity and promote inclusion, and optimize individual and organizational performance.
- Actively listen and effectively deliver information in multiple formats tailored to the intended audience.
- Plan and manage individual and team work flow through effective utilization of time and other resources to accomplish objectives.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The 2017-2021 Maryland State Plan goals and strategies for Postsecondary Education articulates three goals and eleven strategies for postsecondary education: 1) Access; 2) Success; 3) Innovation².

Relative to Goal 1 of the State Plan - Access (“Ensure equitable access to affordable and quality postsecondary education to all Maryland residents”), the Carey Business School is committed to developing the MSA program, utilizing the school’s renowned faculty and collaborators. In addition to the Access, the Carey Business School is committed to ensuring affordability of education, which is also consistent with Goal 1.

Relative to the strategy to foster innovation, Carey Business School is committed to continuous improvement and innovation to respond to industry changes. This proposal for an MS Accounting program with particular emphasis in leadership and analytics is in response to an expressed need in the marketplace. Specifically building a program to address these needs is evidence of the commitment to continuous improvement and innovation.

The Carey Business School is committed to the Maryland State Plan Goal of student success. Furthermore, through the development of strong and clear student learning outcomes and objectives, the proposed program is committed to enhancing student experience by providing curricular and co-curricular activities including academic planning and advising which are aimed at helping students succeed in the program.

² <http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

Considering the interconnected world and the increased pace of doing business globally, the projected demand for the well-educated and qualified accounting professional will require people who can use appropriate quantitative methods and effective leadership skills to facilitate and support orderly, equitable, and fair markets and efficient capital formation.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The Maryland's Department of Labor, Licensing and Regulation projects growth in various accounting related positions between 2012 and 2022. These are positions that the Carey MSA students are well positioned to hold. Table 1³ outlines this projected growth and projected market demand in various occupations including accounting and auditors, budget and financial analysts, and personal financial advisors.

Table 1: Estimated Growth in Accounting Positions 2012-2022 (Maryland)

Occupational Title	Employment			Total Openings
	2012	2022	Change	
Business and Financial Operations Occupations	174,080	189,193	15,113	49,390
Financial Specialists	59,277	63,287	4,010	18,771
Accountants and Auditors	27,081	29,394	2,313	10,328
Budget Analysts	2,231	2,433	202	1,097
Credit Analysts	986	1,062	76	321
Financial Analysts	5,678	6,290	612	1,993
Personal Financial Advisors	4,450	5,055	605	1,324

³ <http://www.dllr.state.md.us/lmi/iandoproj/occgroupl3.shtml>

Financial Examiners	523	548	25	158
Loan Officers	5,449	5,654	205	1,202
Tax Examiners and Collectors, and Revenue Agents	656	655	-1	226
Tax Preparers	2,932	3,030	98	694
Financial Specialists, All Other	5,545	5,666	121	702

The Carey Business School Master of Science in Accounting program is well positioned to educate professionals to meet the growing demand of accounting professionals in the region.

National demand data reports similar trends. From the 2020 Occupational Handbook from the Bureau of Labor Statistics: “Employment of accountants and auditors is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records.”⁴

4. Provide data showing the current and projected supply of prospective graduates.

The AICPA 2019 Trends Report offers the most comprehensive information regarding current and emerging trends in the supply of accounting graduates and the market demand for these graduates.⁵ Total projected accounting enrollments are down 4% from the highs of 2016, but are still among the highest on record. 2017-2018 enrollments in Master’s in Accounting programs = 27,482. However, of firms that hired one or more accounting graduates in 2018, 58% expect to hire the same number or more in 2019. Ninety percent of all U.S. CPA firms expect to have the same number or more CPAs on staff in 2019. If these trends hold, demand will continue to outpace supply.

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There are several institutions in the state of Maryland that offer programs focused on accounting. The following are the closest examples to the program we propose.

Table 2: State of Maryland Program Comparisons

⁴ <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>

⁵ AICPA Trends Report (2019).

University	Program
Towson University and University of Baltimore (offered jointly)	MS in Accounting and Business Advisory Services (30 credits)
University of Maryland Robert H Smith School of Business	MS in Accounting (30 credits)
Loyola University	Masters of Accounting (30 credits)
University of Maryland Global Campus	MS in Accounting and Financial Management (36 credits)
Morgan State University	MS Accounting (30 credits)

There are two critical distinctions between the proposed JHU program and the other programs offered in the state of Maryland: our dual focus on (1) leadership and (2) analytics within the accounting space.

Tables, provided in Appendix A, detail the program requirements of each of the 5 schools above as well as the program requirements for the proposed JHU program. One course may be both an accounting course as well as a leadership course or an accounting course as well as an analytics course. For example, *Audit Analytics*, offered by Loyola, UMCP, and JHU counts as both an accounting course and an analytics course.

Other general electives, not explicitly detailed in the course requirements, may be analytics or leadership courses, but for simplicity and brevity of presentation, those offerings have been omitted from Appendix A.

The joint Towson University (TU) and University of Baltimore (UB) program offers a specialization in data analytics but does not offer a similar specialization in leadership.

The University of Maryland, R.H Smith School of Business (UMCP) program offers a specialization in accounting analytics but does not offer a similar specialization in leadership.

Like TU/UB and UMCP, Loyola offers a data analytics track within its program but does not offer a similar specialization in leadership.

The University of Maryland Global Campus (UMGC) program is explicitly a program focused in both Accounting and Financial Management. As such, it offers a wide range of courses in financial management which the proposed program at JHU does not offer. The UMGC program does not offer any analytics or leadership courses.

The Morgan State University program offers one course in leadership but does not offer any analytics courses.

2. Provide justification for the proposed program.

Drawing on the AICPA Core Competency Framework referenced in B.1.a above, we believe a reimagined MSA program is required to meet the emerging skill-based demands of future accountants. Knowledge requirements will change over time, but skill-based competencies will have persistent value. With the dual focus areas in analytics and leadership present in the proposed Carey MSA program, we will produce graduates with the knowledge and tools to:

- Identify and apply appropriate, reliable and verifiable measurements to analyze data for a given purpose and intended use.
- Identify and utilize relevant technology and tools to analyze data, efficiently and effectively perform assigned tasks as well as support other competencies.
- Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.
- Work productively with diverse individuals in a variety of roles, with multiple interests in outcome to achieve acceptable and optimal results.
- Know and apply models of leadership to influence, inspire and motivate diverse individuals and groups. Develop attitudes and behaviors that recognize diversity and promote inclusion, and optimize individual and organizational performance.
- Actively listen and effectively deliver information in multiple formats tailored to the intended audience.
- Plan and manage individual and team work flow through effective utilization of time and other resources to accomplish objectives.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The Historically Black Institutions in Maryland offer various graduate programs that include MBA and MS programs related to accounting specifically or business more generally. Bowie State University offers Master of Business Administration (MBA), MS in Management Information Systems (MSMIS), and Master of Public Administration (MPA) programs. Coppin State College offers Accounting and Management Information Systems, Management and Marketing, and Sport and Entertainment Management programs as majors at the undergraduate level. University of Maryland Eastern Shore offers an accounting major and minor at the undergraduate level but does not offer a Master of Science in Accounting program. As in Section D.1. above, Morgan State University offers a Master of Science in Accounting program. However, the program differs substantially from the proposed JHU program as it does not offer a dual focus in leadership and analytics within the accounting space. Given the programs offered by the Maryland Historically Black Institutions, we do not foresee any impact from the Carey Business School MS Accounting program on these institutions.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Aside from Morgan State University, no other Historically Black Institutions in Maryland currently offer a MS in Accounting program. As in Section D.1. above, Morgan State

University offers a Master of Science in Accounting program. However, the program differs substantially from the proposed JHU program as it does not offer a dual focus in leadership and analytics within the accounting space. Consequently, we do not foresee a potential impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The digital revolution has changed the way companies and organizations structure and record transactions. Technological advancements in analytics, big data, machine learning, and artificial intelligence have transformed how companies collect information, analyze data, and develop models to interpret and communicate information about the operations and finances of the entity. A virtual workforce and distributed teams have introduced new leadership complexities. These changes demand a reimagined, agile MSA program that will give students the tools and skills they need to meet new workplace demands.

After engaging in listening sessions with junior and senior-level accounting professionals in public accounting, industry, and government, we heard the clear call for a new kind of MSA program that would give students particular skills in leadership and data analytics. As such, the proposed Carey MSA focuses on these two distinct areas under the umbrella of accounting practice and scholarship: leadership and data analytics. The program will equip students with the requisite skills to lead complex teams and make data-driven decisions. Unlike other programs currently offered in the marketplace, the proposed MSA at JHU will combine accounting-focused courses in leadership (for example, Business Communications in Accounting, Negotiation in Accounting, and Leadership Development in Accounting) with relevant courses in data analytics (for example, Audit Analytics, Business Analytics, Data Analytics, and Data Visualization) to give students the robust set of tools required of today's accounting professional.

The MSA curriculum incorporates the latest knowledge and technology in the field. Course offerings provide students with a thorough foundation in accounting theory, analysis, and practical applications. The course sequence maximizes students' learning by progressing logically from foundational courses and core theory to specific practice.

The program is designed to challenge students to examine current and future trends in the accounting, auditing, and taxation fields. In the process, students use what they have learned to solve the real-world challenges that face public and private companies, non-profit organization, and governmental entities of every size. The program's intensive coursework establishes the strong foundation required for true workplace readiness. It also addresses some of the most critical issues facing today's accountant, including:

- Leadership of distributed virtual teams
- Management of large-scale, complex projects
- Emerging application of data analytics and data visualization skills to accounting, auditing, and taxation problems

- Design, creativity, agility, and ingenuity
- Social responsibility and ethical decision-making

More importantly, students emerge from the program prepared to compete in a demanding global market where the rules and regulations governing accounting in various jurisdictions change rapidly and where thousands of entities daily engage in complex and often difficult to measure market transactions.

The program is overseen by the Academic Program Director, Assistant Professor Jordan Rippy (PhD, University of Alabama), who also teaches in the program. Her teaching interests are: Financial and Managerial Accounting as well as Accounting Analytics. In addition to the Academic Program Director, the Vice Dean for Education and the Vice Dean for Faculty and Research have academic and administrative oversight of academic programs.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Learning Goals	Learning Objectives Students will be able to:
Understand and master core concepts and methods in the accounting discipline and their application in business practice	1.1 Apply core concepts and tools in the accounting discipline to develop integrated and innovative strategies to address current and emerging business problems.
	1.2 Apply key analytical methods into comprehensive plans to solve current and emerging business problems.
Lead and function effectively in diverse contexts	2.1 Assess financial aspects of local and global business contexts.
	2.2 Apply assessments as input to current and emerging business decisions.
	2.3 Assess and evaluate their team leadership experience.
	2.4 Propose strategies for future improvement based on assessment of their team leadership experience.
Anchor financial aspects of business activities in ethics and human values	3.1 Explain the role of human values in business leadership.
	3.2 Develop an action plan to manage an ethical challenge they have identified.
Communicate effectively in business settings	4.1 Demonstrate effective use of the written communication skills essential in business settings.
	4.2 Demonstrate effective use of the presentation skills that are essential in business.

3. Explain how the institution will:

- provide for assessment of student achievement of learning outcomes in the program**
- document student achievement of learning outcomes in the program**

Assessment of learning outcomes and achievement will occur both in core courses and at the program level. Following a process used to assess learning outcomes at the Carey Business School, learning outcomes established at the program level and mapped to courses will be assessed using direct and indirect measures.

Assessment using direct measures include:

- Student work samples from assessments (e.g., exams, research projects, papers)
- Documented participation in groups / activities relevant to business practices

Assessment using indirect measures include:

- Surveys (conducted by the Department or the School)
- Alumni Surveys (conducted by the Carey Business School)

Assessing students' achievement of a broad set of Program Learning Outcomes requires the evaluation of measurable performance criteria associated with each learning outcome and specific to the program's objectives and aligns with the assessments in these courses. Learning outcomes are assessed using several performance criteria and data are collected in each course and aggregated at the outcome level. Outcomes are assessed in different courses and data analysis tracks student improvement and growth across the program. Evaluation of student performance is then used to make improvements in courses, course design, instruction, and content. Furthermore, data are combined with other data sources and applied for program improvements, resource allocations, and decisions about program structures. Formal collection and preparation of data for the iterative evaluation of learning outcomes are summarized in the following process:

- 1) Select the type of data needed to assess each learning outcome (e.g., exam question, lab report, participation in research, oral presentation of work results, etc.) and complete the assessment based on an established rubric.
- 2) Calculate and record the weighted average value associated with each learning outcome.
- 3) Calculate the average of all learning outcome values. If the measured value is less than the target value, methods of improvement are discussed, implemented, and the learning outcomes are collected and assessed again the following semester.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The admissions criteria for the proposed 30-credit Master of Science in Accounting will be consistent with other JHU Carey programs. The application requirements will include a formal application, resume, official academic transcripts, GMAT/GRE score, two essays, one letter of recommendation, and a TOEFL or IELTS score for non-native English speakers.

Program requirements include a minimum of 30 graduate credits. Students will be expected to have basic quantitative skills and robust accounting knowledge, obtained through an undergraduate degree in accounting, prior to course work.

All students will take the following required coursework components:

Functional Core (20 credits)

- Financial Accounting Research (2 credits)
- Advanced Financial Statement Analysis (2 credits)
- Advanced Taxation (2 credits)
- Audit Analytics (2 credits)
- Business Communications in Accounting (2 credits)
- Negotiation in Accounting (2 credits)
- Leadership Development in Accounting (2 credits)
- Business Analytics (2 credits)
- Data Analytics (2 credits)
- Data Visualization (2 credits)

Accounting Electives (choose 2 of the following for 4 total credits)

- Financial Crises and Contagion (2 credits)
- Financial Modeling and Valuation (2 credits)
- Cost Measurement and Control (2 credits)
- Corporate Governance (2 credits)
- Advanced Financial Accounting (2 credits)

Leadership Electives (choose 2 of the following for 4 total credits)

- Power and Politics (2 credits)
- Business Leadership and Human Values (2 credits)
- Leadership in Organizations (2 credits)
- Managing in a Diverse and Global World (2 credits)
- Foundations of Design Leadership (2 credits)
- Design Leadership (2 credits)
- Effective Teaming (2 credits)

General Elective (choose from Leadership or Accounting Electives above or from the following for a total of 2 credits)

- Corporate Finance (2 credits)
- Business Law (2 credits)
- Information Systems (2 credits)
- Blockchain (2 credits)
- Investments (2 credits)
- Advanced Business Analytics (2 credits)
- Data Science and Business Intelligence (2 credits)

See Appendix B for a complete list of course titles and descriptions.

5. Discuss how general education requirements will be met, if applicable.

Not Applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not Applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not Applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

During the months (March - August) leading to the August start of the program, the Admissions and Academic Programs offices will communicate with prospective and admitted students the degree completion requirements and support services provided by the Carey Business School. This information will be communicated through email communications, webinars, and through email or phone conversations as needed. A welcome document is digitally sent to students who have accepted admission. This document includes further information on degree requirements, faculty information, student services, technology requirements, and learning platform (Blackboard, etc.) information.

Prior to the start of the first semester of the program, students will participate in a New Student Orientation that will include presentations from the Academic Program Director, Program Manager, Academic Advisor, Student Services (tutoring and academic support services). Other departments including Financial Aid will be available for student questions or concerns.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

All marketing and admissions materials are updated on an annual basis or more frequently when needed. The Carey Business School's Office of Marketing and Communications is responsible for all internal and external communications, marketing, advertising, publishing, graphic design, special events, and sponsorships at the Johns Hopkins Carey Business School. Along with faculty, this office will develop a marketing strategy once the program is approved. This strategy will include updates to the website, application system, and all collateral materials (brochures, advertisements, etc.) for the program. Additionally, the marketing strategy will include an announcement regarding the new AOC to prospective, current and former students in the program

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Not Applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).**

The Carey Business School is fortunate to possess a core of experienced full-time faculty members who are available to teach, advise, or serve on the curriculum committee in the Master of Science in Marketing program. All full-time, tenure track faculty have earned a doctoral degree, hold a primary appointment at the Carey Business School, and have considerable experience conducting and disseminating research in his or her area of expertise. It is our goal to have the program taught almost exclusively by full-time faculty. Appendix C provides detailed information about each core faculty member teaching in the Master of Science in Accounting program.

Our faculty members are well known national experts in their areas of expertise. Many faculty at Carey have research projects in accounting, and those who are teaching or will teach in Carey's accounting related programs have ongoing programs of research. Many of our faculty have extensive experience in accounting and related industries and are national thought leaders. We have and will continue to recruit full time faculty with research and/or practical experience in accounting in the future.

- 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
 - a) Pedagogy that meets the needs of the students**
 - b) The learning management system**
 - c) Evidenced-based best practices for distance education, if distance education is offered.**

Teaching & Learning@Carey promotes and supports teaching excellence at the Johns Hopkins Carey Business School by providing faculty with ongoing training in the above-mentioned three categories. Teaching & Learning@Carey is a center with one director and about 15 staff members. They help faculty to identify strengths and challenges in their teaching practice by analyzing information collected from various sources including, but not limited to, students, faculty, staff, observations, and relevant research. They work closely with faculty to integrate innovative technologies and pedagogical strategies to provide effective teaching and, in turn, to increase the quality of student learning at the Johns Hopkins Carey Business School. Specifically, Teaching & Learning@Carey provides the following training and services to faculty:

Faculty Development

- One-on-one consultations related to teaching and learning
- New faculty orientation and ongoing faculty development and pedagogy training
- In-person and online workshops addressing common topics and concerns related to teaching
- Webpages providing relevant and practical information on teaching and learning

Instructional Technology

- Recommendations for new and emerging instructional technologies
- Assistance with implementing new technologies in the classroom
- Ongoing support and training for commonly used classroom technologies and learning management system, such as Blackboard and Adobe Connect

Instructional Design

- Design, development, and evaluation of both face-to-face and online courses
- Guidance on how to implement different instructional strategies, such as using learning activities as an alternative to traditional lectures
- Assistance with implementing best practices of instructional design, such as creating grading rubrics

Learning Assessment

- Collection and analysis of data to assess student learning outcomes and improve Carey's curriculum.
- Faculty training on Taskstream (the assessment tool used by Carey to track the school's progress)

In addition to training and services offered by [Teaching & Learning@Carey](#), the Vice Dean for Faculty & Research regularly organizes workshops to provide ongoing pedagogy training for faculty. Also, the Vice Dean works with [Teaching & Learning@Carey](#) to assign experienced faculty as mentors for less experienced faculty to continually improve face-to-face and distance education. Further, Faculty attends a five-hour Faculty Summit twice a year. During the summit, faculty members often discuss questions regarding how to improve teaching and exchange ideas on evidence-based best practices for face-to-face and distance education.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of over three million bound volumes, several million microfilms, and over 13,000 journal subscriptions has been assembled to support the academic efforts of the University. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases

are accessible remotely. The library offers a variety of instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

The Carey Business School's physical facilities, infrastructure and instruction equipment are not at capacity. The implementation of the proposed MS Accounting program will not cause the existing physical resources to be taxed beyond capacity.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education**

Students in the MSA program will share Carey's facilities and infrastructure. The students and faculty of the program will have access to Carey's technological resources including electronic mailing and online distance education platforms.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

Details concerning the resources and program expenses may be found in Appendix D.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

- 1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**
- 2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

On a day-to-day level, the program will be overseen by a combination of the Vice Dean for Education, the Associate Dean for Admissions and Academic Programs, Executive Director for Career Development, Director of Academic Advising, the Registrar, and a faculty Academic Program Director who together will be responsible for managing the program plans, monitoring students' progress in programs and ensuring that the students are in good academic standing

according to the school's policies, as well as managing course offerings, conducting program evaluations, and working with the Curriculum Committee. The School's curriculum committee will be responsible for revision of the curriculum and recommendations for the required modifications with the course offerings and evaluation of the faculty expertise required for these course offerings, and evaluating how students achieve the desired learning outcomes.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race is not considered in the administration of the school's educational programs. Nonetheless, in accordance with Johns Hopkins University's stated [commitment to diversity](#), we believe educators should use aggressive and innovative recruitment and support processes to increase and sustain diversity. To that end, the following focused recruitment activities will be employed: (1) Involvement of students from culturally and linguistically diverse (CLD) backgrounds in the planning and delivery of information sessions and recruitment information; (2) Success stories about previous CLD graduates as part of the recruitment literature; (3) Focused information meetings that emphasize that the school provide mentoring opportunities and a range of student activities including student clubs that encourage participation of students from different cultural, academic and professional backgrounds.

O. Relationship to Low Productivity Programs Identified by the Commission:

Not Applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Johns Hopkins University is authorized by MSCHE and MHEC to offer distance education programs.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

a) Online learning is appropriate to the institution's mission and purposes.

Johns Hopkins University adheres to the Council of Regional Accrediting Commissions' (C-RAC) Interregional Guidelines for Distance Education. The mission of the University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In turn, the Carey Business School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow productive economies and sustainable societies and are exemplary citizens.

- b) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.**

Carey Business School offers 4 online master's degrees: Flexible MBA, MS in Finance, MS in Healthcare Management, and MS in Marketing. Carey also offers 2 online graduate certificates: Financial Management and Investments. More than 70 individual course offerings are currently available in a fully online format. Carey anticipates that enrollment in online education will continue to grow and has allocated funds and resources accordingly.

- c) Online learning is incorporated into the institution's systems of governance and academic oversight.**

Johns Hopkins University uses the same system of governance and academic oversight to review modifications to online programs as that for on-ground programs. The Curriculum Committee, a faculty body made up of JHU Carey faculty, review modifications. If approved, the modifications proceed to the Office of the Dean for final approval.

- d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

To ensure coherence and cohesiveness, the courses in the new program will follow the same rigorous development process for all online Carey degree programs and incorporate the Quality Matters™ research-based set of eight standards for quality online courses.

- e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

To evaluate the effectiveness of its online offerings, the course instructor and instructional designer, under the direction of the Program Director, identify all the learning components of the course, including learning activities, assessment, and evaluation of how well learning objectives are met. This is an iterative process that goes through several levels of review prior to the course development. Once the courses launch, the design team continually monitors the courses and consults with the instructors to adjust the courses as needed. All new online courses participate in a mid-term and end-of-term course evaluation process.

Following the modification implementation, students complete a course evaluation at the midterm of each semester and after the offering of each course. In those evaluations, students assess the course content, delivery methods, and faculty performance. Each semester, Program Directors evaluate course offerings, as well as faculty performances, based on student reviews. On an annual basis, Program Directors, faculty, and administrators will review the curriculum to determine if new topics need to be covered

or other changes need to be made, following Carey procedures for such review. The mid-term feedback is used to determine if any mid-point term corrections are needed, and the end-of-term feedback is used to assess whether further course refinements are needed prior to offering the course again.

- f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.**

Teaching and Learning@Carey will support program faculty, the Program Director, Assistant Director, and Coordinators. Teaching and Learning@Carey provides oversight for all online course developments, including faculty training and development. Teaching and Learning@Carey has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty are offered Blackboard and Zoom training sessions. The trainings provide an overview of online learning pedagogy and introduce the faculty to the course technologies. Faculty may also sign up for one-on-one training sessions with staff of Teaching and Learning@Carey and consult with the program leadership for additional pedagogical or technical support. A third-party help desk also assists in faculty technical support, which is available to faculty 24/7.

- g) The institution provides effective student and academic services to support students enrolled in online learning offerings.**

Carey classes are offered as asynchronous learning experiences, allowing maximum flexibility in a student's schedule. Course content is delivered mainly via text notes, voice-over PowerPoints, streaming video, and threaded discussions to provide a connection between students and faculty through visual, auditory, and text-driven interactions. Classes are kept small to encourage active community building among fellow students and faculty. Prearranged real-time online meetings allow for direct access to faculty. To address student concerns or questions about an online learning environment, an orientation course, offered by Johns Hopkins University, introduces the students to the online learning tools and is required before taking the first online class.

Carey online students have access to the following academic support services:

Academic advising: Upon acceptance to the degree program, students are assigned a faculty advisor. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. Advisors contact all students each semester to check on progress and answer questions.

Library services: Students have online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. The library provides easy access to a wide selection of electronic information resources, including the library's online catalog and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely.

Librarians are available to assist students remotely, and the library maintains an extensive website to take visitors through all its services and materials.

Services for students with disabilities: Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the Carey Disability Services Administrator.

Transcript access: Official transcripts are mailed upon written request from the student at no charge.

Student ID JCard: The JCard serves as the student's University identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card and provides access to student software discounts.

h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Carey prepares a five-year budget every year that includes sufficient resources to maintain and expand all online programs. The budget contains funding for marketing, outreach, and recruitment for all programs as well as staff, admissions, student and faculty support services, finance and administration, and instructional design and technology support. The budget also provides funding for new program viability analyses, new program marketing launches, and new course development costs.

Teaching and Learning@Carey, in collaboration with the centralized Johns Hopkins University IT department, works effectively to provide a robust, scalable, and innovative technical infrastructure to faculty, staff, and students. This infrastructure supports all Carey's academic programs and includes a variety of systems and applications used to create an immersive and effective online environment, including Blackboard and Zoom.

i) The institution assures the integrity of its online offerings.

Once a student is accepted into an academic program by the admissions committee, that student is assigned a unique ID and password which will allow them to log in to Carey's secure network, manage their course registrations, and participate in their online courses. As an additional security measure, students are required to verify their identity prior to the start date of their first online course. Students complete this step successfully when they log into the Carey Business School website using their assigned credentials and then by completing a questionnaire that includes personal information. The form is then compared to the information provided in the student's application. Once verified by Carey staff, the student is granted access to their registered courses. Carey adheres to all FERPA privacy regulations.

Carey requires all students to uphold the integrity of their work and are subject to The Johns Hopkins Carey Business School Academic Ethics Policy and the Johns Hopkins Student Conduct Code. Additionally, all new students are automatically enrolled in a

non-credit academic integrity training that aims to help students understand the different types of infractions, such as plagiarism and cheating, and encourage them to avoid such behavior.

Finally, while it is ultimately the responsibility of the instructor to evaluate the quality and authenticity of student work, the department will be using a tool to help in that effort: *Turnitin*. *Turnitin* is not only an originality checker; it also has robust commenting and rubric features.

Appendix A

State of Maryland Program Comparisons

School	Course Title	Required?	Credits	Accounting	Leadership	Analytics
JHU	Financial Accounting Research	Yes	2	X		
	Advanced Financial Statement Analysis	Yes	2	X		
	Advanced Taxation	Yes	2	X		
	Audit Analytics	Yes	2	X		X
	Business Communications in Accounting	Yes	2	X	X	
	Negotiation in Accounting	Yes	2	X	X	
	Leadership Development in Accounting	Yes	2	X	X	
	Business Analytics	Yes	2			X
	Data Analytics	Yes	2			X
	Data Visualization	Yes	2			X
	Financial Crises and Contagion	2 of 5	2	X		
	Financial Modeling and Valuation	2 of 5	2	X		X
	Cost Measurement and Control	2 of 5	2	X		
	Corporate Governance	2 of 5	2	X		
	Advanced Financial Accounting	2 of 5	2	X		
	Power and Politics	2 of 7	2		X	
	Business Leadership and Human Values	2 of 7	2		X	
	Leadership in Organizations	2 of 7	2		X	
	Managing in a Diverse and Global World	2 of 7	2		X	
	Foundations of Design Leadership	2 of 7	2		X	
	Design Leadership	2 of 7	2		X	
	Effective Teaming	2 of 7	2		X	

School	Course Title	Required?	Credits	Accounting	Leadership	Analytics
TU/UB with Data Analytics Specializa tion	Advanced Topics in Accounting Systems	Yes	3	X		
	Advanced Topics in Assurance Services	Yes	3	X		
	Financial Management	Yes	1.5	X		
	Corporate Finance	Yes	1.5			
	Contemporary Issues in Financial Accounting	3 of 4	3	X		
	Taxation of Entities	3 of 4	3	X		
	Design of Managerial and Control Systems	3 of 4	3	X		
	Business Ethics	3 of 4	3			
	Data Science Toolkit I	Yes	1.5			X
	Data Science Toolkit II	Yes	1.5			X
	Database Management Systems	Yes	3			X
	Finance and Accounting Analytics	1 of 2	3			X
	Visual Business Intelligence	1 of 2	3			X

School	Course Title	Required?	Credits	Accounting	Leadership	Analytics
UMCP: Audit Analytics Track	Financial Statement Analysis for Accountants and Auditors	Yes	2	X		
	Business Communications for Accountants and Auditors	Yes	2	X		
	Advanced Managerial Accounting and Control Systems	Yes	2	X		
	Forensic Accounting/ Auditing	Yes	2	X		
	Systems for Data Analysis	Yes	2	X		X
	Valuation for Accounting (Analytics Track)	Yes	2	X		
	Accounting Analytics	Yes	2	X		X
	Internal Audit	Yes	2	X		
	Information Security, Audit and Control	Yes	2	X		
	Auditing Automation and Analytics	Yes	2	X		X
	Applied Research for Accounting and Auditing	Yes	2	X		X

School	Course Title	Required?	Credits	Accounting	Leadership	Analytics
Loyola: Data Analytics Track	Ethics for Accounting Professionals (online)	Yes	3	X		
	Advanced Financial Accounting	Yes	3	X		
	Audit Analytics	Yes	3	X		X
	Advanced Finance (online)	Yes	3			
	Professional Communications	Yes	3			
	SEC Reporting	Yes	3	X		
	Accounting Internship	1 of 2	3	X		
	Seminar in Accounting Practice	1 of 2	3	X		
	Data Visualization for Decision Making	Yes	3			X
	Introduction to Data Analytics	1 of 3	3			X
	Data Management and Database Systems	1 of 3	3			X
	Business Intelligence & Data Mining	1 of 3	3			X
	Advanced International Accounting	1 of 3	3	X		
	Tax Research	1 of 3	3	X		
	Individual Tax	1 of 3	3	X		

School	Course Title	Required?	Credits	Accounting	Leadership	Analytics
UMGC	Financial Accounting	Yes	3	X		
	Federal Income Taxation	Yes	3	X		
	Auditing	Yes	3	X		
	Government and Not-for-Profit Accounting	2 of 4	3	X		
	Fraud Examination	2 of 4	3	X		
	Accounting Ethics	2 of 4	3	X		
	International Accounting	2 of 4	3	X		
	Financial Decision Making for Managers	Yes	3			
	Financial Management in Organizations	Yes	3			
	Long-term Financial Management	Yes	3			
	Investment Valuation	Yes	3			
	Behavioral Finance	Yes	3			
	Strategic Financial Management	Yes	3			
	Accounting and Financial Management Capstone	Yes	3	X		

School	Course Title	Required?	Credits	Accounting	Leadership	Analytics
MSU	Intermediate Accounting II	Yes	3	X		
	Advanced Accounting Topics	Yes	3	X		
	Management Information Systems in Accounting	Yes	3	X		
	Advanced Auditing Topics	Yes	3	X		
	Accounting for Decision Making	Yes	3	X		
	Financial Statement Analysis	Yes	3	X		
	Corporate Finance	Yes	3			
	Business Taxation	Yes	3	X		
	Capstone: Accounting Theory	Yes	3	X		
	Organizational Leadership and Ethics	Yes	3		X	
	Forensic Accounting I	1 of 2	3	X		
	Advanced Auditing	1 of 2	3	X		
	Investments	Yes	3			

Appendix B

Course List and Descriptions

Curriculum: 30 credits

Functional Core (20 credits)

Financial Accounting Research (2 credits)

An evaluation, critique, and application of financial accounting theory to emerging financial reporting problems using current research tools and case-based resources developed by Big 4 public accounting firms. This course will integrate reading, writing, and research skills necessary for success in the practice of accounting.

Advanced Financial Statement Analysis (2 credits)

Advanced Financial Statement Analysis is designed to prepare you to analyze, interpret, and use financial statements effectively, both from a general manager and from an investor perspective. The course will review and extend the topics introduced in prior coursework with an emphasis on value creation. Specifically, the course will introduce a thorough framework for financial statement analysis, focusing on (1) accounting analysis, (2) financial (ratio and cash flow) analysis, and (3) prospective (forecasting and valuation) analysis.

Advanced Taxation (2 credits)

Tax principles, rules, and alternatives: emphasis on effect on business decisions. Includes income and deductions, employee incentives and fringe benefits, cost recovery, tax-free exchanges, gains and losses, form of business organization (proprietorships, partnerships, or corporations), estate and gift taxes, international taxation.

Audit Analytics (2 credits)

An experiential learning capstone course and signature experience for the proposed MSA program. Students work in audit teams to perform an audit for a real small business. Students will work through the full audit cycle from client acceptance and engagement through preliminary work, including risk assessment, and into field work and ending with issuing an audit opinion. Emphasis is placed on using data analytics tools built through prior course work in data analytics and data visualization.

Business Communications in Accounting (2 credits)

This course refines student's skills in written and oral communications, related to accounting, auditing, and taxation matters, to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments.

Negotiation in Accounting (2 credits)

This course provides students with the foundational knowledge and skills needed to negotiate. Designed around a series of research-based negotiation exercises, this course exposes students to a variety of negotiation situations, in accounting and accounting-related settings, that help them to understand the two fundamental approaches to negotiation. By reflecting on these exercises in light of negotiation theory, students develop an awareness of their personal negotiation style, including its

strengths and weaknesses. By the end of the course, students will be able to negotiate in an effective, ethical, and culturally appropriate manner.

Leadership Development in Accounting (2 credits)

This course is designed to help students develop their own leadership capacity, while also emphasizing a conceptual understanding of leadership in diverse settings. Beyond guided self-reflections and exploration, topics include the characteristics of high performing leaders, leadership strategies in a teaming environment, strategies for avoiding dysfunctional team dynamics, and best practices for managing a distributed and diverse workforce.

Business Analytics (2 credits)

This course lays the analytical foundation for modeling that supports many managerial decisions that entail tradeoffs among competing objectives. Building on concepts from operations research, economics and probability theory, this course provides a basic introduction to a variety of resource allocation problems.

Data Analytics (2 credits)

This course prepares students to gather, describe, and analyze data, using advanced statistical tools to support operations, risk management, and responses to disruptions. Analysis is done targeting economic and financial decisions in complex systems that involve multiple partners. Topics include probability, statistics, hypothesis testing, regression, clustering, decision trees, and forecasting.

Data Visualization (2 credits)

This course prepares students to make informed decisions based on data using descriptive analytical techniques. Students will view examples from real-world business cases where data visualization helps the decision makers to visualize, discover, and decode the hidden information from within the data, and to exploit such information for making educated decisions. Topics include cognition and visual perception; design principles; fundamental charts; interactive visualizations; storytelling and dashboards; advanced visualizations methods for: temporal, spatial, networks, trees, textual, and high dimensional data; and advanced data visualization tools.

Accounting Elective Courses (4 credits)

Financial Crises and Contagion (2 credits)

This course takes students through the last 30 years of financial bubbles, manias, and scandals in the United States, from the thrift crisis of the 1980s, to the Long-Term Capital Management and Enron debacles, to the recent mortgage meltdown and Great Recession. Examining these upheavals is key to understanding how the landscape and laws of modern financial markets evolved and where they might be headed.

Financial Modeling and Valuation (2 credits)

The objective of this course is to introduce students to the current practices in financial modeling and valuation using Excel. Students will learn how to manipulate financial data and how to perform financial analyses using various analytical tools. Using the skills, students will learn how to forecast financial statements and build interactive valuation models for firms. By the end of the course, students will complete an equity research paper. One important aspect of this course is also to introduce students to portfolio modeling, efficient frontiers, and portfolio choice subject to constraints.

Cost Measurement and Control (2 credits)

This course emphasizes the vocabulary, methods, and processes by which managerial accounting concepts and cost management practices are applied across organizations to improve operational performance and achieve strategic goals. Topics include cost behavior, profit planning, product costing, overhead allocation, cost estimation, costing systems for short-term and long-term decision-making, capital budgeting, variance analysis, responsibility accounting, and performance measurement.

Corporate Governance (2 credits)

The value of a firm depends on good corporate governance practices protecting investors. Greater protection of shareholders lowers the cost of capital due to better risk mitigation. Thus, the set of governance practices, rules, and regulations that promote private sector investment and jobs creation also promote firm value. Topics include the role and responsibilities of shareholders (principals), the boards of directors (the principals' representatives), and the executive management (agent). They also include executive compensation policies, boardroom structure and practices, corporate disclosure and transparency, and the value of the shareholder vote. The course looks into corporate pyramidal structures, hostile takeovers, and the failure of the market for corporate control. It examines the role of financial institutions and credit rating agencies in promoting corporate governance, and how transparency, accountability, responsibility, and fair and equitable treatment of all shareholders help improve corporate governance and reduce agency conflicts between principals, management, and the board of directors.

Advanced Financial Accounting (2 credits)

Business combinations and consolidated financial statements, accounting for partnerships, governmental and not-for-profit accounting, and other topics of contemporary interest.

Leadership Elective Courses (4 credits)**Power and Politics (2 credits)**

The purpose of this course is to immerse you in issues and dynamics related to power and politics in organizations. We seek to make power and politics discussable, recognizable, and usable. In other words, this course is designed to fuel learning of concepts that are useful for understanding, analyzing, and harnessing power and political processes. But beyond discovering ways to extend your own power, influence, and political skill, we will also uncover lessons about ways in which power and politics can blind and deceive you, and how you might better navigate situations in which you are up against relatively more powerful people or forces. We will use a range of learning methods including theoretical and business articles, cases, exercises, assessments, and simulations. We will cover a variety of topics ranging from political skills, bases of power and influence, dangers of power, power and change, and leading with power.

Business Leadership and Human Values (2 credits)

This course explores ethical leadership as a framework for enterprise value creation in a complex environment of competing economic and moral claims. Students examine the intrinsic ethical challenges of leadership and the concept of a moral compass as a foundation for responding effectively to the ethical challenges of corporate citizenship and value creation in a competitive global economy.

Leadership in Organizations (2 credits)

The goal of Leadership in organizations is to help students learn how to leverage organizational behavior to enhance their ability to lead. Specifically, this course seeks to provide students with both the analytical frameworks and the practical experience necessary to better lead individuals and groups in organizations. The analytical frameworks will help students to understand leadership; the practical experience will help students put that understanding into action. The aim is to help students lead, even if they do not currently find themselves in a formal leadership role. The practices that are discussed will promote effectiveness at any level.

Managing in a Diverse and Global World (2 credits)

Business organizations and other critical organizations operate in both a market and nonmarket environment. A major focus of the course is examining contextually global diversity, inclusion, and multicultural issues through the lens of multiple dimensions. Successful, globally minded managers align the firm's capabilities with the demands of both its market and nonmarket environment. This course examines political, regulatory and societal factors of influence. Students learn to analyze the motives for focused intervention to better judge when and how political developments may affect business or organization interest. It explores the rise of "private politics" (activists, civil society networks, and NGOs), which are increasingly complementing conventional "public politics." This new plurality also opens exciting new nonmarket strategic opportunities for profit and socially driven business, providing it with new potential allies. This course stresses collective moral agency and the ethical dimensions of business and management in such a global political economy. Students explore cross-cultural perspectives on economics and business culture, and how to analyze and proactively manage the nonmarket environment through integrated market and nonmarket strategies. Cumulatively through class interaction and team activities students develop strategies for managing aspects of global diversity and inclusion within the context of a real organization opportunity.

Foundations of Design Leadership (2 credits)

A rapidly changing market place demands leaders who must be intellectually dexterous and possess a range of skills and knowledge reflecting a multitude of creative disciplines. Foundations of Design Leadership surveys the language, tools, principles, and theories of the fields of design, engineering, and business as they apply to the generation of innovative design solutions. Focus is on a synthesis of design, technology, and business goals through the development of basic knowledge related to a range of topics including, aesthetics, ergonomics, finance, marketing, prototyping, creativity, accounting, manufacturing, economics, etc. Students with varied backgrounds representing the fields of business, engineering, and design, share their experience through seminars, lectures, and projects while gaining new knowledge about industries in which they have limited background. The goal of Foundations of Design Leadership is to establish a common set of knowledge among the programs diverse cohort.

Design Leadership (2 credits)

This course offers students the opportunity to learn and participate in design thinking: a human-centered process utilized by some of the most creative and competitive business organizations. With emphases on research, ideation, and prototyping, design thinking helps students leverage their creativity and collective expertise to achieve innovative solutions. During this course, students will work in teams to solve complex problems while applying the entire design thinking process. A large component of the course is experiential, but students will examine design thinking through multiple academic lenses (design and design theory, organizational behavior, and social psychology).

Effective Teaming (2 credits)

In today's businesses, teams are a basic organizational building block. Teaming is perennially listed as one of the top skills that recruiters look for in graduating MBAs. This course conveys knowledge and practical tools that help students become more productive team members and leaders. Topics include the characteristics of high performing teams, leadership strategies for creating performing teams, strategies for avoiding dysfunctional team dynamics, and best practices for managing diverse and virtual teams.

General Electives (*beyond the Accounting and Leadership Electives listed above*) (2 credits)

Corporate Finance (2 credits)

This course is designed to introduce students to the basic, yet fundamental, issues of modern finance. The goal of the course is to provide students with the basic tools needed to successfully complete more advanced finance courses. This course deals primarily with a firm's investment and financing decisions, and its interactions with the capital markets. Students are taught the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses.

Business Law (2 credits)

A thorough working knowledge of the legal and regulatory environment in which businesses operate is essential for well-prepared business executives. This course provides an overview of the legal and regulatory environment affecting business in the United States. Topics include forms of business organization, contracts, torts and product liability, intellectual property, constitutional law business transactions, and discrimination and employment issues. Students are expected to utilize electronic library and Internet resources to complete assignments.

Information Systems (2 credits)

This course addresses how markets, market mechanisms, and channels of product and service delivery are impacted and often transformed by information and communication technologies. Students will learn how technology, brought together with people and processes into systems, contributes to leveraging the creation of business value. The course considers different elements of the information architecture of the corporation and its impact on the nature of the work and the structure of the corporation.

Blockchain (2 credits)

This course introduces students to one of the most exciting financial technological innovation in modern time -- the Blockchain. Students will gain a strong understanding of how blocks are created and linked together by cryptography. Within this decentralized peer-to-peer ledger system, students will examine in detail its construction, immutability, and security with a keen focus on the potential benefits and weaknesses of its fundamental structure as applied to businesses and organizations. Moreover, students will learn how companies are applying blockchain technologies in practice. We will review the first use-case of the blockchain—Bitcoins. Additionally, the course will chart the evolution of Bitcoins to Ethereum and the advantages of Ethereum's smart-contract framework. Additionally, we will dive into the growing alternative crypto-currencies markets. Initial Coin Offerings (ICOs) will be discussed with focus on their potential implications for destabilizing traditional funding sources. The regulatory challenges and current ICO best practices will be reviewed and analyzed. We will be discussing this industry from the perspective of the academic, entrepreneur, investor, and software engineer. The course will be delivered by standard lectures, presentations, case study discussions, assignments, guest speakers, programming exercises in Python, group presentations, and a final comprehensive exam.

Investments (2 credits)

Through an in-depth study of portfolio theory and asset pricing models, students acquire the analytical skills necessary to conduct the valuation of equities, fixed-income securities, and alternative investments. This exploration builds on a thorough exposure to the concepts of risk, risk aversion, and compensation for risk in financial markets. It leads to an understanding of the importance of diversification in controlling portfolio risk for effective asset management.

Advanced Business Analytics (2 credits)

This course trains decision makers to function in the face of multi-dimensional uncertainty, through the development and use of optimization models. Mathematical abstractions are created which deal with issues including resource allocation, scheduling, pricing, and other responses to the realization of a variety of “known unknowns”. Topics include linear programming, dynamic programming, multi-criteria optimization, and non-linear optimization.

Data Science and Business Intelligence (2 credits)

This course introduces a set of fundamental principles and a framework that guide extracting business insights from data to generate competitive advantage. We will discuss how the ubiquity and massiveness of digital data and the application of business intelligence have changed competitive landscapes. The business intelligence techniques that will be covered in this course include data visualization, online social network and sentiment analysis (for user-generated content), and predictive analytics (e.g. classification and clustering), which are widely used in the real world. The topics and cases discussed in this course cover a wide range of fields, including marketing, finance, healthcare, and more. This course is not a statistics or computer programming course. The emphasis will be on applications and interpretations of the results from business intelligence techniques for making business decisions. Students will apply these techniques in hands-on exercises as we analyze strategic concepts, which will allow students to deepen their understanding of the fundamentals and the applicability of business intelligence.

Appendix C

Faculty

Ahmad Ajakh, PhD (Physics, University of Nantes, France), M.S. (Physics, University of Grenoble, France), B.S. (Physics, University of Grenoble, France), Lecturer Johns Hopkins University Carey Business School, teaching interest include: Alternative Investments, Financial Modeling, Quantitative Finance and Risk Management. Courses instructed include: Financial Modeling and Valuation. (*Full-time*)

Mohammad Ali Alamdar Yazdi, PhD (Industrial and Systems Engineering, Auburn University), MS (Comp Science and Software Engineering, Auburn University), MS (Industrial and Systems Engineering, Auburn University), BS (Industrial Engineering, Sharif University of Technology), Assistant Professor, Johns Hopkins Carey Business School, teaching interest include: Simulation and Strategic Options, Data Analysis, and Data Visualization. Courses instructed include: Data Analytics, and Data Visualization. (*Full-time*)

Ge Bai, PhD, (Accounting, Michigan State University; M.S. Accounting, Eastern Michigan University; B.E. Mechanical Engineering, Dalian University of Technology; B.A. Japanese Literature, Dalian University of Technology) Associate Professor of Health Policy & Management, Johns Hopkins Bloomberg School of Public Health, Associate Professor of Accounting, Johns Hopkins Carey Business School, Assistant Professor of Accounting, Johns Hopkins Carey Business School, Assistant Professor of Accounting, Washington & Lee University. Courses instructed include: Accounting and Financial Reporting, and Accounting Foundations. (*Full-time*)

Michelle Barton, PhD (Business Administration, University of Michigan), B.A. (Psychology, Magna Cum Laude, Pomona College), Associate Professor of Practice Johns Hopkins University Carey School of Business, teaching interest include: Management & Organization. Courses instructed include: Power and Politics. (*Full-time*)

James Calvin, PhD (Phenomenology, Culture and Communication, New York University), MA (Media Ecology/Applied Arts, New York University), BFA (Advertising/Applied Arts, Rochester Institute of Technology), Professor of Practice Johns Hopkins University Carey Business School, teaching interest include: Advanced Leadership Theory and Practice, Negotiations in Business, Organizational Behavior, Leadership in Organizations. Courses instructed include: Managing in a Diverse and Global World, and Negotiation. (*Full-time*)

Thomas Crain, M.A., Ph.D. candidate, (Johns Hopkins University), M.A. (University of Michigan, Ann Arbor), B.A. (Williams College), B.A. (University of Maryland European Division), ABD (The Johns Hopkins University), Senior Lecturer, teaching interests include: Ethics, Leadership Theory, Rhetoric and Cross-cultural Communications, Economic and Social History of Baltimore. Courses instructed include: Business Communication, and Leadership in Organizations. (*Full-time*)

Yuval Dan Bar-Or, PhD (Finance, Wharton School of the University of Pennsylvania), MA (Finance, Wharton School of the University of Pennsylvania), MA (Non-Fiction Writing, Johns Hopkins University), MA (Economics, McMaster University), BA (Economics, McMaster University), BEng, Engineering, McMaster University), Associate Professor of Practice, Johns Hopkins University Carey Business School, teaching interest include: Financial Literacy, Risk

Management, Investments, Wealth Management, Leadership and Decision Making. Courses instructed include: Investments. *(Full-time)*

Kathleen Day, MBA(Finance, New York University Stern School of Business) MS, (Columbia University Graduate School of Journalism) BA, (Bryn Mawr College) MS, (Columbia University Graduate School of Journalism) MBA, (New York University Stern School of Business), Lecturer, teaching interests include Business Communication. Courses instructed include: Business Communications and Financial Crises and Contagion. *(Full-time)*

Kabir Dutta, PhD (Financial Engineering, The Wharton School – University of Pennsylvania), MBA (Finance, The Wharton School - University of Pennsylvania), MS (Computer Science, Courant Institute of Mathematical Sciences - New York University), MS (Statistics - Indian Statistical Institute), Assistant Professor of Practice Johns Hopkins Carey Business School, teaching interest include: Financial Risk Management, Information Economics, Banking, and Machine Learning. Courses instructed include: Corporate Finance. *(Full-time)*

Josie Ganzermiller, PhD (Communication, University of Maryland; MA, Communication Studies, West Chester University of PA), Lecturer, teaching interests include: Business Communication, Organizational Communication, Leadership and Management, Health and Risk Communication, Persuasion and Social Influence, Mass Media & Health Disparities, and Social and New Media. Courses instructed include: Business Communication. *(Full-time)*

David Hollander, JD (Maryland Law Review, University of Maryland School of Law), LLM (Intellectual Property Law, George Washington University), BS (Economics/Geography & Environmental Planning, Towson University), Assistant Professor of Practice Johns Hopkins University Carey Business School, teaching interest include: Law & Ethics, Intellectual Property, Business Law. Courses instructed include: Business Law. *(Full-time)*

Evgeny Kagan, PhD (Operations Management, Entrepreneurship, Innovation & product development, Behavioral and experimental methods, University of Michigan), MS (Logistics and Information Systems Erasmus University, Rotterdam, The Netherlands), BS (Business Administration, Mannheim University Mannheim, Germany), Assistant Professor Johns Hopkins University Carey Business School, teaching interest include: Business Analytics. Courses instructed include: Business Analytics. *(Full-time)*

Sylvia Long-Tolbert, PhD (Marketing, Business Administration, The Ohio State University) MABA (Business Administration, Marketing/Social psychology, The Ohio State University) MBA (Marketing, George Washington University) BBA (Marketing, Howard University) Assistant Professor, teaching interests include: Branding and Marketing Communications, Consumer Behavior, Customer Relationship Management, Marketing Research, and Services Marketing. Courses instructed include: Consumer Behavior and Design Leadership. *(Full-time)*

Lasse Mertins, PhD (Accounting, Virginia Tech University), MS (Accounting and Information Systems, Virginia Tech) Betriebswirt -BA(Leibniz Akademie) Professor of Practice Johns Hopkins Carey Business School, Associate Dean for faculty Affairs Johns Hopkins Carey Business School, Academic Program Director Johns Hopkins Carey Business School, teaching interests include: Accounting and Financial Reporting Advanced Financial Accounting Global Immersion: Finance in Europe Advanced Accounting (Undergraduate) Principles of Managerial Accounting Management

Accounting I Management Accounting II Introduction to Accounting Courses instructed include:
Advanced Financial Accounting (*Full-time*)

Richard Milter, PhD (Organizational Behavior, University at Albany, State University of New York), MEd (Leadership, Loyola University), BA (English Literature, Ohio University), Professor of Practice Johns Hopkins University, teaching interest include: Competitive Strategy, International Consulting Leading Organizations: Strategy, Structure, and Roles Organization Development Process: Entry, Contracting, and Diagnosis. Courses instructed include: Effective Teaming. (*Full-time*)

Jaana Myllyluoma, PhD (Demography with secondary focus on Epidemiology Johns Hopkins University Bloomberg School of Public Health), MA Demography Georgetown University), BA (Geography George Mason University), Lecturer, Johns Hopkins University Carey Business School, Senior Professional Instructor, Johns Hopkins University Carey Business School, teaching interests include: Business and Leadership Ethics, Business Communication, and Leadership and Conflict Coaching. Courses instructed include: Business Leadership and Human Values. (*Full-time*)

Jordan Rippy, PhD (Accounting, University of Alabama), M.Acc. (Baylor University), BBA (Accounting Baylor University) Assistant Professor, teaching interests include: Financial and Managerial accounting as well as audit analytics. Courses instructed include: Advanced Financial Statement Analysis, Cost Measurement and Control. (*Full-time*)

Louise Schiavone, MS (Journalism, Columbia University School of Journalism, New York City), BA (American and European History Emmanuel College), Senior Lecturer, teaching interests include: Business and Crisis Communications, Communications in a changing media environment, and Effective self-presentation. Courses instructed include: Business Communications and Business Leadership and Human Values. (*Full-time*)

Xian Sun, PhD (Finance, Rensselaer Polytechnic Institute), MBA (Finance Rensselaer Polytechnic Institute), BA (English and International Finance (Dual Degree) Shanghai Jiaotong University) Associate Professor JHU Carey Business School, teaching interests include: Corporate Finance, Financial Intermediation and Risk Management, Financial Accounting, Advanced Financial Statement Analysis, Managerial Accounting, and Mergers and Acquisitions. Courses instructed include: Accounting and Financial Reporting, and Accounting and Financial Reporting Waiver Exam. (*Full-time*)

Dalton Tong, MBA (Corporate Management, University of Baltimore), BS (Accounting, University of Baltimore) (Alumnus, Executive Programs in Health Policy and Management, Harvard University), (Graduate Studies in Administrative Science Johns Hopkins University), (General Certificate of Education University of London), Senior Lecturer, Johns Hopkins University Carey Business School, teaching interests include: Accounting and Health Management & Organization. Courses instructed include: Accounting and Financial Reporting. (*Full-time*)

Demir Yener, PhD (Finance, Accounting, and Corporate Governance, Gazi University), MBA (Finance, Syracuse University), BS (Accounting and Finance, Academy of Economic and Commercial Sciences) Senior Lecturer Johns Hopkins University Carey Business School, teaching interest include: Investments, Corporate Finance, Financial Institutions, Corporate Governance, Multinational Corporate Finance, International Business. Courses instructed include: Corporate Governance. (*Full-time*)

Appendix D

Finance Information

TABLE 1: RESOURCES:					
Resource Categories	2021	2022	2023	2024	2025
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$0	\$1,691,250	\$1,741,538	\$1,793,333	\$1,846,680
a. Number of F/T Students	0	30	30	30	30
b. Annual Tuition/Fee Rate	\$-	\$56,375	\$58,051	\$59,778	\$61,556
c. Total F/T Revenue (a x b)	\$0	\$1,691,250	\$1,741,538	\$1,793,333	\$1,846,680
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$0	\$0	\$0	\$0	\$0
f. Annual Credit Hours	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$0	\$1,691,250	\$1,741,538	\$1,793,333	\$1,846,680

Resources narrative

1. Reallocated Funds. No funds will be reallocated from existing campus resources.
2. Tuition/Fee Revenue. Tuition revenue is the product of the incremental number of F/T students and annual tuition rate. In addition, each new student is charged a \$500 matriculation fee upon entering the program. For AY 2022, tuition rate is \$74,500. An average of 25% discount is granted through student aid, yielding \$55,875. It is anticipated that this rate will increase by 3% per year through 2025. The average student will complete 30 credit hours (15 courses) per year.
3. Grants and Contracts. There are no grants or contracts that will provide resources for this program.
4. Other sources: The program does not expect any funding from other sources.

TABLE 2: EXPENDITURES:					
Expenditure Categories	2021	2022	2023	2024	2025
1. Faculty (b + c below)	\$0	\$603,000	\$623,408	\$644,497	\$663,831
a. # Sections offered	0	2	2	2	2
b. Total Salary	\$0	\$450,000	\$463,500	\$477,405	\$491,727
c. Total Benefits	\$0	\$153,000	\$159,908	\$167,092	\$172,104
2. Admin. Staff (b + c below)	\$0	\$187,600	\$192,066	\$196,636	\$200,570
a. # FTE	0	2	2	2	2
b. Total Salary	\$0	\$140,000	\$142,800	\$145,656	\$148,570
c. Total Benefits	\$0	\$47,600	\$49,266	\$50,980	\$52,000
3. Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$10,000	\$10,000	\$10,000	\$10,000
5. Library	\$0	\$45,000	\$45,000	\$45,000	\$45,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$0	\$200,000	\$200,000	\$200,000	\$200,000
TOTAL (Add 1 – 7)	\$0	\$1,045,600	\$1,070,474	\$1,096,132	\$1,119,401

Expenses narrative

1. Faculty. The number of incremental sections is computed from the incremental student body, with each student taking 7 sections per year. The Carey School's average class size of 30 is used to determine the number of incremental sections that will be required. Faculty cost per section is computed based on the % of faculty salary attributed to teaching multiplied by total faculty base salaries and then divided by the total number of sections to be taught. This number increases by 3% per year. Benefits are added to the salary cost using the Johns Hopkins standard multiplier of 34% in FY22.

2. Administrative Staff. This includes salaries for administrative staff members, including academic advisors, and career advisors, increasing by 2% per year.
3. Support Staff. This includes salaries for IT Help desk, technical staff, and administrative support staff members, increasing 2% per year.
4. Equipment. No anticipated expenditures for equipment; only technical support.
5. Library. The school pays for library services at an average rate of \$1,500 per student. This rate is expected to remain constant over this planning horizon.
6. New or Renovated Space. No new or renovated space will be needed.
7. Other Expenses. The school will expend money to build and refine courses for the Masters in Accounting program over the entire planning horizon. Other expenses also include costs associated with marketing the new program.