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In this issue . . .

In an article in *Change* magazine, Jean Wyer gives an overview of the sweeping changes underway in accounting education. For the first time, colleagues in **areas outside business will get a glimpse** of what's been going on in accounting education and what's still on the drawing board.

See story on page 2.

An exciting new **accounting curriculum database** is under development at the AICPA.

See story on page 3.

Many recipients of the 1992 AICPA Professor/Practitioner Cases let us know that an **index to topics and course applicability** would have increased the usefulness of the package. Better late than never, an index is now available.

See page 3.

The **AICPA Library** is an often-overlooked resource. Catch up on some of the many services the Library can provide.

See story on page 4.

The Accounting Education Change Commission recently released its Issues Statement No. 3, discussing the **importance of two-year colleges** for accounting education.

See page 4.



News & Notes 2



Special Note: As the last issue of ACCOUNTING EDUCATORS: FYI was going to press with an article on the lapse of Section 127 of the tax code (Employee Educational Assistance Act), Congress began action to restore these benefits. We'll keep you posted!

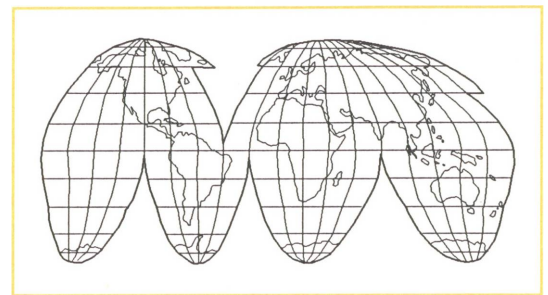
HOW ARE WE INTERNATIONALIZING THE CURRICULUM?

by *Walter O'Connor, Ph.D., CPA*

Walter O'Connor is Professor and Chair of Accounting and Taxation at Fordham University's Graduate School of Business Administration in New York City, and a member of the AICPA's Curriculum and Instruction in Accounting Education Subcommittee. Prior to joining the ranks of academe, Dr. O'Connor was the partner-in-charge of KPMG Peat Marwick's international practice.

Lou Holtz, the coach of Notre Dame's football team, is quoted as saying "when all is said and done—more is said than done!" To date, that seems to be the case regarding the internationalization of accounting courses. But there is light at the end of the tunnel.

So far the process has consisted of offering a single course in international accounting, even though the prior study of the issue has recommended that this *not* be the approach. The preferred approach seems to be to have international issues permeate every accounting course, just as international issues permeate the business environment. Some schedules have used the one-course approach just to illustrate to the faculty the wrong way to do it, so that ultimately they come back to the preferred one.



A second aspect is the introduction of this international process at the graduate level. This stems, in part, from the realization of the need for a global viewpoint at the graduate student level. It also results from the lack of room in the regular accounting curriculum, with very few electives available and the 150-hour credit concept not encouraging more accounting courses.

Finally, the internationalization to date has mostly involved (1) the translation of foreign currency transactions and the consolidation of foreign subsidiary financials (normally found in the traditional advanced accounting course) and (2) surveying the accounting and auditing practices in foreign countries. However, the International Accounting Section of the American Accounting Association has completed a collection on a computer floppy disk of the syllabi of many faculty who have been teaching an international accounting course as well as blending international issues into their regular accounting courses. (More information on the availability of this diskette can be obtained from Dr. O'Connor at Fordham University GBA, 113 West 60th Street, New York, NY 10023.—*Ed.*)

With these beginnings the trend is toward international issues becoming a regular occurrence in all accounting courses. But much still needs to be done in globalizing the mentality of accounting faculty. The AICPA's Curriculum and Instruction Subcommittee is exploring ways to promote this globalization, and would be grateful for any thoughts, ideas, or suggestions from readers. ❖

News & Notes

The University of North Texas has established a **Center for Educational Technology in Accounting**. The initial work of the Center is being funded by a \$150,000 grant from the National Center for Automated Information Research. During its first two years of operation, the Center will develop a strategic plan that identifies the technologies appropriate to accounting education, build computer prototypes based on the strategic plan, disseminate information on educational technology in accounting nationwide, and develop future funding courses. The director of the center is Professor Robert Michaelsen; telephone (817) 565-3090.

In late February, the AICPA's Academic and Career Development Division welcomed a new staff member, **Cecelia Manley**. Ms. Manley, a graduate of SUNY College at Plattsburgh, has done substantial graduate work in the area of women and public policy, and has had over three years' experience with Catalyst, a national research and advisory organization that helps corporations foster the career and leadership development of women. As Manager of Women and Family Issues, Ms. Manley will staff the AICPA's Women and Family Issues Executive Committee and assume administrative responsibilities for the programs of that committee. Her direct-dial telephone number is (212) 596-6226.

Using data from the 1987-88 National Survey of Postsecondary Faculty, the National Center on Postsecondary Teaching, Learning and Assessment is studying **faculty compensation patterns** at four-year schools. NCTLA researcher James Fairweather is comparing faculty activity (teaching/instructional activity and research/scholarly activity) with faculty salaries. His report, entitled *Teaching, Research and Faculty Rewards*, is available from the NCTLA: telephone (814) 865-5917; E-Mail NCTLA@PSUVM.

Meeting in mid-February in Phoenix, the Minority Educational Initiatives Committee announced support for minority doctoral students under the new **Robert K. Elliott/KPMG Peat Marwick/AICPA outstanding scholars program** (see ACCOUNTING EDUCATORS: FYI IV:1, September 1992, p. 2). Two applicants for this year's Minority Doctoral Fellowships will be selected for this program on the basis of potential for success as accounting educators. Preference will be given to applicants who already possess the CPA certificate and are making the transition from practice to academe. Outstanding scholars will be funded for up to four years at \$12,000 per year. For more information, call (212) 596-6223.

The American Association for Higher Education (AAHE) recently published

Principles of Good Practice for Assessing Student Learning. Developed under the auspices of the AAHE Assessment Forum, with the support of the Fund for the Improvement of Post-Secondary Education (FIPSE), the nine principles discussed in the document build on ongoing efforts by campuses and other groups to articulate guidelines for the practice of assessment. To obtain a copy of the document (up to 25 copies are free while supplies last), call the AAHE at (202) 293-6440; fax (202) 293-0073.

Mark your calendars! The **1993 Accounting Educators Mini-Conference** is scheduled for November 5-6 in Annapolis. The program committee has finalized the schedule, which will include sessions on teaching cases in the undergraduate courses (with concurrent sessions led by successful users of this method in financial and managerial classes), effective writing, internationalization of the curriculum, and cooperative learning. A Friday evening computer session will be repeated Saturday afternoon to meet different scheduling needs by participants. In addition, of course, winners of the 1993 Professor/Practitioner Case Development program will present their cases in concurrent sessions on Saturday afternoon. More information, including registration materials, will be available soon.

Where They Might Least Expect It

Mainstream Notices Change in Accounting Education

Change magazine — "The Magazine of Higher Learning" — carried a cover article in its January/February issue entitled "Change Where You Might Least Expect It: Accounting Education." The article, by Jean C. Wyer, brings news of the many developments in accounting to parts of campuses usually far removed from the professional schools in general and the accounting departments in particular.

"Change is bubbling up all over the accounting education landscape," Wyer writes, explaining that "the goal is to help

students learn to reason from content instead of practicing the application of rules to narrow, stilted fact patterns." Focusing on the efforts of the AICPA, the Accounting Education Change Commission, and the large accounting firms to plan, implement and support meaningful, constructive curriculum development and structural changes in the accounting curriculum, the article states its "impact on students and faculty in the learning process is apparent."

Dr. Wyer concludes the overview by listing several uncertainties still to be faced in the change process: "Will accounting firms have the constancy of purpose needed to hire, train, and advance the new graduates? Will the discipline be able to maintain the cohesion it needs throughout the change process? Will much larger numbers

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Curriculum Database Under Development

The AICPA's Academic and Career Development Division has been hard at work over the past two years in the creation of a database of accounting education programs and statistics.

Under the administrative supervision of program coordinator Leticia Romeo, the database has grown to include information on over 1,200 programs offering baccalaureate, masters, and doctoral degrees in accounting. Program descriptions for each degree are included in the database, as are faculty information, library descriptions, demographic, tuition, financial aid and accreditation data, numbers of graduates at each post-secondary degree level for each school, and brief statements of curricular innovations.

Preliminary information for the database was collected from the catalogs and bulletins of the schools offering accounting education programs. These data were used to create "turnaround" documents, which were sent to the administrator at each school for verification, correction, or amplification. This process is being repeated presently, to update the information for the 1993-94 academic year.

Administrators should be on the lookout for the turnaround document, which was mailed in late February. Careful attention to its contents, and clear corrections will assure that data for each school and program is accurately recorded. Returning the document promptly will obviate the need for followup mailings and assure a school of representation in the database. (Questions regarding the document may be addressed to Ms. Romeo at 212-596-6221.)

The recently released 1992-93 *AICPA Directory of Accounting Education* was published directly from the curriculum database. (If you would like to

obtain a copy of the publication, call the AICPA Order Department at (800) 862-4272 and ask for product number 876795. The cost to educators is \$29.95.) The 1992-93 document was released in January; the 1993-94 edition of the directory will be available in September 1993 because much of the preliminary work has been done.

The originating concept behind the creation of the database grew from the need to establish a baseline profile of the state of accounting education at the beginning of this decade, which will undoubtedly see sweeping changes in the structure, objectives, and delivery systems employed in the pre-certification preparation of CPAs. Over the course of the next few years, entries in the database will reflect these changes and provide an ongoing source of information. ♦

Wyer (continued from page 2)

of institutions and faculty members be able to make the change to a new epistemology and classroom style?"

Jean Wyer is a director in the National Office of Coopers and Lybrand in New York; prior to this position, she was on the accounting faculty at the College of William and Mary. Dr. Wyer is also a current member of the AICPA's Curriculum and Instruction Subcommittee, and she is well known for her contributions to accounting education change.

Reprints of this article, and information on subscribing to *Change* magazine, may be obtained from the publisher, Heldref Publications, at 1319 Eighteenth Street, NW, Washington, DC 20036-1802; customer service telephone (800) 365-9753. ♦

Index to Cases Developed Under the 1992 Professor/Practitioner Case Development Program

In publishing the 1992 Professor/Practitioner Cases, we neglected to include a subject index to the fourteen teaching instruments. Many recipients called to let us know about this, so we are providing an index below. Future case packages will include an index at the time of publication.

FINANCIAL CASES

Dennis and Rodriguez, *Vita-Chem, Inc.* (#92-02). Appropriate for Intermediate II and Accounting Theory courses.

Geary, Shaw, Rinker, and Wyer, *National Gallery of Art* (#92-03).

Kimmel, Kuhn, and Warfield, *Mark to Market Accounting* (#92-05). Appropriate for Intermediate Financial Accounting I and II courses.

Rubin and Rubin, *All in the Family: The Sale of Operations* (#92-08). Appropriate for Accounting Theory and Intermediate Accounting courses.

Samson, Roberts, and Davis, *Eggstra Enterprises, Inc.* (#92-09). Appropriate for Introductory, Intermediate or MBA Financial Accounting courses.

Weirich and Turner, *Environmental Issues* (#92-13). Appropriate for Intermediate Accounting courses.

Wilkerson and Crooch, *The Case of Combining Incentives* (#92-14). Appropriate for Intermediate Accounting Courses.

Van Breda and Jobe, *Centex* (#92-12). Appropriate for Intermediate Accounting courses.

MANAGERIAL CASES

Bedient & Asher, *Albion Evening Recorder, Inc.* (#92-01). Appropriate for Cost-Managerial courses.

Griffin, Cooper, Highsmith-Quick, and Lerch, *Finefabriks, Inc.* (#92-04). Appropriate for Intermediate and Cost Accounting courses.

Parker and Gower, *Bell Marketing Co.* (#92-07). Appropriate for graduate Managerial Accounting courses.

Stokes, *Independent Tub Co.* (#92-10). Appropriate for undergraduate or graduate Cost or Managerial courses.

Thamer and Belote, *Honey Company* (#92-11). Appropriate for Managerial/Basic Accounting courses.

INTERNATIONAL CASE

Nguyen and Huynh, *Vinamex* (#92-06). Appropriate for International Accounting courses.

The AICPA Library and You!

The collection of the AICPA library runs the gamut from rare editions of Pacioli's *Summa de arithmetica* (1494 and 1523 editions) to the image technology and information manipulating capability of CD Rom products.

One of the AICPA's best kept secrets, the library was established 75 years ago to serve the profession and the members of the Institute. The library staff now assists over 44,000 members a year by telephone and in person.

There are many ways the library can assist the member in academe. Members may borrow materials through the mail, or request online database searches or bibliographies. The CD Rom Laser Disclosure product, searchable by company name, can also be used by the visiting member.

Another CD Rom product available to the librarians is

As a part of the renovation of the AICPA's office space at Rockefeller Center, the Library has moved to new quarters on the concourse level of 1211 Avenue of the Americas. Be sure to drop in for a visit on your next trip to New York!

Compact Disclosure, which contains financial information on 10,000 publicly held companies. It can be searched by SIC code or auditor or geographic area, etc., to provide lists of companies or financial reports.

The library was the producer of the *Accountants' Index* from the 1920 edition until the publication of the 1991 volume. A new index, produced beginning in 1992 by UMI/Data Courier, is the *Accounting and Tax Index*. It is also available online on the Dialog System, File 485. The CD Rom version of the *Accounting and Tax Index* will be available in July of 1993. The library has access to the online file on Dialogue as well as its own internal database, used from 1974 to produce the *Accountants' Index*. These as well as the CD Rom *Books in Print Plus* are drawn on to provide bibliographies.

The staff of the AICPA library are as close as your telephone. Just dial 1-800-862-4272, dept. 007, for more information or for a copy of the library's price schedule. ♦

The Importance of Two-Year Colleges for Accounting Education

Last August, the Accounting Education Change Commission issued the following Issues Statement on the role of two-year institutions in accounting education. For a copy of the statement, or for more information on the Commission's work, call them at (310) 540-5596.

The Accounting Education Change Commission recognizes the important role of two-year colleges in accounting education. Over half of all students who take the first course in accounting do so at two-year colleges. Approximately one-fourth of the students entering the accounting profession take their initial accounting coursework at two-year colleges. The proportion of students who begin their college educations at two-year colleges is increasing. Therefore, the quality of education provided by two-year colleges has an important effect on the overall quality of accounting education.

The Commission encourages closer coordination between two- and four-year colleges in the development of accounting curricula. Enhanced communication between accounting faculty and administrators at two-year and four-year colleges is likely to increase the quality of accounting education at both levels. By working together, accounting faculty at two-year and four-year colleges can understand better the backgrounds and expectations of their students. The better informed the faculty at the two-year colleges, the better they can help student prepare for the programs to which they are going to transfer. A cooperative effort should attract better students to accounting.

Accounting administrators of two-year and four-year accounting programs should maintain contact with each other. Administrators at two-year colleges should identify four-year colleges to which their students transfer, and administrators at four-year colleges should identify two-year colleges from which their students transfer. Interactions through advisory boards, curricula committees, and joint faculty meetings should be encouraged.

Information about curricula, admissions, syllabi, and examinations should be exchanged to improve coordination of program requirements. Exchange of information is particularly important when curricula changes are considered. Sharing programs and materials designed to improve teaching, information about curriculum design and course development efforts, and ideas about how to recruit top students into accounting programs can enhance the quality of both two-year and four-year programs.

The Commission believes that the involvement of two-year colleges in accounting education change is critical for improving the overall quality of accounting education. It encourages greater recognition within the academic and professional communities of the efforts and importance of two-year accounting programs. ♦