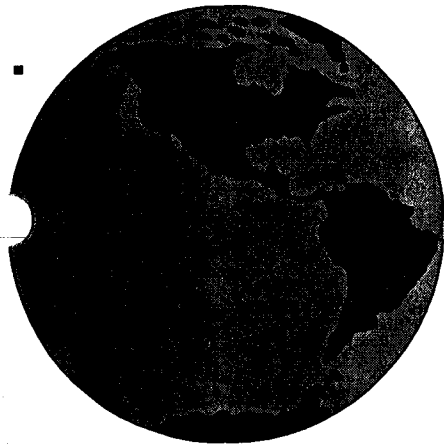


ACCOUNTANCY PROGRAM

Accountancy Programs Review



Bachelor of Science in Business
Accountancy Major
Accountancy/Finance Major

Master of Accountancy in Accountancy

October 12, 1998

PROGRAM REVIEW PANEL:

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To : Academic Program Review Council
From : Richard B. Hanna, Accountancy Program Coordinator
Subject : Accountancy Programs Review
Date : October 12, 1998

The Accountancy Program Review Panel (PRP) respectfully submits this document to the Academic Program Review Council (APRC) for their evaluation of the enumerated programs.

Although a specific index is found inside the enclosed binders, for your information the report has 7 major areas:

- A. Overview
- B. Surveys and results
- C. Analysis of the marketplace
- D. Evaluation of curriculum, equipment and facilities
- E. Costs and productivity
- F. Conclusions and recommendations
- G. Appendices

The above areas take 11 distinct sections plus the appendices within the 12th section. For the sake of brevity and paper, many of the supporting documentation sources, especially external to the University such as WEB site information, are presented in summary. Should the APRC desire to have this information we can reproduce it or provide the WEB-site addresses.

Due to recent changes in laws by the State of Michigan, the above referenced sections entitled Overview, Analysis of the marketplace, Conclusions and recommendations and Appendices were changed during the last 10 days. The reasons, hopefully, are clear within the documentation but the following caveat is important to this report:

ALTHOUGH IT IS FELT THAT THE SURVEYS AND RESULTS CONTAINED WITHIN THIS REPORT ARE ACCURATE AND ARE STILL IMPORTANT, THEY ARE NO LONGER AS IMPORTANT AS RECENT CHANGES IN THE LAWS OF THE STATE OF MICHIGAN BASED ON A VARIETY OF EVENTS AND ORGANIZATIONS WHICH ALMOST MANDATE WHERE ACCOUNTING PROGRAMS MUST DIRECT THEIR EFFORTS. FAILURE OF THE FERRIS STATE UNIVERSITY PROGRAM AND ADMINISTRATION TO APPROPRIATELY REACT TO THESE CHANGES WILL ALMOST CERTAINLY DOOM THE ACCOUNTANCY PROGRAM. IT WILL BECOME MERELY A SERVICE TO OTHER PROGRAMS AND WILL SEVERELY AND ADVERSELY AFFECT THOSE OTHER PROGRAMS WITHIN THE COLLEGE OF BUSINESS. FURTHERMORE THERE IS AND WILL CONTINUE TO BE AN ADVERSE EFFECT ON THE ABILITY OF THE COLLEGE OF BUSINESS TO ACHIEVE ACCREDITATION BY THE ACBSP (ASSEMBLY OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS) OR THE AACSB (AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS).

As a result of the recent changes some sections of this report look forward rather than backward. Unfortunately, one of the definitions of an accountant is "They show up after the battle and bayonet the wounded". It is the intent of this report to avoid fitting that description and, instead, establish a program and its delivery that will meet student needs now, in the near future and well into the next millenium.

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Section 1 – Program Overview

**General Comments
And
Current Status**

General Comments

The Accountancy Program was created as a unit within the Department of Accountancy/Computer Information Systems when the former Department of Accountancy and the former Computer Information Systems Department were merged as a result of the University's Fiscal Restructuring Plan. As a result of the foregoing, some references will be to the previous entity, the Department of Accountancy, and some references are to the current entity, the Accountancy Program.

Current Status

Although the program appears to have stabilized its on-campus enrollments and off-campus enrollments at Traverse City and Dowagiac/Niles are stable and rising, respectively, the Program is concerned over:

- a) Non-replacement of 10 faculty since 1983 which has severely affected the ability to deliver content areas and has adversely affected enrollment.
- b) Age and health of current faculty indicates a continuing shrinkage of faculty and expertise.
- c) Technical expertise within the program faculty is affecting delivery of program content.
- d) Inability to utilize distance learning to multiple sites is causing ineffective methods of delivery or non-cost effective methods of delivery of program content.

Our program, as well as all business programs in the College of Business (COB), is in the process of evaluation of each and every course for ACBSP accreditation. The first step was the preparation of Common Professional Core Syllabi for each course. The next step is to review each course to see if changes need to be made and, if so, what, how and when. The results of the evaluation and recommendations, as far as the Accountancy Program is concerned, may not be properly addressed with existing expertise and technology.

Administration and the Re-engineering of the College of Business

The administration of the Accountancy Program needs to be settled. During the period of time since the merger of Accountancy and Computer Information Systems into the Accountancy/Computer Information Systems Department (ACIS) there have been a variety of different approaches to administering the program including full-time, one-half time and one-quarter time Department Heads/Coordinators. The current one-quarter time and the previous one-half time does not get the job done. The administrative time is spent scheduling, addressing student problems, attending meetings, filling out reports but there is practically no time for strategic planning, curriculum issues, etc. that should be accomplished.

It should also be noted that the College of Business is in the process of re-engineering its structure. The intent is to create program groups/areas that have commonality versus the current and long-established use of departments that do not necessarily reflect how business is or should be conducted and, therefore, taught. The Accountancy Program will definitely be affected by this reorganization but in a positive fashion. One of the

changes that will probably occur is the placing of accountancy and finance in the same group with, possibly, economics. This change, along with other positions redefined could solve the administration problem. These areas/programs have a strong commonality not only in content but also in placement of graduates in the business world.

Strains on Program Resources and Faculty

Grand Rapids Community College has requested the Accountancy Program take the last two years of the Program to Grand Rapids. This will further strain Program resources and faculty and is currently on hold until some indication is given of appropriate support.

The ability to reactivate the MAcc in response to changing laws and professional requirements is also seriously affected by lack of faculty with technical expertise in a variety of areas. Numerous questions as to when, where, budgetary and personnel support and strategic planning have been addressed through the Unit Action Plans but to date have not been funded. Examples are having only one person capable to teach vital classes with no backup or having people teach in areas outside of their experience, expertise and liking.

With the passage of the 150-hour Law for becoming a CPA in the State of Michigan, the whole future of the MAcc and, more importantly on an immediate basis, **the survival of the undergraduate baccalaureate degree is now at risk.**

The 150-hour Requirement

Appendix A contains 13 pages that explain what the 150-hour law/requirement/education program is as proposed by the American Institute of Certified Public Accountants (AICPA). Included in that information is a listing of the 44 jurisdictions (out of 54) that have passed the 150-hour education requirement to become a CPA in the respective jurisdictions. Also included are Frequently Asked Questions (FAQs) on the requirement, skills necessary to become a CPA, Background of the 150-hour requirement and an implementation guide jointly authored by the AICPA and NASBA (National Association of State Boards of Accountancy).

Appendix B contains 16 pages that clarify why Michigan should pass the law, Senate Bill 1149 as introduced (the law), followed by House Bill 2 amending S.B. 1149 and agreed to by the Senate. The jointly agreed upon bill is now in the proofing stage prior to going to the Governor's desk for signature. It is expected that the bill will be signed into law within the next week to two weeks.

Michigan students desiring to become CPAs after June 30, 2003 will need to meet the educational requirement as outlined in the law. Basically the law states that:

- To sit for the examination, students will have to possess a baccalaureate degree with appropriate hours in accounting and business subjects as specified by the State Board of Accountancy.

- To receive the actual CPA certificate, however, the applicant will have to have not only one year of experience (specified) but have completed 150 of education (including the baccalaureate degree).

Most students, therefore, will look to a Masters degree to satisfy the requirement. Currently, a Master's in Business Administration without an accounting concentration does not meet the requirement. It remains to be seen how the State Board of Accountancy will decide the new rules. A proposed draft of the new rules comprises the back section of Appendix B.

The first students potentially falling under the 150-Hour requirement start college in the Fall of 1999.

150-Hour Impact on the Ferris State University Accountancy Program

The student who is not desirous of entering the public accounting profession will, or can, still exit at the end of 4 years and compete for positions in industry, government or enter post-graduate schools for further education in the fields of law or business or accounting education.

For the student desiring to enter public accounting, however, the choice is now different. Do they wish to take 4 years at one school and transfer to complete a Masters degree or take all 5 years at the same school? If Ferris does not reactivate its MAcc program, the Accountancy Program will start immediately to lose those students who are looking to schools where they can obtain all five years of education. Although the law does not require a Masters degree, how many students will take a fifth year of education without obtaining the Masters degree?

Reactivating the MAcc does not mean the classes will start to be taught during the 1999-2000 Academic Year. However, reactivation does require strategic planning, commitment of a variety of stakeholders and appropriate support. Grand Rapids, followed by Traverse City and, finally, on-campus has been one of the location sequences suggested. Timing is also important considering locations and the competition in the proposed locations.

Another major consideration is the possibility of entering into agreements with a variety of 4-year private schools, which will most likely not create their own Masters degrees, but are not desirous of losing their 4 year students in business/accounting who might enter the 5th year for entry into the public accounting profession.

The foregoing discussion may seem like an overkill on the subject of 5 years when this report is basically dealing with the 4 year program but when one considers that the purpose is to exam the viability of the program, the answer to how to approach the 4 years is inexplicably tied to the existence or non-existence of a fifth year.

Accountancy Associate Degree

Finally, the Accountancy Program has tentatively approved the re-establishment of the Associate in Accounting Degree. When the program was canceled in the early 1980's, the sole stated purpose was that of dollar savings. Unfortunately, nobody listened to the fact that all of the courses contained within the Associate Degree, at that time, were still necessary for the Accounting Major and there was no change in faculty to generate savings. Instead, the enrollment in the Associate degree program went from 60+ to -0- in two years. The proposal for the new Associate Degree in Accounting utilizes existing courses but fills a need. This will be discussed in Section 11 – Conclusions and Recommendations.

Section 1 – Program Overview

Mission

And

Values

Program Mission

The Accountancy Program adopted the following statement on August 19, 1997:

MISSION STATEMENT

To achieve excellence in career-oriented accounting education and to promote and cultivate a positive attitude for life-long learning.

VALUES

The Accountancy Program values:

- Quality teaching
- Focus on skill development as well as content knowledge
- Accessibility of faculty by students
- Mentoring and advising of students
- Open communications
- Respect for every stakeholder (students, parents, employers, etc.)
- Faculty involvement in student activities
- Creativity in teaching
- Innovation and creativity in curriculum design
- Integration of teaching and practice
- Global perspective
- Scholarship
- High ethical values and behavior
- Integrity

The foregoing statement replaces the previous Mission Statement of the Department of Accountancy adopted originally on December 8, 1992. The values above were adopted at the same time as the new Mission Statement of the Accountancy Program.

Section 1 – Program Overview

Purposes

And

Goals

Purposes

Also contained within the 1992 document were a set of "Purposes:" for the Department of Accountancy. These purposes were not deleted in the process of adopting a new mission statement and are as follows:

1. To provide accounting students with a competitive edge in employment, career advancement, and professional growth.
2. To assist accounting students and businesses in becoming and remaining competitive in an ever-expanding and complex global economy.
3. To educate accounting students to make decisions using the most appropriate information technology, while considering the societal impact of their decisions and the highest standards of professional ethics.
4. To provide students with a foundation of relevant accounting theory and its application to the practice of accounting.
5. To be responsive to changing student needs.
6. To be responsive to the changing environment of business, industry and the profession through curricula development.
7. To provide our students with the opportunity for personal growth and development of leadership skills.

It should be noted that these purposes, even though written in 1992, are still viable. They tie to, and reinforce, the "Values" as listed previously and adopted in the Fall, 1997. The difference between 1992 and now is how we accomplish these purposes.

Goals

A set of 10 goals was also contained within the 1992 document. These goals have all been addressed during the interim years, but are still viable since they were written as ongoing goals that must be constantly addressed. The ongoing goals are:

1. Encourage more of our students to seek professional certifications, not just the Certified Public Accountant (CPA) designation.
2. Increase the pass rates of our students on professional examinations.
3. Continue to integrate international topics and business ethics in accounting programs and courses.
4. Increase the use of the case study approach in appropriate accounting courses.
5. Develop a mechanism for ensuring that our students are exposed to the current technologies employed in the practice of accounting.
6. Revise our approach to the teaching of accounting principles, our primary University service courses and Business Core Courses for the College of Business.
7. Encourage faculty development including teaching innovation, continuing professional education and applied research.
8. Investigate off-campus programs including certificate programs and alternative delivery systems.
9. Increase student and faculty participation in the Student Accounting Association.
10. Develop an assessment process to assure that the Accountancy Program accomplishes its mission utilizing its values, that it constantly strives to meet its purposes and moves toward its goals.

Section 1 – Program Overview

Unit Action Plans

Unit Action Plans

Academic Affairs/College of Business
 Accountancy/Computer Information Systems Department
 Accountancy Program

Fiscal Year 1999

GOAL 1

Hire a Ph.D. in Accounting

MAJOR ACTIVITIES AND PROCESSES

- Advertise a Ph.D. position in accounting that requires :
 - Ability to teach in upper level accounting areas of Accounting Information Systems, Auditing, Financial Accounting and Theory
 - Ability to teach, or willingness to acquire ability to teach, utilizing distance learning
 - Ability to utilize, or willingness to acquire ability to utilize, technology in the classroom
 - Willingness to develop internet courses
 - Willingness to teach off campus

EXPECTED OUTCOMES

- Position filled for Fall, 1998 or, at the latest, January, 1999

INDICATORS/SOURCE

- Retirements/buyouts within the faculty of the Accountancy Program
- Lack of faculty in needed areas of expertise within the program
- Lack of faculty with needed expertise in current technology
- No new faculty since 1983

REPORTING PROCESS

- Dean of the College of Business
- Vice President for Academic Affairs
- Faculty
- Students
- Advisory Committee

RESOURCE REQUIREMENTS

- 1 full time FTE in program @ \$ 60,000
- Appropriate Equipment and S & E support for position and expertise

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation							
One-time resource request						\$ 3,000	\$ 3,000
Base funding request	1	\$ 62,000			\$ 2,000		\$ 64,000

Accountancy Programs Review

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Total	1	\$ 62,000			\$ 2,000	\$ 3,000	\$ 67,000

Academic Affairs/College of Business
 Accountancy/Computer Information Systems Department
 Accountancy Program

Fiscal Year 1999

GOAL 2

Support innovative teaching and faculty development

MAJOR ACTIVITIES AND PROCESSES

- Utilization of technology in the classroom
- Utilization of distance learning
- Special topics classes
- Professional development for faculty

EXPECTED OUTCOMES

- Higher retention within the program
- Increased enrollment within major and minor
- Enhanced cost-effective delivery of classes off campus
- Program/Faculty /Ferris State University recognition
- New and revised classes within the program and across programs
- Development of internet courses
- Increased faculty expertise in technology, course planning and delivery methodology

INDICATORS/SOURCE

- Competitor programs in accounting
- Employers
- Professional organizations
- Students
- Trends in educational delivery methods
- Teaching methodology changes

REPORTING PROCESS

- Students
- Faculty
- Recruiting and Retention personnel
- Advisory Committee
- University community
- Community Colleges and High Schools (For recruiting and shared course offerings)

RESOURCE REQUIREMENTS (See next page for grid)

- \$ 16,500 faculty development annually (11 @ \$1,500)
- \$ 5,500 software/hardware upgrades annually (11 @ \$500)
- \$ 21,000 one-time hardware upgrades for faculty offices (7 @ \$3,000 for pentium computers)
- \$ 12,000 equipment for classrooms (Dimension PCs: 3 @ \$4,000)
- \$ 5,000 for one-time distance learning training including seminar and travel costs for 10 faculty

Accountancy Programs Review

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation							
One -time resource request					\$ 5,000	\$ 33,000	\$ 38,000
Base funding request					\$ 22,000		\$ 22,000
Total					\$ 27,000	\$ 33,000	\$ 60,000

GOAL 3

Increase enrollment within the programs at both on- and off-campus sites.

MAJOR ACTIVITIES AND PROCESSES

- Recruiting activities at high schools, community colleges and college nights within the State of Michigan
- Interface recruiting process with Director of Recruiting and Retention for the College of Business
- Interface with University Recruiting and Retention

EXPECTED OUTCOMES

- Increased enrollment within the program

INDICATORS/SOURCE

- Enrollment data

REPORTING PROCESS

- Program faculty
- Dean and Associate Dean
- Recruiting and Retention Committee
- Advisory Committee

RESOURCE REQUIREMENTS

- \$ 2,500 travel monies for visitations, presentations and CPA Career Day
- \$ 500 additional telephone monies
- \$ 1,000 for recruiting materials (Single sheet brochures for 3, 4, dual degrees and minor)

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation							
One-time resource request							
Base funding request					\$ 4,000		\$ 4,000
Total					\$ 4,000		\$ 4,000

GOAL 4

To provide students with the knowledge and skills to enter the accounting and related professions with the appropriate technological skills

MAJOR ACTIVITIES AND PROCESSES

- To offer continuous curriculums with appropriate courses in the degree areas of accounting, accounting/computer information systems and accounting/finance to facilitate transition into and function in the accounting profession
- Utilization of technology in the delivery of course content
- Student utilization of technology in the solutions and processes demanded in the courses of the program

EXPECTED OUTCOMES

- To increase the employment rates for majors above the current rate

INDICATORS/SOURCE

- Institutional data base records
- Assessment instruments
- Exit interviews/surveys (Near-graduate surveys)
- Alumni surveys

REPORTING PROCESS

- To program and department faculty for discussion, planning and curriculum review
- To Accounting Advisory Committee for discussion and planning
- To the general public via mass communication media (news releases to all appropriate media)

RESOURCE REQUIREMENTS

Stage 1

- Classroom space/equipment/labs, including computers and appropriate software, for classes in Majors and capstone course:
Initial classroom physical changes:
 - ◊ Special setup for 1 classroom (Capstone courses): \$ 70,000 (A)
⇒ This room would be shared with other program capstone courses
 - ◊ One-time request for classroom furniture for 1 room \$ 8,000 (A)
⇒ Additional will be requested in future years @ \$ 2,000 per year
 - ◊ Initial technology setup for 1 classroom (Hardware and equipment) \$ 60,000 (B)
- New continuing budgetary support for upgrades/maintenance of technology in classrooms \$ 7,500 (C)

Accountancy Programs Review

Stage 2

- Budget support for distance learning to support simultaneous classes on- and off-campus (room setup) \$100,000 (A)
- Support for acquisition of 'bridge' technology by GILL

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal allocation							
One -time resource request					(A)\$ 178,000	(B)\$ 60,000	\$ 238,000
Base funding request					(C)\$ 7,500		\$ 7,500
Total					\$ 185,500	\$ 60,000	\$ 245,500

GOAL 5

Increase integration of curriculum with other curriculums.

MAJOR ACTIVITIES AND PROCESSES

- Recruit students to pursue minor
- Offer various service courses for programs across campus

EXPECTED OUTCOMES

- Increase in students obtaining an Accountancy Minor
- Increase in students taking Accountancy service courses

INDICATORS/SOURCE

- Other academic programs
- Student interest
- Employer requirements

REPORTING PROCESS

- Advisors
- Other Colleges
- Faculty

RESOURCE REQUIREMENTS

- See Department Goal 2
- .25 faculty release time for advising and recruiting activities

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIP.	TOTAL
Internal reallocation							
One -time resource request							
Base funding request							
Total							

**Academic Affairs/College of Business
Department of Accountancy/Computer Information Systems
Accountancy Program**

Fiscal Year 1999

GOAL 6

Increase student and faculty participation in professional organizations and related activities and encouraging more students to seek and pass professional certification examinations

MAJOR ACTIVITIES AND PROCESSES

- Integrate in major courses components explaining what is a professional certification, the specific professional areas and opportunities, requirements, qualifications and application procedures for certifications and career enhancements brought about by a professional certification

EXPECTED OUTCOMES

- Increase the number of students/graduates who sit for one or more of the professional certification exams
- Increase the pass rate on professional examinations over the current rate

INDICATORS/SOURCE

- Uniform examination reports (CPA, IMA, IIA)
- Near graduate surveys
- Alumni surveys

REPORTING PROCESS

- To program and department faculty for discussion, planning and curriculum review
- To Accounting Advisory Committee for discussion and planning
- To University community

RESOURCE REQUIREMENTS

- Surveys
- \$ 500 Annual Publication of the National Association of State Boards of Accountancy
- \$ 500 examination publications of IIA and CMA

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation							
One-time resource request							
Base funding request					\$ 1,000		\$ 1,000
Total					\$ 1,000		\$ 1,000

**Academic Affairs/College of Business
 Department of Accountancy/Computer Information Systems
 Accountancy Program**

Fiscal Year 1999

GOAL 7

Provide a systematic evaluation system as a means to solicit ideas from students on opportunities to improve and enhance the learning experience

MAJOR ACTIVITIES AND PROCESSES

- Survey students, graduates and employers

EXPECTED OUTCOMES

- Revision of course content
- New courses

INDICATORS/SOURCE

- Alumni
- Employers

REPORTING PROCESS

- To program and department faculty for discussion and curriculum review
- To Advisory Committees for discussion and planning

RESOURCE REQUIREMENTS

- 1/4 faculty release time per year for 1 faculty person
- Survey costs of \$2,500 per year

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIP.	TOTAL
Internal reallocation	.25	\$ 20,000					\$ 20,000
One -time resource request							
Base funding request					\$ 2,500		\$ 2,500
Total	.25	\$ 20,000			\$ 2,500		\$ 22,500

GOAL 8
 To consult the Advisory Committees and other practitioners on curriculum, skills of graduates, the needs of business and related activities

MAJOR ACTIVITIES AND PROCESSES

- Hold meetings with advisory committees
- Consult with industry and work with business
- Attend conferences and seminars

EXPECTED OUTCOMES

- Program modification
- Expansion of faculty knowledge of industry
- Conduct industry seminars

INDICATORS/SOURCE

- Survey students who have graduated and their employers to determine how productive are our students

REPORTING PROCESS

- To program and department faculty for discussion and curriculum review
- To Advisory Committees for discussion and planning

RESOURCE REQUIREMENTS

- See Resource Requirements for Accountancy Program

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIP.	TOTAL
Internal reallocation							
One-time resource request							
Base funding request							
Total							

GOAL 9

To assure that students within the program have opportunities for Co-op/Internship experience.

MAJOR ACTIVITIES AND PROCESSES

- Recruit positions within companies that have or could hire our various program graduates by face-to-face meetings with those companies

EXPECTED OUTCOMES

- Increased number of co-op/internship sites and experiences

INDICATORS/SOURCE

- Employers
- Faculty
- Students

REPORTING PROCESS

- Faculty, Program Coordinator and Department Head

RESOURCE REQUIREMENTS

- \$ 4,000 (\$ 2,000 per program) ongoing travel monies for company and site visits
- ½ Release time for one faculty member to re-develop internships \$ 30,000

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation	.5	\$ 30,000					\$ 30,000
One-time resource request							
Base funding request					\$ 4,000		\$ 4,000
Total	.5	\$ 30,000			\$ 4,000		\$ 34,000

Status of 1997-1998 Unit Action Plan Goals

Goal	Status
1. To provide students with the knowledge and skills to enter the accounting and related professions	Goal not funded - Ongoing process severely limited both on- and off-campus
2. Encourage more students to seek professional certification	Goal not funded – Ability to determine effectiveness limited
3. Increase the number of graduates who pass professional examinations	Funding included in Goal # 2; Goal not funded – Ability to determine effectiveness limited
4. Develop a mechanism for ensuring that our students are exposed to current technologies utilized in the practice of accounting	Goal not funded – Ability to utilize current technology at a standstill
5. Increase student and faculty participation in professional and other community organizations and related activities	Ongoing effort by faculty advisors and other faculty to emphasize importance of student professional organizations and affiliated status with business professional organizations. Affiliate status in process with American Institute of Certified Public Accountants. Faculty is currently looking at various methods of incentive.

Three-year Plan:

Academic Year 1998-1999

1. Implement a faculty rotation for professional development involving distance learning, the Internet and technology in the classroom.
2. Implement additional courses via distance learning.
3. Create articulation agreements with other schools on distance learning and shared courses.
4. Analyze utilization of tracks in the accounting major.
5. Establish regional Accounting Advisory Committees tied to off-campus sites.
6. Review recruitment and retention plans covering both high schools and community colleges.
7. Analyze faculty at schools near off-campus sites for recruitment to teach in the off-campus programs.
8. Establish a plan for courses on or not on the Internet with a timetable.
9. Redesign program home page with faculty and specialty pages.

Academic Year 1999-2000

1. Implement course offerings on the Internet per timetable.
2. Implement a post-graduation survey aimed at 3, 5 and 10-year alumni.
3. Implement an employer survey.
4. Implement any changes necessary in the undergraduate program due to activation of the MAcc, 150-hour law and 'substantial equivalency' of the Uniform Accountancy Act.
5. Implement certificate programs.
6. Establish a faculty internship program with public accounting and industry.

Academic Year 2000-2001

1. Establish a comprehensive 5-year plan for the Program based on alumni and employer surveys.
2. Evaluate curriculum changes made during last three years.
3. Evaluate off-campus sites, support, enrollments and program results such as employment, professional certifications and satisfaction.
4. Evaluate MAcc re-activation.
5. Evaluate technology needs (both hardware and software) of current program, including off-campus, and project for 5 years.
6. Create and establish cross-curriculum programs and courses.

GOAL 1

Plan reactivation of MAcc degree (To start at off-campus locations)

MAJOR ACTIVITIES AND PROCESSES

- Survey Traverse City and Niles/Dowagiac students and CPA firms
- Survey Grand Rapids for potential offering
- Work with State Board of Accountancy
- Analyze American Institute of CPAs, National Association of State Boards of Accountancy, American Accounting Association, Federation of Schools of Accountancy and Institute of Management Accountants 150-hour suggested curriculums for potential course additions, deletions and changes including course renumbering per suggestion/request of various divisions at FSU
- Work with College of Arts and Sciences for provision of several graduate classes in the area of liberal arts
- Conference with small 4-year private colleges in the State of Michigan to allow their graduates a seamless transition into our 150-hour program
- Survey various sites for potential faculty

EXPECTED OUTCOMES

- Restructured, stronger and more competitive degree meeting the legal requirements of the State Board of Accountancy and the AICPA
- Identification of course sequence offerings and timing of startup of various sites
- Identification of faculty at various sites with appropriate credentials

INDICATORS/SOURCE

- Near graduate surveys
- Alumni surveys
- AICPA
- AAA
- FSA

REPORTING PROCESS

- To program and department faculty for discussion and review
- To program and department faculty for recruitment purposes
- To cooperating departments of 4-year colleges

RESOURCE REQUIREMENTS

- \$ 2,000 survey costs
- \$ 3,000 for one-time travel and 4-year college conferences
- \$ 3,000 startup advertising at sites prior to program offerings (\$1,500 annually thereafter)
- \$ 5,000 initial (one-time) faculty recruiting costs for multiple sites (\$2,000 annually thereafter)

Accountancy Programs Review

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation							
One -time resource request					\$ 13,000		\$ 13,000
Base funding request							
Total					\$ 13,000		\$ 13,000

GOAL 2

Reactivate MAcc degree (To start at Grand Rapids Campus)

MAJOR ACTIVITIES AND PROCESSES

- Hire two Ph.D.s in Accounting (Must be willing to teach off-campus and have technical expertise to utilize the internet and distance learning or agree to acquire such expertise)
- Establish course rotation (keeping in mind the possibility of additional sites for offerings)
- Create and publish appropriate brochures, mailers, etc. to advertise the program
- Advertise program to CPA firms, industry and governmental/non-profit organizations
- Coordinate with Graduate Studies personnel in College of Business

EXPECTED OUTCOMES

- Initial enrollment of 15-20 in the Grand Rapids area

INDICATORS/SOURCE

- Enrollment statistics
- Inquiry tracking

REPORTING PROCESS

- Dean of the College
- Faculty
- Graduate Studies personnel
- Accounting Advisory Committee

RESOURCE REQUIREMENTS

- 2 Ph.D.s
- \$ 1,000 per class travel
- Laptop computer, LCD projector and peripherals at \$15,000 total
- \$ 2,000 brochures (\$1,000 annually thereafter)
- Software: Initially \$3,000, annual base of \$1,500
- S & E budget annually of \$ 5,000
- Annual advertising for faculty \$ 2,000

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation							
One-time resource request					\$ 5,000	\$ 15,000	\$ 20,000
Base funding request	2	\$ 120,000			\$ 13,000	\$ 1,500	\$134,500
Total	2	\$ 120,000			\$ 18,000	\$ 16,500	\$ 154,500

GOAL 3

Provide MS ISM students with specialty emphasis option and CJ Masters with specialty course.

MAJOR ACTIVITIES AND PROCESSES

- Provide MS ISM with multiple cognate tracks as needed and appropriate options are identified.
- Teach CJ Masters budgeting and reporting course

EXPECTED OUTCOMES

- MS ISM grads will have applicable accounting skills that address specific professional disciplines.
- CJ Masters grads will have appropriate knowledge of governmental accounting and budgeting

INDICATORS/SOURCE

- Placement graduate survey
- Academic program review
- Advisory expert feedback
- MS ISM and CJ Masters requests

REPORTING PROCESS

- MS ISM/Accountancy faculty
- CJ Masters faculty
- Administration
- Dean
- VPAA.

RESOURCE REQUIREMENTS

- \$ 3,000 continuing S & E

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGE	S & E	EQUIPMENT	TOTAL
Internal reallocation							
One -time resource request							
Base funding request					\$ 3,000		\$ 3,000
Total					\$ 3,000		\$ 3,000

Status of 1997-1998 Goals
Master of Accountancy

1997-1998 Goals

Status

1. Plan reactivation of MAcc degree	Goal not funded – repeated as Goal #1 in 1998-1999 Unit Action Plan
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**Academic Affairs/College of Business
Department of Accountancy/Computer Information Systems /Accountancy Program
Masters of Accountancy**

Fiscal Year 1999

3-Year Plan

1999-2000

- Create articulation agreements with 4-year schools without Masters degrees
- Implement Traverse City site
- Hire additional Ph.D.s in accounting as program grows
- Implement on-campus site when Michigan passes the 150-hour law and 'Substantial Equivalency' contained in the proposed Uniform Accountancy Act
- Develop a graduate communication/presentation course
- Implement on-campus site when Michigan passes the 150-hour law and 'Substantial Equivalency' contained in the proposed Uniform Accountancy Act (This date may have to changed depending upon when the passage of legislation occurs)

2000-2001

- Implement Dowagiac/Niles site
- Hire additional Ph.D.s in accounting as program grows
- Program evaluation
- Evaluate use of distance learning and WEB-based courses
- Survey additional potential sites such as Muskegon

2001-2002

- Revision of program as a result of evaluation
- Expand courses into Continuing Professional Education offerings for professional constituencies
- Create articulation agreements with professional associations

Section 2 – Graduate Survey Results

Procedures

An alumni questionnaire was developed for part of our Accountancy Program Review. The document contained 31 questions soliciting opinions about Ferris State University, the College Of Business, the Accountancy Program and some demographic information.

The questionnaire was sent to 272 accounting alumni from the years 1996, 1993 and 1983, which were from two, five and fifteen years ago. It is important to note that the Accounting Program Curriculum was changed as part of the semester transition. We feel that there were not enough graduates from the new program to form a meaningful sample. Therefore, the entire sample of alumni are from the old program. It is interesting to note that many of the changes suggested by the alumni have already been implemented

The alumni names and addresses were obtained from University Advancement and Marketing, which sent them electronically to the Ferris mail center. The questionnaires were reproduced by the Copy center, where they were then folded and placed in envelopes with a letter of introduction and a postage-paid return envelope. They were then sent to the mail center where the names and addresses were printed on the envelopes and mailed. Due to a misunderstanding of the reproducing and mailing process, a shorter response time was given to the alumni. They were requested to return the questionnaire by August 20, 1998. It was thought that the questionnaire would be sent out in ample time to allow them two weeks to respond. However, they were not mailed until August 11, 1998, which allowed only 9 days to respond. This probably contributed to a lower than anticipated response rate.

Fifty-four questionnaires were received. We received 50 useable questionnaire for a response rate of 18.6 percent. This is about ten percentage points lower than anticipated. One questionnaire was received too late for analysis, two were returned as undeliverable and one was returned indicating that the alumni had died. This information was given to University Advancement and Marketing.

The questionnaire was designed to allow for as much of a quantitative analysis as possible. The data was entered into an excel spreadsheet and sent to the Assessment Services & Enrollment Research office. The assessment office analyzed the data using the SPSS analysis package.

Twenty-five (48 percent) of the responding alumni graduated in 1983, while 17 (thirty-four percent) were from 1993 and 8 (sixteen percent) from 1996. We are not able to drawing conclusions about differences between these three groups because of the small numbers. However, we do indicate where there does appear to be major differences.

Findings

The overall response of the alumni to Ferris State University, the College Of Business and the Accountancy Program was positive. The following analysis of the questionnaire is presented on a question by question basis.

We asked the alumni to identify their major as Accounting, Accounting/Finance or Accounting/CIS. All but two were Accounting majors. One each was an Accounting /Finance and Accounting /CIS major.

FSU, the College Of Business and the Accountancy curriculum

The alumni were asked to rate the effectiveness of several aspects of the University, the College Of Business and the Accountancy program on a scale of 1(poor) to 5(excellent).

The first four questions related to the University. The alumni had a favorable evaluation of the University courses and faculty. Sixty-four percent responded that FSU's academic courses overall were excellent or above average with thirty-four percent indicating average. Fifty-eight percent responded that the FSU faculty overall were excellent or above average and forty percent average.

However, there was a less favorable evaluation of the facilities and placement office. Only forty-two percent evaluated the FSU facilities and equipment as excellent or above average while fifty-two percent responded average. Thirty-eight percent responded that the Job Placement Office was below average or poor while only twenty percent responded excellent or above average. In addition, over one-third of those from the 1990's had "No Opinion" compared with less than ten percent from 1983.

The College Of Business (COB) courses and faculty were rated a little higher than the overall university. Sixty-two percent responded that the COB courses were excellent or above average and sixty-six percent responded that the COB faculty were excellent or above average. The COB facilities were rated about the same as the university with forty percent responding they were excellent or above average and forty-nine percent responding they were only average.

The Accounting curriculum and faculty were rated even higher than the COB and university. Seventy percent responded that the FSU Accounting curriculum was excellent or above average and seventy-four percent responded that the Accounting faculty were excellent or above average. There was a slightly higher rating from those graduating in the 1990's than 1983.

However, there was a forty-eight percent response as "No Opinion" about the effectiveness of the Accounting Club (Society). The "no response" rate was more than double for those graduating in the 1990's compared to graduating in 1986. For those who did respond, forty-eight percent said the accounting club was excellent or above average while forty-one percent responded average. There was a similar response to FSU computer equipment and accounting resources at the library. In both cases only about fifteen percent responded excellent or above average. Thirty-eight percent had "No Opinion" about the computer equipment and forty-two percent for the library. Again, there was a slightly higher response from those graduating in the 1990's than 1986.

It is our committees' opinion that part of the lower evaluation of the placement office and "No Opinion" for the accounting club, computer equipment and library is due to the larger number of nontraditional students from our off-campus sites.

In general, the alumni were satisfied to very satisfied with their education and training at Ferris. They were asked how satisfied they are with the education and training they received at FSU. On a scale of 1 (very unsatisfied) to 5 (very satisfied) seventy-two percent responded as a 4 or 5.

We asked the alumni how well prepared they were for the job market compared to accounting graduates of other universities. On a scale of 1 (much less) to 5 (better), thirty-two percent said better or somewhat better and fifty-seven percent said the same. Only nine percent said they were less prepared.

Changing Courses

We included a question with a list of course areas we require to be taken by our accounting majors. We asked the alumni to indicate, in order to make the FSU Accounting Program more effective, if there should be MORE, LESS, or NO CHANGE in the number of courses in these areas. There appears to be a need to look closely at the courses required in communication, computers, finance and management.

Sixty-eight percent responded to no change in the number of accounting courses while twenty-two percent responded to more. Even though the number of 1996 respondents was small, twice as many 1996 alumni responded to "more" than from 1983 and 1992.

Forty-six percent responded to "more" for communication courses while forty-two percent indicated "no change." We have included an additional communications course in our new curriculum.

Seventy-five percent responded to "more" computer courses. We find this important because the response rate was high for all three groups and we have included more computer courses in the new curriculum.

Fifty-six percent responded to "no change" for general education. However, twenty-six percent responded to "less", which was the largest "less" response to all the course areas. We did change the mix of general education courses with the new curriculum and require one more communications course.

Forty-two percent responded to "more" for finance courses while forty-eight percent responded to "no change." Fifty-four percent responded to "no change" for management courses, however, thirty-four percent responded to "more."

Seventy-eight percent responded to "no change" for marketing, seventy percent for statistics courses and sixty-six percent for economics. We reduced the number of required economic courses during the semester conversion.

Recommend Accounting Career

Eighty-six percent of our graduates responded that they would recommend an accounting career to young students while the same percent would specifically recommend FSU's Accounting curriculum.

Demographics

We indicated earlier, that twenty-five (48 percent) of the alumni graduated in 1983, while 17 (thirty-four percent) were from 1993 and 8 (sixteen percent) from 1996. There was one "no response" to this question.

Seventy percent of the alumni were traditional, 18 to 22 year old students while thirty percent were nontraditional students. We find it interesting to note that this appears to change with time. The more recent the graduate, the more likely they are to be a nontraditional.

Fifty-four percent of our respondents transferred to Ferris State University from another college. Here again, the more recent the graduate, the more likely they are to be a transfer student.

Eighty-two percent of those who transferred from another college had a degree. We knew that several of our students transfer from a community college with an associate degree. It appears that we (accounting faculty) should put more of our limited recruiting time and money into establishing better relations with these community colleges.

Only forty-four percent of the respondents were members of the Accounting Club (Society). Again, the more recent the graduate, the less likely they were to be a member. We feel this too may be due to the larger number of nontraditional, off-campus students.

The number of years working in accounting seem to correlate with the year of graduation and the number of months it took to get their first accounting job.

Most of the respondents work in accounting or a related field and earn a good salary.

Seventy-four percent of the graduates currently work in accounting. Of those who do not work in accounting, sixty-four percent indicate that their work is either "very related" or "closely related" to their accounting/business courses and training.

Eighteen percent of the respondents work in public accounting, auditing or consulting firms while seventy-four percent work in business or government. One respondent (from 1983) was an assistant professor earning between \$50,000 and \$70,000.

Salary

The alumni appear to be making good salaries. In general, the response appears to follow the logic of making more as one gets older. It would be interesting to have asked if any were earning more than \$100,000.

Thirty-six percent of the 1983 and one (6.3%) of the 1993 graduates earn more than \$70,000 annually.

Forty-eight percent of the 1983 and two (12.6%) of the 1993 graduates earn between \$50,000 and \$70,000.

Thirty-one percent of the 1993 graduates earn between \$40,000 and \$50,000 while five of the seven (71.4) of the 1996 graduates earned between \$30,000 and \$40,000.

Overview of Alumni Survey

The overall response of our alumni survey to Ferris State University, the College Of Business and the Accountancy Program was positive. Only a few areas received negative replies.

Faculty and the university, college and program levels received high evaluations. There was a positive, but somewhat less response to our facilities and equipment.

Over a third rated the placement office low with a similar response of the alumni from the 1990's giving "NO Opinion". Some of this negative response may be due to larger numbers of off-campus graduates. However, it would appear that more work needs to be done in this area, as placement is one of the items we pride ourselves at Ferris.

The accounting curriculum was rated very well.

Section 3 – Employer Survey Results

EMPLOYER SURVEY RESULTS

The Career Services Office supplied the Accountancy Program with a list of employers of accounting graduates from 1992 through 1995. There were no employer lists after 1995. In addition, some of the addresses supplied to us were no longer valid. The new Director of Career Services is making changes to keep better track of the employer data in the future.

The survey was designed to rate entry level accounting graduates for the following items:

- The overall preparedness of FSU accounting graduates
- The preparedness of FSU accounting graduates in specific accounting areas
- The general education or communication skills
- The overall preparedness of FSU accounting graduates compared to other accounting graduates from other colleges/universities
- The importance of knowledge of specific areas or specific skills
- The identification of significant trends which will affect the accounting profession over the next 5-10 years.
- The listing of any additional comments

Sixty-three surveys were mailed. Seven were returned by the post office as not deliverable. Of the 56 surveys which are assumed delivered by the post office, 14 were returned for a 25% response rate. Most of the questions on the survey offered a range of responses from 5 to 1. The following represents the interpretation of the five responses:

- 5 represented a choice of excellent
- 4 represented a choice of above average
- 3 represented a choice of average
- 2 represented a choice of below average
- 1 represented a choice of poor
- A no opinion choice was also offered for each question

The responses for each question were tallied and a percent assigned to each of the possible responses in the 5 to 1 range and to the no opinion category.

SURVEY FINDINGS

QUESTION 1

Question 1 ask the respondent to rate the overall preparedness of FSU graduates.

- 23% indicated a 5 or excellent
- 31% indicated a 4 or above average
- 39% indicated a 3 or average
- 7% indicated a 2 or below average

There were no responses for poor or no opinion. For the respondents, it appears these employers were satisfied with the overall preparedness for the accounting graduates. The total percentage for excellent, above average and average is 93%.

QUESTION 2

Question 2 ask the respondent to rate skills in specific accounting areas. Each area was tallied and percentages applied.

AREA 2A FINANCIAL ACCOUNTING

- 23% indicated a 5 or excellent
- 39% indicated a 4 or above average
- 15% indicated a 3 or average
- 8% indicated a 2 or below average
- 15% No Opinion

There were no responses for poor. For the respondents, it appears these employers were satisfied with the preparedness in the financial accounting area for the accounting graduates. The percentage total for excellent, above average and average is 77%. Since financial accounting knowledge and skills represent the foundation of both small business and corporate accounting systems, it is difficult to state a reason for the 15% no opinion response.

AREA 2B MANAGERIAL OR COST ACCOUNTING

- 32% indicated a 5 or excellent
- 32% indicated a 4 or above average
- 7% indicated a 3 or average
- 7% indicated a 2 or below average
- 7% indicated a 1 or poor
- 15% indicated no opinion

For the respondents, it appears these employers were satisfied with the preparedness in the managerial or cost accounting area for the accounting graduates. The total percentage for the excellent, above average and average responses is 71%.

AREA 2C INCOME TAX ACCOUNTING

- 15% indicated a 5 or excellent
- 15% indicated a 4 or above average
- 40% indicated a 3 or average
- 0% indicated a 2 or below average
- 7% indicated a 1 or poor
- 23% indicated no opinion

For the respondents, it appears these employers were somewhat less satisfied with the preparedness in the income tax area for the accounting graduates. Although less satisfied than in the financial accounting or the managerial accounting areas, the average, above average, and excellent ratings still represented 70% of the ratings. For the employers who had no opinion, this is possibly due to the entry level employee not being responsible for income tax preparation.

AREA 2D GOVERNMENTAL/NON-PROFIT ACCOUNTING

- 7% indicated a 5 or excellent
- 7% indicated a 4 or above average
- 24% indicated a 3 or average
- 62% indicated no opinion

There were no responses for below average or poor. For the respondents, it appears these employers were somewhat less satisfied with the preparedness in the governmental/non profit area for the accounting graduates. The average, above average, and excellent ratings represented 38% of the ratings. For the 62% of employers who had no opinion, this is probably due to the firm not having clients or accounting practices which required the use of governmental/non profit accounting knowledge and skills.

AREA 2E GENERAL LEDGER ACCOUNTING

- 23% indicated a 5 or excellent
- 32% indicated a 4 or above average
- 23% indicated a 3 or average
- 15% indicated a 2 or below average
- 7% indicated no opinion

There were no responses for poor. For the respondents, it appears these employers were satisfied with the preparedness in the general ledger accounting area for the accounting graduates. The average, above average, and excellent ratings represented 78% of the ratings.

AREA 2F COMPUTERIZED ACCOUNTING APPLICATIONS

- 15% indicated a 5 or excellent
- 46% indicated a 4 or above average
- 17% indicated a 3 or average
- 7% indicated a 2 or below average
- 15% indicated no opinion

There were no responses for poor. For the respondents, it appears these employers were satisfied with the preparedness for the computerized accounting applications area for the accounting graduates. The average, above average, and excellent ratings represented 78% of the ratings.

AREA 2G GENERAL COMPUTER SKILLS (Excel, Word for Windows, etc.)

- 15% indicated a 5 or excellent
- 63% indicated a 4 or above average
- 8% indicated a 3 or average
- 7% indicated a 2 or below average
- 7% indicated no opinion

There were no responses for poor. For the respondents, it appears these employers were satisfied with the preparedness for the general computer skills area for the accounting graduates. The average, above average, and excellent ratings represented 86% of the ratings.

AREA 2H BUDGETING

- 15% indicated a 5 or excellent
- 31% indicated a 4 or above average
- 31% indicated a 3 or average
- 23% indicated no opinion

There were no responses for below average or poor. For the respondents, it appears these employers were satisfied with the preparedness for budgeting skills area for the accounting graduates. The average, above average, and excellent ratings represented 77% of the ratings. For the 23% no opinion, it is possible entry level employees were not included in the budgeting process for the firm.

QUESTION 3

Question 3 ask respondents to rate the preparedness of the entry level accounting graduate for specific general education or communication skills.

AREA 3A WRITING/EDITING SKILLS

- 15% indicated a 5 or excellent
- 31% indicated a 4 or better than average
- 47% indicated a 3 or average
- 7% indicated below average

There were no responses for poor or no opinion. For the respondents, it appears these employers were satisfied with the preparedness for the writing/editing skills area for the accounting graduates. The average, above average, and excellent ratings represented 93% of the ratings.

AREA 3B ORAL/SPEAKING COMMUNICATION SKILLS

- 15% indicated a 5 or excellent
- 46% indicated a 4 or better than average
- 24% indicated a 3 or average
- 15% indicated below average

There were no responses for poor or no opinion. For the respondents, it appears these employers were satisfied with the preparedness for the oral/speaking communication skills area for the accounting graduates. The average, above average, and excellent ratings represented 85% of the ratings.

AREA 3C PRESENTATION SKILLS

- 15% indicated a 5 or excellent
- 39% indicated a 4 or better than average
- 39% indicated a 3 or average
- 7% indicated below average

There were no responses for poor or no opinion. For the respondents, it appears these employers were satisfied with the preparedness for the presentation skills for the accounting graduates. The average, above average, and excellent ratings represented 93% of the ratings.

QUESTION 4

Question 4 ask respondents to rate the FSU graduates compared to accounting graduates from other colleges/universities. The respondents were offered the following choices:

- 5 represented much better than other colleges/universities
- 4 represented better than other colleges/universities
- 3 represented about the same as other colleges/universities
- 2 represented below other colleges/universities
- 1 represented much worse than other colleges/universities
- A no opinion choice was offered for the question

For question 4 the respondents indicated the following:

- 0% indicated a 5 or much better than other colleges/universities
- 23% indicated a 4 or better than other colleges/universities
- 23% indicated a 3 or about the same as other colleges/universities
- 15% indicated a 2 or below other colleges/universities
- 0% indicated much worse than other colleges/universities
- 39% indicated no opinion

For the respondents, it appears these employers judged the preparedness of FSU accounting graduates about equal to other colleges/universities. The 39% no opinion could possibly represent firms who have had limited hiring of entry level accounting staff during the years indicated.

QUESTION 5

Question 5 ask the respondents to rate the importance of the employee's knowledge or skills in specific College of Business areas. The respondents were offered the following choices:

- 5 indicated the area was very important
- 4 indicated the area was important
- 3 indicated the area was of average importance
- 2 indicated the area was of below average importance
- 1 indicated the area was not at all important
- A no opinion choice was offered for the question

AREA 5A COMPUTER APPLICATION SKILLS

- 62% indicated the skills were very important
- 36% indicated the skills were important

There were no responses for average, below average, not important, or no opinion. This response paired with the responses to question 3F and 3G indicates computer skills are

important and FSU is doing an adequate to good job of preparing students in the computer application skills area.

AREA 5B MANAGEMENT KNOWLEDGE/SKILLS

- 29% indicated the skills are very important
- 50% indicated the skills are important
- 14% indicated the skills are of average importance
- 7% indicated the skills are of below average importance

There were no responses for not important or no opinion. For these respondents, it appears management skills are important as 79% judged the skills to be important or very important. This response paired with the response with Question 1 for overall preparedness of the FSU graduates in accounting indicates FSU is doing an adequate to a good job of preparing students in the management skills area.

AREA 5C FINANCE KNOWLEDGE/SKILLS

- 50% indicated the skills are very important
- 21% indicated the skills are important
- 29% indicated the skills are of average importance

There were no responses for below average importance, not important or no opinion. For these respondents, it appears knowledge/skills in finance are important as 71% judged the skills to be important or very important. This response paired with the response with Question 1 for overall preparedness of the FSU graduates in accounting indicates FSU is doing an adequate to a good job of preparing students in the financial skills area.

AREA 5D MARKETING KNOWLEDGE/SKILLS

- 14% indicated the skills are very important
- 21% indicated the skills are important
- 30% indicated the skills are of average importance
- 21% indicated the skills are of below average importance
- 7% indicated the skills were not important
- 7% indicated no opinion

For these respondents, it appears knowledge/skills in marketing are less important than other business areas. Only 35% indicated these skills were important or very important. This response paired with the response with Question 1 for overall preparedness of the FSU graduates in accounting indicates FSU is doing an adequate to a good job of preparing students in the financial skills area.

AREA 5E RELATED GENERAL BUSINESS FUNCTIONS KNOWLEDGE/SKILLS

- 29% indicated the skills are very important
- 43% indicated the skills are important
- 28% indicated the skills are of average importance

For these respondents, it appears knowledge/skills in general business functions are important. 71% of the respondents indicated these skills were important or very important. This response paired with the response with Question 1 for overall preparedness of the FSU graduate in accounting indicates FSU is doing an adequate to a good job of preparing students in the financial skills area.

EMPLOYERS COMMENTS

QUESTION 6:

What trend will most significantly affect the practice of accounting in the next 5-10 years, and what should Ferris State do to prepare our graduates to meet the professional needs/demands which will emerge from that trend?

- Technology
- Emergence of non-traditional services
- Computers
- Computer software applications
- Computerization
- Development of niche services (business valuation, estate planning, specialty attest services, modeling)
- Computer applications
- Understand account reconciliation's and how they validate the Balance Sheet
- Definitely need more computer skills, more financial statement experience, and more presentation/communication skills.
- How the accounting functions relate to the operations.
- In the client write-up area for local firms and then staff need to be able to teach clients how to use their system effectively without client having accounting knowledge.
- Computerized software. I feel students will need knowledge in the top 5-10 programs

ADDITIONAL COMMENTS

Most of our FSU grads have come from the Traverse City program and are more mature and, perhaps, entering a second career. This gives most of them an advantage over a traditional entry level candidate.

The move in public accounting is away from traditional tax and attest (audit/review) services. Extensive business advice and spreadsheet work in a group environment is becoming more prevalent.

Which transactions affect income and why. Oakland University, Walsh, & Wayne State grads were much more prepared for the "real" world.

SUMMARY

The employer sample is a very small sample compared to the number of students who graduated in the years 1992-1995. The validity of the sample must be questioned to some extent. It is possible that students who work for small firms got their jobs from various sources of job hiring information, and they did not interview on campus with the companies which eventually employed them. This may be a cause for a low response from graduates about employers to the Career Services office.

Overall, the respondents gave the accountancy program good ratings. Many of the comments and concerns for the open-ended questions have been addressed by the Accountancy Program in the transition to semesters. A new, required class, ACCT 599, addresses the use of computers in accounting practice. Another required class, ISYS 105, addresses the general computer skills area. A second communications class and the new ENGL 325 Advanced Business Writing have also been added to the program. Sophomore and junior level financial accounting have added written cases for ethics and business decisions.

Section 4 - Faculty Survey Results

FACULTY SURVEY RESULTS

The faculty survey was distributed to 102 College of Business full time faculty. Thirty surveys were returned for a 29.4% response rate. The survey was designed to determine faculty opinions in the following categories:

- Does the accounting program fit the mission of the university and the college and meet the needs of students and employers?
- The quality of the program
- Are the financial/human/technological resources provided to the program sufficient?
- Other miscellaneous items of interest

The statements on the survey offered a range of responses from 5 to 1. The following represents the interpretation of the five responses:

- 5 represents respondent strongly agrees with the statement
- 4 represents respondent agrees with the statement
- 3 represents a neutral or no opinion with the statement
- 2 represents respondent disagrees with the statement
- 1 represents respondent strongly disagrees with the statement
- A no opinion choice was offered for each statement

The responses for each question were tallied and a percent assigned to each of the possible responses in the 5 to 1 range and to the no opinion choice.

SURVEY FINDINGS

STATEMENT 1

The accounting major fits FSU's mission.

- 57% indicated a 5 or strongly agree
- 30% indicated a 4 or agree
- 0% indicated a 3 or neutral
- 3% indicated a 2 or disagree
- 3% indicated a 1 or strongly disagree
- 7% indicated no opinion

87% of the respondents agree or strongly agree with the statement. Only 6% of the respondents disagree or strongly disagree.

STATEMENT 2

FSU's accounting curriculum fits the need of students.

- 27% indicated a 5 or strongly agree
- 27% indicated a 4 or agree
- 23% indicated a 3 or neutral
- 7% indicated a 2 or disagree
- 3% indicated a 1 or strongly disagree
- 13% indicated no opinion

54% of the respondents agree or strongly agree with the statement. Only 10% disagree or strongly disagree. We believe the 36% of respondents who indicated neutral or no opinion may reflect a large number of the faculty who are unfamiliar with the accounting curriculum and may feel unqualified to express an opinion.

STATEMENT 3

FSU's accounting curriculum fits the needs of employers.

- 30% indicated a 5 or strongly agree
- 22% indicated a 4 or agree
- 10% indicated a 3 or neutral
- 13% indicated a 2 or disagree
- 3% indicated a 1 or strongly disagree
- 22% indicated no opinion

52% of the respondents agree or strongly agree with the statement. 16% disagree or strongly disagree. As with Statement 2, we believe the high percentage of respondents who indicated neutral or no opinion may reflect a large number of the faculty who are unfamiliar with the accounting curriculum and may feel unqualified to express an opinion.

STATEMENT 4

FSU's accounting program is an integral part of the College of Business.

- 53% indicated a 5 or strongly agree
- 27% indicated a 4 or agree
- 14% indicated a 3 or neutral
- 3% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 3% indicated no opinion

80% of the respondents agree or strongly agree with the statement. Only 3% disagree or strongly disagree.

STATEMENT 5

The overall quality of students is equal to or above the College of Business average.

- 20% indicated a 5 or strongly agree
- 23% indicated a 4 or agree
- 27% indicated a 3 or neutral
- 7% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 23% indicated no opinion

43% of the respondents agree or strongly agree with the statement. Only 7% disagree. 50% of the faculty indicated a neutral or no opinion response. This may indicate large number of faculty is unaware of which of their students are accounting majors. This could be especially true in the basic principle courses in management, marketing, and/or finance.

STATEMENT 6

The courses required of an accounting major are appropriate and sufficient rigorous.

- 10% indicated a 5 or strongly agree
- 27% indicated a 4 or agree
- 21% indicated a 3 or neutral
- 21% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 21% indicated no opinion

37% of the respondents agree or strongly agree with the statement; 21% disagree. 42% of the faculty indicated a neutral or no opinion response. We do not understand the reasons for the relatively high percentage of respondents who disagree with the statement. This may be an area the program needs to investigate.

STATEMENT 7

The financial resources the College of Business provides to its accounting program are sufficient.

- 3% indicated a 5 or strongly agree
- 3% indicated a 4 or agree
- 20% indicated a 3 or neutral
- 27% indicated a 2 or disagree
- 7% indicated a 1 or strongly disagree
- 40% indicated no opinion

Only 6% of the respondents agree or strongly agree with the statement. 34% disagree or strongly disagree. It is possible that these percentages reflect the perception among many of the College of Business faculty that the entire College is underfunded. 60% of the faculty indicated a neutral or no opinion response.

STATEMENT 8

The faculty the College of Business provides to the accounting program is sufficient.

- 7% indicated a 5 or strongly agree
- 27% indicated a 4 or agree
- 23% indicated a 3 or neutral
- 23% indicated a 2 or disagree
- 7% indicated a 1 or strongly disagree
- 13% indicated no opinion

The respondents appear to be evenly divided with regard to the statement. As accounting faculty, we feel the teaching resources are currently sufficient for the current enrollment in the accounting program. We are unsure how to interpret these survey findings.

STATEMENT 9

The technology the College of Business provides to its accounting program is sufficient.

- 7% indicated a 5 or strongly agree
- 17% indicated a 4 or agree
- 20% indicated a 3 or neutral
- 13% indicated a 2 or disagree
- 23% indicated a 1 or strongly disagree
- 20% indicated no opinion

24% of the respondents agree or strongly agree with the statement. 36% disagree or strongly disagree. It is possible that these percentages reflect the perception among many of the College of Business faculty that the technology for the entire College is underfunded. However, the College of Business faculty may simply recognize the high technology needs of the accounting curriculum, and they may feel the accounting program, in particular, is underfunded. 40% of the faculty indicated a neutral or no opinion response. This appears to be a high percentage of individuals who are not sure of the sufficiency of the technology.

STATEMENT 10

The accounting major needs a stronger recruiting effort.

- 53% indicated a 5 or strongly agree
- 37% indicated a 4 or agree
- 0% indicated a 3 or neutral
- 3% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 7% indicated no opinion

90% of the respondents agree or strongly agree with the statement. Only 3% disagree and only 7% have no opinion. Apparently, the respondents recognize that the

accounting enrollment has declined significantly, and they recognize the need for a strong recruiting effort.

STATEMENT 11

I think that basic accounting knowledge and skills are valuable to graduates from my academic area.

- 74% indicated a 5 or strongly agree
- 20% indicated a 4 or agree
- 3% indicated a 3 or neutral
- 3% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 0% indicated no opinion

94% of the respondents agree or strongly agree with the statement. We believe this overwhelming response is an endorsement of the recognized need for accounting knowledge and skills among graduates from the various academic areas.

STATEMENT 12

Accounting skills and knowledge are valuable for all College of Business graduates.

- 79% indicated a 5 or strongly agree
- 18% indicated a 4 or agree
- 3% indicated a 3 or neutral
- 0% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 0% indicated no opinion

97% of the respondents agree or strongly agree with the statement. This response is another strong endorsement of the recognized need for accounting knowledge and skills among all graduates from the College of Business.

STATEMENT 13

The service courses which are available to non-Accounting College of Business students meet the needs of these students.

- 10% indicated a 5 or strongly agree
- 23% indicated a 4 or agree
- 20% indicated a 3 or neutral
- 20% indicated a 2 or disagree
- 10% indicated a 1 or strongly disagree
- 17% indicated no opinion

The respondents appear to be evenly divided with regard to the statement. Traditionally, accounting service courses have focused on bookkeeping functions. As accounting faculty, we realize there is a trend in these courses to become more user oriented and to emphasize how accounting information can be useful for making business decisions. We

are aware of the need for an adjustment in our focus. However, our progress with this adjustment has been slower than some of the faculty would like. We realize we must make continued and more rapid improvement.

Comments

Following the 13 statements, the survey asked each respondent to answer three open-ended questions. The questions and responses are shown below.

1. In your opinion what are the most important skills to be taught in an accounting curriculum?

Cost

The fundamentals of creating and using statements and ratios.

Basic profit and loss responsibility, information on how to read a balance sheet mark-up, margin, business math applications.

Reasoning, reading and understanding financial statements.

Non- Majors- 1) understanding financial statements. 2) Taxes.

Majors- 1) understanding double-entry accounting. 2) Taxes.

Analysis of financial statements, accounting cycle (purchase- information-revenue-administration- etc.), how accounting relates to business functions.

Information flow thru (sic) accounting system (Transaction- Statement and reports).

Proper analysis of transactions. Where accounting fits in business and society.

Current topics and issues in accounting.

Accounting in relation to the business enterprise.

Whatever is needed to be an accountant.

Accounting 201,202- Basic accounting skills and ability to read financial statements.

Managerial.

To learn accountability, rather than accounting.

Use of technology in accounting along with accounting concepts and skills of course!

Financial report analysis

Basic accounting procedures, that of accounts, control ledgers, financial reports, and the use of technology applied to the above.

Accounting cycle principles.

For non-accounting majors understanding the basic for statements and how to use ratios to understand what the statements are saying.

As a service- the importance of accurate records, whether achieved by an accountant or others; and understanding of financial statements by A&L.

Recognition and solving of problems and the ability to communicate the solution using writing, oral, and electronic means.

The function of accountancy in a business organization.

Skills that will get them jobs.

Basic knowledge of role, CPA track- Competence to perform in field.

Industrial- Competence to perform in field.

2. What one change would you make to achieve the most significant improvement in the accounting program at FSU?

Standards.

Offer specific classes for non-accounting majors at the basic level, segmented by marketing, management, etc.

Reinstitute the masters program.(interactively)

Incorporate technology as tool throughout entire curriculum.

Increased use of Intern program and credit for student involvement- similar to L. Chapman's effort and work. Add courses deleted earlier, controllership, more auditing, and International Accounting offered. Return to quarter system.

Basic faculty up to date with modern technology and teaching methods.

Computerized accounting.

CPA prep.

Retire a few faculty.

Revise the core courses.

More computer- based applications.

My wish would be that the faculty would decide what kind of program our students need and are capable of doing, and which there are jobs- then commit to doing it well.

A strong recruitment effort to increase enrollment, a strong leadership for the department.

Require students to understand ACCT 201 and 202 then ACCT 310 wouldn't be so difficult. Students tell me they can get an A or B in 201 and 202 without much understanding or effort.

Standardization (volunteer) of testing in 201 and 202.

Need Ph.D.

I would consolidate 201 and 202 into one four hour course for non-accounting majors and require only one accounting course and business course.

Computerized accounting packages in all classes.

Complete overhaul to meet today's job market, More dynamic attitude by some professors.

Incorporation of use of computers from day one.

3. What additional faculty, technology, or physical resources are needed, if any to make accounting curriculum better and more successful?

Laptops with powerpoint.
Professional development- ongoing. Much more technology.
DSS, DBMS interfaces, Electronic audit procedures, data warehousing techniques
etc.

Money

More computer technology.

Improve computer and software support for faculty.

You don't need "more", you need to train people in "how" and for what purpose and outcome.

Leadership.

Additional emphasis on a working knowledge of accounting and shorter degrees i.e.

Associate degree program.

New Ph.D.(preferably 2), Computerized classrooms, formal training for faculty utilizing technology with a minimum of one class period with hands-on every week. (with development requirements).

Must take much more aggressive approach to recruiting new students. Rallo needs to

provide the resources to do that job. Need to computerize the accounting curriculum and adapt into new techniques. Need to get rid of a couple of horrible teachers.

Internships. More practical emphasis on preparing for the CPA exam. Other schools

do that, our niche should be on a practical education in accounting. More international content, even at the 200 level.

Computer hardware and software. Faculty capable of incorporating it.

Demographic Information

The survey concluded with questions eliciting demographic information about the respondents. This information is given below:

4. Have you ever taken a course in Accounting?

yes, 5 times.

yes, have an undergraduate major in accounting.

yes, 3 times.

yes, 1 time.

yes, 4 times.

yes, 20 times.

yes

yes, 10 times.

yes, 2 times.

yes, 5 times.

yes, 4 times.

yes, 2 times.

yes

yes, 2 times.

yes, many

yes

yes, 1 time.
no
no
yes, 2 times.
yes, 4 times.
yes, 3 times.
yes, equal to accounting minor.
yes, 3 times.
yes, many.
yes
no
yes, 4 times.
yes, 2 times.
yes, 1 time.

5. How many years have you taught in college?

26- have 15 years or more.
2- have 10-15 years.
2- have 1-10 years.

6. How many years have you worked in business?

11- have 15 years or more.
6- have 10-15 years.
11- have 1-10 years.
1- has none.

7. How many years have you been employed at Ferris?

26- have 10years or more.
3- have 5-10 years.
1- has 1-5 years.

8. You are a member of:

Mktg. Department- 8
Mgmt. Department- 12
ACIS Department- 9
Econ/Appl Stats Department- 1

SUMMARY OF SURVEY FINDINGS

In summary, a large majority of the College of Business faculty who responded agree that the accounting program fits FSU's mission and is an integral part of the College of Business. A somewhat smaller majority agrees that the accounting curriculum fits the needs of students and prospective employers. An overwhelming majority agree that accounting skills and knowledge are invaluable to College of Business graduates regardless of their major.

In addition, a majority of faculty feel that the resources (financial/human/technological) provided to the accounting program are not sufficient. As mentioned previously, the accounting faculty generally agree with this statement, although we feel that given our decrease in enrollment in recent years, our teaching resources are adequate.

A large majority of the respondents agree that we need a strong recruiting effort. This is most likely due to the aforementioned decrease in enrollment. While a stronger recruiting effort would be helpful, some of this decrease is cyclical in nature and the accounting program feels that the numbers of accounting majors in the program will eventually increase as this natural cycle reverses itself.

Finally, some respondents expressed concerns that the accounting service courses do not meet the needs of College of Business students. As previously mentioned, the accounting program recognizes this as a valid concern and realizes the need for rapid improvement.

Section 5 – Student Survey Results

Student Survey

The Committee determined that student surveys should be the same as those used for Outcomes Assessment not only to avoid duplication of effort but to ensure that results from year to year were comparable as outcomes assessment will be done on an annual basis for NCA purposes and will also be necessary for purposes of accreditation. Student surveys and their results are reproduced in Appendix C.

The courses chosen for the Student Surveys were both on-campus and off-campus ACCT 599 – Micro Computer Applications in Accounting. The first reason for choosing this course is that it is the new capstone course for the Accountancy Program. The second reason for using ACCT 599 is that the students in that course will have been exposed to the entire curriculum. As a result, the students should be able to better comment on courses within the program versus not having had enough courses to appropriately comment.

Unfortunately, this is only the second time that graduating seniors are required to take this course as a mandatory part of their curriculum and, therefore, the numbers are small. The survey run during the Winter Semester, 1998, only resulted in 17 answers. We have not converted these to percentages as one answer is worth more than five percent. If an answer is changed it causes a more than ten percent swing and, therefore, is too distortive. It appears that it may be two years before there are sufficient numbers of current undergraduate students that will allow the surveys to become informative from a numbers standpoint. The Program, however, will watch the accumulative effect of the answers as the surveys are continued. The comments, however, are, and can be, informative and helpful.

Section 6 – Labor Market Analysis

Labor Market Analysis

Included in Appendix D are four pages of tables selected from the 25th annual AICPA publication entitled The Supply of Accounting Graduates and the Demand for Public Accounting Recruits – 1997 (For the Academic Year 1995-96).

Also included in Appendix D are the results of the 1995-96 and 1996-97 Placement data from Career Services.

By comparing the results shown in Table 3A versus Table 29 of the AICPA data, it can be seen that approximately thirty-three percent of the graduates are going into public accounting. The data also implies that approximately ten percent of the graduates are from Master's programs. The 1/3 into public accounting holds true whether one is looking at Baccalaureate or Master's degree recipients.

The Ferris data shows a 100% placement rates of those responding for the 1995-96 year and 94-100% placement rates for 1996-97. These figures apply to the degrees shown.

The rates are above the average for the College of Business in both years and are competitive (or above) with the placement rates that can be found on the WEB for other Universities.

Section 7 – Evaluation of Physical Facilities and Equipment

Physical Facilities and Equipment

The rooms available to the accountancy program have been reduced from five to three over the last 5 years. This has impacted the availability of classes and causes problems in scheduling. It forces larger classes than are desirable for delivery of content, especially at the upper level of classes. It also stifles the ability of certain methods of delivery such as cases and team activities which are not conducive to large classes.

The equipment received by the Accountancy Program through the normal budgeting process for use in the classroom, other than an occasional overhead, totals \$ 0. Three desktop computers, one laptop computer and one LCD projection unit were all purchased from General Development funds. In one instance, when all of the rest of the College of Business was receiving computer upgrades, the Accountancy Program was asked to use its General Development monies instead of receiving computer upgrades as the other programs received.

The Accountancy Program has consistently asked for technology dollars such that accounting courses can be taught utilizing the electronic aids provided by publishers and utilized in actual practice. No funding has been forthcoming.

The Accountancy Program has to rely 100% on the lone required computer course to provide the technological skills that employers of our accounting graduates expect those graduates to possess.

The accountancy faculty do not have the hardware or software available in their offices to properly prepare for classes nor do they have the ability to demonstrate any utilization of technology in the classroom. The training to utilize that technology is also not readily available.

The requests that have been put in Unit Action Plans in the past have not been funded and faculty are to the point of saying 'why bother?'

Section 8 – Curriculum Evaluation

Curriculum

The curriculum of the Accountancy Program is a strength. The Program currently offers three tracks from which the student may choose. The checksheets for the tracks are contained within Appendix E.

The tracks were created at the time of Semester Conversion. The purpose was to provide an more in-depth degree to the student dependent upon their career aspirations such as Certified Public Accountant (Public Accounting Track), industry (Cost/Managerial Track) or governmental/non-profit/accounting education/graduate school (The Professionally-Directed Track).

As the results of the graduate survey indicated, the students have a high regard for the coursework. The points raised by the alumni do indicate, again, the need for more technological skills and communication skills.

The one area of the curriculum that is being looked at by the faculty, and that will be resolved sometime in the coming Winter Semester, is the content and delivery of the Principles of Accounting courses that are part of the Business Core. The Accounting Education Change Commission has recommended moving away from the traditional debit-credit approach towards a user-type approach with less emphasis on rote memorization of entries, etc. and more towards conceptual and problem-solving approaches. Problem solving in this context is not the old accounting approach of calculations, etc., but rather on identifying problems and what is the best approach to finding a solution.

Since the College of Business is in the process of thoroughly analyzing the Business Core (courses) required of all business majors, the changes in curriculum that the Accountancy Program will be looking at will necessarily be dependent on the new Business Core built upon the concept of Common Professional Components as set forth by the ACBSP.

As accounting pronouncements are constantly being promulgated, the faculty will continue to be in the process of looking at what courses need changing.

Lastly, with the advent of the 150-hour law, the State Board of Accountancy will need to take action and provide some guidance of what it expects in the way of coursework to sit for the CPA examination (120 hours) versus to receive the CPA Certificate at the end of 150 hours and successful passage of the exam. Planning needs to anticipate potential courses of action but will be hampered until the State Board does act.

Section 9 – Enrollment Trends

Enrollments

Contained within Appendix F are several pages of enrollments by Semester and or terms, depending upon the years involved.

As can be seen, the Accountancy Program has been hard hit by drops in student numbers. Part of this is a reflection on the national trends which have, over the past ten years, seen the number of students graduating from high schools decline. The percent of those declining numbers choosing a business career has severely declined and the number of those choosing accounting within the business area has declined nationally.

The second major impact on the FSU Accountancy Program was the wide dissemination of the story that the Accountancy Program was going to be downsized when in reality the program itself was not downsized but rather the secretarial position was merged with another. When that story got to the high schools, applications for the College of Business, including accounting, took a nose dive of unprecedented proportions.

Where the Accountancy Department was once the seventh largest department on campus based on faculty and majors, it is now down in the 20s position-wise as to majors and faculty. This nosedive in enrollments was not helped by the failure, as stated earlier, to replace key faculty and expertise and to strip budget dollars from the program thereby preventing the Program from remedying the situation.

Section 10 – Productivity and Teaching Costs

Productivity and Costs

Appendix G contains the Cost and Productivity reports on the program. Data is also provided that enable the reader to compare the Accountancy Program to the College of Business and the University.

The costs are not out of line with other costs in the College of Business and the University. The costs for the Principles of Accounting courses (Business Core courses) are below \$100 per student credit hour. With the correct technology available, these costs would rise in relation to total dollars but would likely be offset by the fact that more students from outside the COB might choose these courses as an elective with the anticipated change in content.

The productivity figures given are really only comparable by course prefix as the merger of departments has blurred the comparisons. The ACCT courses are considerably above the COB averages for productivity and have been since the beginning of the 1995-96 academic years.

Section 11 – Conclusions

Conclusions

Based on the forgoing information in this report and including the reports of the APRC from 1988 through 1990, it is the of the Program that we meet, and exceed in many areas, the mission of Ferris State University, the College of Business and the Accountancy Program.

We are providing to businesses in Michigan, public accounting firms and governmental units a Program graduate that meets their qualifications. The CPA examination results show that we consistently meet or exceed the State of Michigan results and those of many of our sister schools.

We think that the enrollment has now stabilized. In recent conversations with other school administrators, however, many of them are still in a downturn in enrollments. Part of this is a reflection of national trends and events.

A program, however, cannot rest on past accomplishments. We must continue to be current and improve our delivery and program content.

It is important that the administration make a number of important decisions based on the recommendations contained within the next section to ensure the continued viability of the program and its support of the College of Business, especially in the pursuit of accreditation.

Section 12 – Recommendations

Program Recommendations

- 1 Administration must commit to at least one-half release time for administration of the program. This is based on the assumption of the proposed College of Business reorganization. If the reorganization is not accomplished, then there needs to be an evaluation of the additional duties that would remain with the Program and, therefore, require more release time.
- 2 Provide budgetary support for the following:
 - a) Two new Ph. D.s to assist in adequate coverage of content, the reactivation of the MAcc degree, accreditation and teaching at both the undergraduate and graduate levels at on- and off-campus sites. Reference is made to Unit Action Plan Goal # 1.
 - b) UAP Goal Number 2 provides for professional development dollars (\$16,500 annually), one-time hardware upgrades (now at \$27,000), and conversion of classrooms to electronic capabilities (now at \$ 15-20,000).
 - c) Training for faculty to utilize technology in converted classrooms estimated to cost approximately \$5,000.
 - d) Brochures for both the undergraduate and graduate programs estimated to initially cost \$3,000 for each level.
 - e) Participation of faculty in professional organizations estimated at \$ 2,000 annually for dues. Travel, etc. is contained within b) above.
 - f) Travel dollars for the Program coordinator/leader/? To attend the four meetings a year of professional organizations that assist in the continued development and administration of programs and contacts with the professional world into which our graduates move (\$ 6,000).
- 3 Release time (1/2) for faculty to redevelop the Accounting Advisory Committee, an alumni database, brochures and an advertising strategy for the Program.
- 4 It is important that the Unit Action Plans receive adequate consideration especially when the program is at risk due to the lack of support that could be provided.

Appendices

- A 150-Hour Requirement - Background Information**
- B State of Michigan S.B. 1149/H.B. 2 and Draft of Regulations**
- C Graduate Survey, Employer Survey, Faculty Survey and Student Survey with Comments**
- D Labor Market Analysis Tables**
- E Accountancy Program Checksheets**
- F Enrollments**
- G Cost and Productivity**
- H Historical Documents on the MAcc**

Appendix A

150-Hour Requirement – Background Information

What is the 150-hour education program?

 previous

next 

A certified public accountant (CPA) in today's environment must not only have a high level of technical competence and a sense of commitment to service, but must also have good communications and analytical skills, and the ability to work well with people. Employers are looking for individuals who have the ability to analyze and evaluate complex business problems and the interpersonal skills and maturity to make decisions in a client- and customer-service environment.

To obtain the required body of knowledge and to develop the skills and abilities needed to be successful CPAs, students should complete 150 semester hours of education. Many states/jurisdictions now require or will require 150 semester hours of education for obtaining the CPA certification. Colleges and universities in these states/jurisdictions determine the curriculum for pre-licensure education of CPAs; it typically features a good balance of accounting, business, and general education.

Why an Emphasis on 150 Semester Hours of Education for Aspiring CPAs?

There are a number of reasons why a traditional four-year undergraduate program is no longer adequate for obtaining the requisite knowledge and skills to become a CPA:

- Significant increases in official accounting and auditing pronouncements and the proliferation of new tax laws have expanded the knowledge base that professional practice in accounting requires.
- Business methods have become increasingly complex. The proliferation of regulations from federal, state, and local governments requires well-educated individuals to ensure compliance. Also, improvements in technology have had a major effect on information systems design, internal control procedures, and auditing methods.
- The staffing needs of accounting firms and other employers of CPAs are changing rapidly. With more sophisticated approaches to auditing now in use and with the increase in business demands for a variety of highly technical accounting services and greater audit efficiency, the requirements for effective professional practice have increased sharply. The demand for a large quantity of people to perform many routine auditing tasks is rapidly diminishing.

How To Meet The 150-Hour Requirement

Many colleges and universities offer bachelor's and master's degree programs in accounting. To obtain 150 semester hours of education, students do not necessarily have to get a master's degree. They can meet the requirement at the undergraduate level or get a bachelor's degree and take some courses at the graduate level. Students can also choose any of the following:

- combine an undergraduate accounting degree with a master's degree at the

- same school or at a different one;
- combine an undergraduate degree in some other discipline with a master's in accounting or an MBA with a concentration in accounting;
- enroll in an integrated five-year professional accounting school or program leading to a master's degree in accounting.

In most cases, the additional academic work needed to acquire the technical competence and develop the skills required by today's CPA is best obtained at the graduate level. Graduate-level programs are an excellent way to more fully develop skills such as communication, presentation, and interpersonal relations, and to integrate them with the technical knowledge being acquired.

In addition, it has been shown that students who get a graduate education have a substantially higher rate of success on the Uniform CPA Examination. Further, master's degree holders receive starting salaries that are approximately 10 to 20 percent higher than the starting salaries of those with only bachelor's degrees. Finally, there is evidence that promotions to manager and partner and to corporate managerial positions are increasingly going to individuals with master's degrees.

For these reasons, leading professional organizations such as the AICPA, the National Association of State Boards of Accountancy, and the Federation of Schools of Accountancy have consistently supported the 150-hour education requirement for entry into the accounting profession.



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States That Have Passed the 150-Hour Education Requirement

State	Enacted Date	Effective Date
Alabama	1989	1/1/95
Alaska	1991	1/1/2001
Arkansas	1990 (regulation)	1/1/98
Colorado	1998 (regulation)	1/2/2002
Connecticut	1992	1/1/2000
District of Columbia	1995	1/2/2000
Florida	1979	8/1/83
Georgia	1991	1/1/98
Guam	1994	6/1/2000
Hawaii	1977	12/31/78
Idaho	1993	7/1/2000
Illinois	1991	1/1/2001
Indiana	1992	1/1/2000
Iowa	1992	1/1/2001
Kansas	1990	6/30/97
Kentucky	1990	1/1/2000
Louisiana	1990	12/31/96
Maine	1997	10/2/2002
Maryland	1993	7/1/99
Massachusetts	1998	7/1/2002
Mississippi	1990	2/1/95
Missouri	1993	6/30/99
Montana	1989	7/1/97
Nebraska	1991	1/1/98
Nevada	1993	1/1/2001
New Jersey	1995	7/2/2000
New York	1998	8/1/2009
North Carolina	1997	1/1/2001
North Dakota	1993	1/1/2000

Ohio	1992	1/1/2000
Oklahoma	1998	7/1/2003
Oregon	1997	1/1/2000
Pennsylvania	1996	1/1/2000
Puerto Rico	1994	1/1/2000
Rhode Island	1992	7/1/99
South Carolina	1991	7/1/97
South Dakota	1992	1/1/98
Tennessee	1987	4/14/93
Texas	1989	8/31/97
Utah	1981	7/1/94
Washington	1995 (regulation)	7/1/2000
West Virginia	1989	7/1/2000
Wisconsin	1996	1/1/2001
Wyoming	1993	1/1/2000
Currently in Effect		15
Effective at a Future Date		29
TOTAL		44

* Chart lists all jurisdictions that have enacted language that provides for the 150 hour education requirement.

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State Societies and Regulatory Affairs

June 25, 1998



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What skills are needed to become a successful accountant/CPA?

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next 

- Becoming a successful CPA begins while you're still in college. You need to demonstrate superior scholastic achievement, possess a good technical accounting and business knowledge (which means taking those hard electives), and have a good understanding of the humanities and other liberal arts subjects.
- Problem solving skills are vital. You should be able to analyze, compare, and interpret facts and figures.
- You've got to be a creative thinker, too. You'll be faced with issues every day that need innovative solutions. And the answers you come up with are often the difference between being a good CPA and a great one.
- You need to understand business systems and computers. You've got to know about networks and be familiar with spreadsheets and accounting software.
- You need good people skills. Accounting is a service activity and you will have to work well in groups as well as in one on one situations. And communicating well, both verbally and in writing, is essential.
- As a CPA you must have high ethical standards because people rely on the information you provide. Honesty and integrity are qualities that are highly valued.



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BACKGROUND INFORMATION

BACKGROUND INFORMATION ON THE 150-HOUR EDUCATION REQUIREMENT FOR CPA CERTIFICATION AND LICENSURE

(See also [AICPA/NASBA Guide Implementing 150-Hour Requirement and List of States](#))

In January 1988, the general membership of the American Institute of Certified Public Accountants (AICPA) voted to require all new members after the year 2000 to have completed 150 semester hours of college education. The inclusion of this requirement in the bylaws of the AICPA has helped to bring the accounting profession closer to the ultimate goal of establishing 150 semester hours as the minimum education required to sit for the CPA examination.

WHY IT IS IMPORTANT FOR CPAS

The objective of an increased education is to improve the overall quality of work performed by CPAs confronted with advancing technology, an increasingly complex business environment, and society's continuing demand for accounting and assurance services. Expanding the education requirement to 150-hours will provide the opportunity for a well-rounded education, and will enable CPAs to acquire the basic accounting and business knowledge and to develop the skills needed to support lifelong professional careers.

The 150-semester hour requirement is one of three important initiatives by the AICPA to ensure the quality of future audits. The other two are mandatory Continuing Professional Education and peer review for accounting firms.

WHAT THE EDUCATION REQUIREMENT IS

To become a certified public accountant, most state accountancy statutes currently require a baccalaureate degree with an accounting concentration. To encourage uniformity among the states as they change their laws to increase the education requirement, the AICPA and the National Association of State Boards of Accountancy (NASBA) published the *[AICPA/NASBA Guide for the Implementation of the 150-Hour Education Requirement](#)*, which proposes model language for the law and the rules and regulations. This language also appears in the *[AICPA/NASBA Uniform Accountancy Act and Uniform Accountancy Rules](#)*.

The model law calls only for 150-semester hours of education, including a baccalaureate or higher degree, with the total program to include an accounting concentration. The model rules identify four possible conditions for evaluating the education of CPA candidates, which allows for different educational paths. The rules specify a **minimum** of 24-semester hours each of accounting and business so that colleges and universities have the flexibility to design their own curricula.

BACKGROUND

The issue of additional education for accountants has been the policy embraced by

the AICPA since 1959. It was in that year that the *Special Coordinating Committee to Study the Report of the AICPA Commission on Standards of Education and Experience for CPAs* recommended that a postbaccalaureate education was important and should be adopted as a requirement for the CPA certificate. This recommendation was approved by the AICPA governing Council shortly after it was introduced. Since that time, the idea has been reaffirmed by Council on several occasions.

In 1969, the recommendations of the 1959 Coordinating Committee were expanded to state that the CPA certificate is evidence of basic competence in the principles of accounting and that the holder has acquired the body of knowledge common to all members of the profession. (This body of knowledge is defined in *Horizons of a Profession* published by the AICPA in 1967.) It was also stated that in order to obtain this body of knowledge, five years of college study are needed and should be the education requirement for obtaining a CPA certificate. Without this five-year requirement at least one year of qualifying experience was necessary.

Throughout the 1970s, the AICPA continued to work to achieve not only this five-year requirement but also to improve accounting programs in colleges and universities. In 1978, AICPA Council reaffirmed its support for the earlier recommendations of expanded education with the publication of *Education Requirements for Entry into the Accounting Profession*. In this report, the Council again endorsed 150-semester hours as the minimum education needed to sit for the CPA exam. The report stated that the curriculum described therein should lead to a graduate degree, and that the specific course content should be left to the academic community. The curriculum recommendations contained in the report were updated in 1992 under the title *Academic Preparation to Become a CPA*.

In September 1981, the Board of Directors authorized the appointment of an independent study group to gather evidence and formulate strategy to aid in the transition from a four-year baccalaureate requirement to a five-year postbaccalaureate requirement. That group, the Commission on Professional Accounting Education, was co-sponsored by the AICPA, the American Accounting Association, the Federation of Schools of Accountancy and the National Association of State Board of Accountancy. The report concluded that the AICPA should take a leadership role and encourage states to adopt 150 hours of education as a requirement for certification.

In May 1987, the AICPA Council approved the *Plan to Restructure Professional Standards*. This plan included the provision that new members after the year 2000 have 150-semester hours of education. The Council also agreed to submit this plan for membership ballot. In January 1988, the general membership approved the change with 83% of the vote cast in favor of adding the 150-hour prerequisite for membership to the bylaws.

OTHER DEVELOPMENTS

During the 1980's, the American Accounting Associations appointed the *Special Committee on the Future Structure, Content and Scope of Accounting Education* (known as the Bedford Report for chair Norton Bedford). The committee concluded its study in the spring of 1986 with twenty-five recommendations. Briefly, the committee said that the current state of accounting education is inadequate to meet the needs of an expanding profession and a major reorientation is needed by the year 2000. In addition, a major shift is needed from teaching accounting as a narrow technical subject to teaching it as an information-development and information-distribution function for economic decision making. The committee also

believed that the emphasis in education should be on having students learn to learn, and that accounting education should be changed from a four-year to a five-year program.

In 1989, the large accounting firms issued a position paper, *Perspectives on Education: Capabilities for Success in the Accounting Profession*, focussing on the capabilities that are needed by the profession and that should be developed through the educational process. They said that to effectively meet the challenges of the business world, successful practitioners must develop a wide range of professional skills, including communication skills, intellectual skills and interpersonal skills. This report led to the formation of the Accounting Education Change Commission and the awarding of nearly \$4 million in grants to schools to experiment with innovative changes in the curriculum.

All of these developments called for expanding the education program to recognize the changing scope of the accounting profession and the importance of developing a broad array of skills and knowledge for professional practice.



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AICPA/NASBA Guide Implementing the 150-Hour Requirement

Requirement

August 1994

More than half of the 54 U.S. jurisdictions which license certified public accountants have adopted through legislation or regulation a requirement of 150 semester hours of education as a condition to take the Uniform CPA Examination. To assist boards of accountancy in implementing this requirement, the AICPA and NASBA have endorsed the following guidelines for legislation as well as for rules and regulations. State boards are strongly encouraged to adopt these recommended guidelines to promote uniformity and to ensure the mobility of CPAs across state lines. The ability to practice public accountancy in different states is a key concern not only to students considering the profession but also for the firms that may hire them.

Legislation

Because accounting is a dynamic profession, statutes requiring 150 semester hours of education to become a Certified Public Accountant should be flexible enough to allow diversity in the content of educational programs. The statutes should indicate that eligibility to apply for the CPA Examination includes a requirement for completion of 150 hours of education, with at least a baccalaureate degree and a concentration in accounting. The following language is recommended for the statute:

The education requirement for a certificate, which must be met before an applicant is eligible to apply for the examination prescribed in , shall be as follows: After the expiration of the year period immediately following the effective date of this Act, at least 150 semester hours of college education including a baccalaureate or higher degree conferred by a college or university acceptable to the Board, the total educational program to include an accounting concentration or equivalent as determined by Board rule to be appropriate.

Rules

A candidate will be deemed to have met the education requirement if, as part of the 150 semester hours of education, he or she has met any one of the following four conditions.

1. Earned a graduate degree with a concentration in accounting from an accounting program or department that is accredited (level three accreditation) by an accrediting agency recognized by the Board.

2. Earned a graduate degree from a business school or college of business that is accredited (level two accreditation) by an accrediting agency recognized by the Board and completed at least 24 semester hours in accounting at the undergraduate level or 15 semester hours at the graduate level, or an equivalent combination thereof, including courses covering the subjects of financial accounting, auditing, taxation, and management accounting.
3. Earned a baccalaureate degree from a business school or college of business that is accredited (level two accreditation) by an accrediting agency recognized by the Board and completed 24 semester hours in accounting at the undergraduate or graduate level, including courses covering the subjects of financial accounting, auditing, taxation, and management accounting; and completed at least 24 semester hours in business courses (other than accounting courses) at the undergraduate or graduate level.
4. Earned a baccalaureate or higher degree from an accredited educational institution (level one accreditation) including:
 - at least 24 semester hours of accounting at the upper division or graduate level, including courses covering the subjects of financial accounting, auditing, taxation, and management accounting (an upper division course is normally defined as a course taken at the junior or senior level. In accounting, this would normally be all courses taken beyond the elementary level.); and
 - at least 24 semester hours in business courses (other than accounting courses) at the undergraduate or graduate level.

Accreditation

In reviewing and evaluating a candidate's educational credentials, boards may rely on accreditation by an accrediting agency at three different levels:

1. educational institution (college or university)
2. business school
3. accounting program or department.

Boards of accountancy have traditionally relied on only the accreditation of the educational institution as a whole. This type of accreditation is evidence that an institution at which the candidate studied has met minimum overall standards of quality. Because institutional accreditation does not examine specific schools, departments, or accounting and business courses, boards should define specific course requirements and evaluate candidate transcripts to determine whether the requirements of the statute have been met.

The second level of accreditation is for business schools or colleges of business within the educational institution. Accredited business schools have undergone a specific and comprehensive review of their faculty, resources, and curricula. In evaluating a candidate's credentials, boards may choose to rely on this accreditation as evidence that the

institution's business school has met minimum overall standards of quality for such schools.

The third level of accreditation is at the accounting program or accounting department level. Accounting programs or departments accredited in this manner have met standards substantially higher and much more specific than those required for overall business school accreditation (level two), or institutional accreditation (level one). For accounting accreditation (level three), the accounting program or department must meet a stringent set of standards that addresses faculty credentials, student quality, physical facilities, and curricula. Graduates who submit transcripts from accredited accounting programs may be deemed to have met the board's specific accounting and business course requirements.

The American Assembly of Collegiate Schools of Business (AACSB) is an example of an accrediting agency that accredits business schools or colleges of business within the educational institution (the second level of accreditation described above) and accounting programs or accounting departments (the third level described above).

Reliance on specific accreditation of business and accounting programs should save the boards considerable clerical time and allow the boards to place greater reliance on the academic credentials submitted by applicants. Boards should continuously monitor the accreditation process because accrediting agencies, as well as their standards, change from time to time. The educational needs of CPA candidates and the requirements of the profession will also change. Because of this evolutionary process, boards need to be kept apprised of changes in accreditation agencies and standards.

It is important that practicing CPAs participate in accounting education standard-setting and serve on accreditation visitation teams. It is only through active participation by the profession that boards will be able to place reliance on the accreditation process.



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Frequently Asked Questions

Q: Would the 150-hour requirement apply to CPAs who are already certified?

A: The requirement would not apply to CPAs who received their certification prior to the effective date of the change in the education requirement. For AICPA membership, the requirement will apply to those who take the CPA exam and apply for membership after the year 2000.

Q: Does the CPA candidate need to obtain a master's degree to meet the 150-hour requirement?

A: The AICPA education proposal does not require a master's degree to meet the requirement. It can be met in a variety of ways, including extra hours at the graduate level without a master's degree. None of the states that have passed the 150-hour law require a master's degree.

Q: If a master's degree is obtained, need it be in accounting or would an MBA also qualify?

A: Details on what will qualify may vary from state to state according to rules of the state board. The AICPA proposal would allow an MBA with an accounting concentration to qualify.

Q: Does the adoption of the 150-hour proposal discontinue the experience requirement for new entrants in the accounting profession?

A: The education requirement is not a substitute for the experience requirement. A state which adopts the increased education requirement could decide to discontinue or modify the experience requirement. Many states have a reduced experience requirement for candidates who hold a master's degree.

Q: Since accounting firms will be hiring students with an additional year of education, will this increase the starting salaries and be reflected in higher billing rates for clients?

A: Accounting firms are going to need to increase starting salaries in order to attract top students into the profession. This is true even in the absence of an increased education requirement. The phase-in period, usually adopted, should enable firms to absorb the increased cost over a period of years. New entrants who complete the requirement are expected to be more knowledgeable, efficient and work with less supervision. It is expected that both time and staff size will be reduced to offset increases in client costs.

Q: Will small accounting firms successfully compete with larger firms in hiring graduates who complete the 150-hour program?

A: When the requirement is mandated by law, the competitive position of small and large firms should not change since all will be affected equally.

Q: Will the education requirement cause the brightest students to choose a non-accounting career because of the increased course work?

A: The requirement will probably attract a higher caliber student to accounting because it brings CPAs in line with other professions which require additional education. The brightest and best high school students are increasingly opting for careers that require graduate training. Also, students that complete the requirement will not only invest in their careers, but advance more rapidly in their firms due to an increased education base.

Q: Will the 150-hour education requirement create a barrier to minorities and the economically disadvantaged?

A: Education requirements have not created entry barriers in other professions that require graduate education. Statistics show that a higher percentage of minorities are MDs and JDs than are CPAs. Minority students who plan to go on to graduate education will now be attracted to accounting.



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Appendix B

State of Michigan S.B. 1149/H.B. 2

and

Draft of Regulations

S.B. 1149

150-Hour Educational Requirement

Background Information:

S.B. 1149 amends the Michigan Accountancy Act by increasing the current 120-semester hour educational requirement to sit for the Uniform CPA Exam in Michigan to 150-semester hours. In addition, the proposal reduces the two-year public accounting experience requirement to one year. If passed, the increased educational requirement and reduction in public accounting experience would take effect on July 1, 2003.

The principal points to make in favor of S.B. 1149 include:

Improved Quality of Work. A more educated group of graduates will produce a more educated group of accountants. The public will be able to continue to place its trust in the work performed by CPAs if the public knows the skills that have been obtained are the result of a comprehensive education.

Reciprocity. Forty-four states and jurisdictions, including all surrounding Midwest states, have passed a 150-Hour requirement. Reciprocity, a uniform U.S. licensure requirement, will restrict future Michigan CPAs who do not obtain 150-semester hours of education. Under reciprocity, these CPAs will be prohibited from practicing in states that require the standard. Michigan corporations and private businesses of all sizes will be affected.

Competitiveness. Without the 150-Hour Requirement, Michigan students, schools and businesses face a competitive disadvantage. States that have adopted reciprocity, a uniform U.S. licensure requirement, will continue to attract students to attend schools in other states enabling transferability of their license across state lines. Michigan graduates will not have a place in the national and international market.

Increased Technical Competence. The greater demands of business, as well as the continuing expansion of practice in a national and international environment, have further

enhanced the need for highly technical accounting services.

A Complete Education. To function effectively, CPAs must have more than technical knowledge of their profession. They must also be educated in history, languages and the sciences. Studies have shown that accountants with education beyond the normal 120-hour, baccalaureate degree have a performance level that is superior to those who have only 120 hours of education.



Michigan Legislature

1126 to 1150

Senate Bill 1149









← 1148

1150 →





Sponsor - Senator - B. Schuette

Categories: State-agencies-(existing) , Occupations



Occupations; accounting; experience requirements; revise. Amends sec. 725 of 1980 PA 299 (MCL 339.725).

Senate Introduced Bill Introduced bills appear as they were introduced and reflect no subsequent amendments or changes.	 
As Passed By The Senate As passed by the Senate is the version of the bill, as introduced, including adopted Senate amendments, delineated with shading, and/or substitute before transmittal to the House.	 
As Passed By The House As passed by the House is the version of the bill, as received from the Senate, including adopted House amendments, delineated within brackets, and/or substitute before transmittal to the Senate.	 
Senate Enrolled Bill Enrolled bill is the version passed in identical form by both houses of the Legislature.	 

Senate Fiscal Agency Bill Analysis

FLOOR ANALYSIS This document analyzes: SB 1149	 
FIRST ANALYSIS This document analyzes: SB 1149	 

House Legislative Analysis

Addendum to SFA Analysis (9-24-98) This document analyzes: SB 1149	 
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History

Action
5/19/98 SJ 44 P. 904 REFERRED TO COMMITTEE ON ECON. DEVELOPMENT, INTL. TRADE AND REG. AFFAIRS
5/26/98 SJ 47 P. 971 REPORTED FAVORABLY WITH SUBSTITUTE (S1)
6/3/98 SJ 51 P. 1121 REPORTED BY COMMITTEE OF THE WHOLE FAVORABLY WITH SUBSTITUTE (S1) AND AMENDMENT(S)
6/3/98 SJ 51 P. 1121 SUBSTITUTE (S1) AND AMENDMENT(S) CONCURRED IN
6/3/98 SJ 51 P. 1121 PLACED ON ORDER OF THIRD READING WITH SUBSTITUTE (S1) AND AMENDMENT(S)
6/4/98 SJ 52 P. 1155 PASSED: Roll Call # 0431 YEAS 31 NAYS 06 EXC 00 NOT VOTING 00
6/9/98 HJ 56 P. 1357 referred to Committee on Commerce
9/23/98 HJ 73 P. 2130 reported with recommendation with substitute (H2)
9/23/98 HJ 73 P. 2130 referred to second reading
9/24/98 HJ 74 P. 2211 substitute (H2) adopted
9/24/98 HJ 74 P. 2211 placed on third reading
9/24/98 HJ 74 P. 2213 placed on immediate passage
9/24/98 HJ 74 P. 2213 passed; given immediate effect: Roll Call # 0939 Yeas 091 Nays 000
9/24/98 HJ 74 P. 2213 full title agreed to
9/24/98 HJ 74 P. 2213 returned to Senate
9/24/98 SJ 66 P. 1831 HOUSE INSERTED FULL TITLE
9/24/98 SJ 66 P. 1831 HOUSE SUBSTITUTE (H2) CONCURRED IN ROLL CALL:
Roll Call # 0743 YEAS 32 NAYS 01 EXC 04 NOT VOTING 00
9/24/98 SJ 66 P. 1831 GIVEN IMMEDIATE EFFECT
9/24/98 SJ 66 P. 1831 FULL TITLE AGREED TO
9/24/98 SJ 66 P. 1831 ORDERED ENROLLED

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[Public Acts 1997 Table](#) | [Public Acts 1998 Table](#)
[MCL 1997 Table](#) | [MCL 1998 Table](#)

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MACPAVISION

SENATE BILL NO. 1149

May 19, 1998, Introduced by Senators SCHUETTE, DINGELL, BULLARD, YOUNG and SHUGARS and referred to the Committee on Economic Development, International Trade and Regulatory Affairs.

A bill to amend 1980 PA 299, entitled
"Occupational code,"
by amending section 725 (MCL 339.725), as added by 1997 PA 10.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 725. (1) The department shall issue a certificate as a
2 certified public accountant to an individual who meets all of the
3 following requirements:
4 (a) Is of good moral character.
5 (b) Has complied with the education requirements of subsec-
6 tion (2).
7 (c) Has passed an examination meeting the requirements of
8 subsection ~~(3)~~ (4).
9 (d) Has complied with the experience requirements of
10 subsection ~~(4)~~ (5).

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1 (2) Except as otherwise provided in ~~this~~
2 subsection (3),
3 before sitting for the examination required under subsection
4 ~~(3)~~ (4), THE FOLLOWING APPLY:
5 (A) UNTIL JULY 1, 2003, an applicant for a certificate as a
6 certified public accountant shall have completed at least a cur-
7 riculum required for a baccalaureate degree with a concentration
8 in accounting at an educational institution approved by the
9 board.
10 (B) AFTER JULY 1, 2003, AN APPLICANT FOR A CERTIFICATE AS A
11 CERTIFIED PUBLIC ACCOUNTANT SHALL HAVE COMPLETED AT LEAST 150
12 SEMESTER HOURS OF COLLEGE EDUCATION INCLUDING A BACCALAUREATE

12 DEGREE OR HIGHER DEGREE WITH A CONCENTRATION IN ACCOUNTING AT AN
13 EDUCATIONAL INSTITUTION APPROVED BY THE BOARD.

14 (3) An applicant for a certificate as a certified public
15 accountant shall be considered to have fulfilled the educational
16 requirements of ~~this~~ subsection (2) if he or she is scheduled
17 to receive his or her baccalaureate degree with a concentration
18 in accounting from an educational institution approved by the
19 board, within 30 days after the date of the examination required
20 under subsection ~~(3)~~ (4), as certified by the chief academic
21 officer of the educational institution. If an applicant fails to
22 fulfill the educational requirements of the educational institu-
23 tion within 30 days of the examination, then the board shall not
24 credit the examination results to the applicant.

25 (4) ~~(3)~~ An applicant for a certificate as a certified
26 public accountant shall pass an examination in accounting,
27 auditing, and other related subjects, acceptable to the

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3

1 department and the board, that is given reciprocal status in the
2 plurality of states as compared to other examinations.

3 (5) ~~(4)~~ Subject to subsections ~~(5)~~ (6) and ~~(6)~~ (7) AND
4 UNTIL JULY 1, 2003, an applicant for a certificate as a certified
5 public accountant shall have 2 years of qualifying experience
6 AND, AFTER JULY 1, 2003, AN APPLICANT FOR A CERTIFICATE AS A CER-
7 TIFIED PUBLIC ACCOUNTANT SHALL HAVE 1 YEAR OF QUALIFYING
8 EXPERIENCE under the direction and supervision of a licensed cer-
9 tified public accountant of this or another state in either of
10 the following:

11 (a) The practice of public accounting with experience
12 obtained in 1 financial audit and in all of the following areas
13 which may be performed under the direction and supervision of a
14 licensed certified public accountant while the applicant was
15 meeting the education requirements of subsection (2):

16 (i) The application of a variety of auditing procedures
and
17 techniques to the usual and customary financial transactions
18 recorded in accounting records.

19 (ii) The preparation of working papers covering the examina-
20 tion of the accounts usually found in accounting records for
21 audit, review, and compilation.

22 (iii) The participation in the planning of the program of
23 work including the selection of the procedures to be followed for
24 audit, review, and compilation.

25 (iv) The participation in the preparation of reports,
26 including written explanations and comments on the findings of
27 the examinations and on the content of the accounting records.

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1 (v) The participation in the preparation and analysis of
2 financial statements together with explanations and notes.

3 (b) The practice of public accounting with a governmental
4 agency involving either of the following:

5 (i) The auditing of the books and accounts or financial
6 activities of persons engaged in 3 or more distinct lines of com-
7 mercial or industrial business in accordance with generally
8 accepted auditing standards or generally accepted government
9 auditing standards.

10 (ii) The auditing of the books and accounts of financial
11 activities of 3 or more distinct governmental agencies or inde-
12 pendent organizational units other than an employer of the appli-
13 cant in accordance with generally accepted auditing standards or
14 generally accepted government auditing standards, and in which
15 the results of the auditing are reported to a third party.

16 (6) ~~(5) An~~ UNTIL JULY 1, 2003, AN individual who has done
17 both of the following is considered to have received the equiva-
18 lent of 1 year of qualifying experience under subsection ~~(4)~~

19 (5):

20 (a) Has earned a graduate degree in accounting or its equiv-
21 alent at an educational institution approved by the board.

22 (b) Has completed a curriculum in public accounting as pre-
23 scribed in rules promulgated by the director.

24 (7) ~~(6) An~~ AFTER JULY 1, 2003, AN individual who has done
25 all of the following is considered to have received the equiva-
26 lent of 2 years of qualifying experience under subsection ~~(4)~~
27 (5):

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5

1 (a) Has earned a graduate degree in accounting or its
2 equivalent at an educational institution approved by the board
3 and has completed a curriculum in public accounting as prescribed
4 in rules promulgated by the director.

5 (b) Has completed at least 2 years as a full-time instructor
6 of accounting in subjects above the elementary level prescribed
7 in rules promulgated by the director.

8 (8) ~~(7)~~ In complying with the requirement of subsection
9 ~~(4)~~ (5) that an applicant shall have performed 1 financial
10 audit, an applicant may submit an audit performed under the
11 direction and supervision of a licensed certified public accoun-
12 tant who is not the applicant's employer or an audit performed
13 while the applicant was meeting the educational requirements of
14 subsection (2).

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Final page.

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MACPAVISION

The Committee on Commerce, by Rep. Griffin, Chair, reported
Senate Bill No. 149, entitled

A bill to amend 1980 R 299, entitled "Occupational code," by amending section 725 (MCL 339.725), as added by 1997 PA 10.

With the recommendation that the substitute (H-2) be adopted and that the bill then pass.
 The bill and substitute were referred to the order of Second Reading of Bills.

Favorable Roll Call

SB 149 To Report Out:

Yeas: Reps. Griffin, Alley, Callahan, Mans, Schermesser Gernaat, Kukuk, Rhead, Sanborn, Walberg,
 Nays: None.

COMMITTEE ATTENDANCE REPORT

The following report, submitted by Rep. Griffin, Chair of the Committee on Commerce, was received and read:
 Meeting held on: Wednesday, September 23, 1998, at 9:00 a.m.,

Present: Reps. Griffin, Alley, Callahan, Mans, Schermesser Gernaat, Kaza, Kukuk, Rhead, Richner Sanborn,
 Walberg,

Absent: Reps. Thomas, Murphy, Olshove, Palamara, Vrga,

Excused: Reps. Thomas, Olshove, Palamara, Vrga.

The Committee on Judiciary, by Rep. Wlance, Chair, reported
Senate Bill No. 209, entitled

A bill to codify, revise, consolidate, and classify aspects of the law relating to wills and intestacy, relating to the administration and distribution of estates of certain individuals, relating to trusts, and relating to the affairs of certain individuals under legal incapacity; to provide for the powers and procedures of the court that has jurisdiction over these matters; to provide for the validity and effect of certain transfers, contracts, and deposits that relate to death; to provide procedures to facilitate enforcement of certain trusts; and to repeal acts and parts of acts.

With the recommendation that the following amendments be adopted and that the bill then pass.

1. Amend page 2, line 6, by striking out all of line 6 and inserting "states and protected individuals code".
2. Amend page 3, line 19, after "involved." by striking out "Child" and inserting "Child".
3. Amend page 4, line 1, after "administration." by striking out "Claim" and inserting "Claim".
4. Amend page 4, line 15, after "agency" by inserting a comma and "and as certified by the state treasurer".
5. Amend page 4, line 16, after "court" by inserting "or, when applicable, the family division of the circuit court".
6. Amend page 6, line 3, by striking out "estate" and inserting "estate".
7. Amend page 7, line 8, by striking out all of line 8 through "appointment." on line 10 and inserting:
 "(k) "Guardian" means a person who has qualified as a guardian of a minor or incapacitated individual under a parental or spousal nomination or a court appointment and includes a limited guardian as described in sections 5205, 5206, and 5306."
8. Amend page 7, line 10, after "appointment." by striking out "Guardian" and inserting "Guardian".
9. Amend page 8, line 12, after "proceeding" by inserting a comma and "and by the supreme court rules".
10. Amend page 10, line 2, after "question." by striking out "Parent" and inserting "Parent".
11. Amend page 10, line 15, by striking out all of subdivision (k) and inserting:
 "(k) "Person" means an individual, partnership, corporation, association, governmental entity, or other legal entity
12. Amend page 12, line 21, by striking out "Survive" and inserting "Survive".
13. Amend page 13, line 1, after "created." by striking out "Trust" and inserting "Trust".
14. Amend page 13, line 4, after "trust." by striking out "Trust" and inserting "Trust".
15. Amend page 17, line 22, after "1208." by inserting "(1)".
16. Amend page 18, line 19, after "than" by striking out "60" and inserting "63".
17. Amend page 18, line 20, after "than" by striking out "3" and inserting "7".
18. Amend page 18, line 21, after "disaster" by striking out the balance of the subdivision and inserting a period.
19. Amend page 19, line 7, by striking out "(f)" and inserting "(2)".
20. Amend page 19, line 8, after the second "section" by striking out "1208" and inserting "1207".
21. Amend page 19, line 15, by striking out "(g)" and inserting "(3)".
22. Amend page 19, line 16, after "in" by striking out the balance of the line through "(g)," on line 18 and inserting "section 1207(b), (c), or (g), a document described in section 1207(b), (c), or (g)".

DeVuyst
Fitzgerald
Gilmer

Llewellyn
London
Lowe

Nye
Perricone
Rhead

Voorhees
Walberg

In The Chair: Hanley

The House agreed to the title of the bill.

Rep. Thomas moved that the bill be given immediate fact.
The motion prevailed, 2/3 of the members serving voting therefor

The Acting Speaker DeHart resumed the Chair

Second Reading of Bills

House Bill No. 5906, entitled

A bill to amend 1982 R 162, entitled "Nonprofit corporation act," (MCL 450.2101 to 450.3192) by adding section 501a. Was read a second time, and the question being on the adoption of the proposed substitute (H-2) previously recommended by the Committee on Commerce,

The substitute (H-2) was adopted, a majority of the members serving voting therefor

Rep. Schauer moved that the bill be placed on the order of Third Reading of Bills.
The motion prevailed, a majority of the members voting therefor

Senate Bill No. 149, entitled

A bill to amend 1980 R 299, entitled "Occupational code," by amending section 725 (MCL 339.725), as added by 1997 PA 10.

Was read a second time, and the question being on the adoption of the proposed substitute (H-2) previously recommended by the Committee on Commerce,

The substitute (H-2) was adopted, a majority of the members serving voting therefor

The motion prevailed and the substitute (H-2) was adopted, a majority of the members serving voting therefor

Rep. Thomas moved that the bill be placed on the order of Third Reading of Bills.
The motion prevailed, a majority of the members voting therefor

Senate Bill No. 209, entitled

A bill to codify, revise, consolidate, and classify aspects of the law relating to wills and intestacy, relating to the administration and distribution of estates of certain individuals, relating to trusts, and relating to the affairs of certain individuals under legal incapacity; to provide for the powers and procedures of the court that has jurisdiction over these matters; to provide for the validity and effect of certain transfers, contracts, and deposits that relate to death; to provide procedures to facilitate enforcement of certain trusts; and to repeal acts and parts of acts.

Was read a second time, and the question being on the adoption of the proposed amendments previously recommended by the Committee on Judiciary (for amendments, see House Journal No. 73, p. 2130),

The amendments were adopted, a majority of the members serving voting therefor

Rep. Wallace moved to amend the bill as follows:

1. Amend page 43, line 18, by striking out all of section 2112.
2. Amend page 46, following line 24, by inserting:

"(c) If a widow that she will take her dower right under sections 1 to 29 of 1846 RS 66, MCL 558.1 to 558.29".

3. Amend page 389, line 11, by striking out all of subdivisions (c), (d), (e), and (f) and relettering the remaining subdivisions.

The motion prevailed and the amendments were adopted, a majority of the members serving voting therefor

Rep. Thomas moved that **Senate Bill No. 149** be placed on its immediate passage. The motion prevailed, a majority of the members serving voting therefor

Senate Bill No. 149, entitled

A bill to amend 1980 **R 299**, entitled "Occupational code," by amending section 725 (MCL 339.725), as added by 1997 PA 10.

Was read a third time and passed, a majority of the members serving voting therefby yeas and nays, as follows:

Roll Call No. 939

Yeas—91

Anthony	Emerson	Kukuk	Raczkowski
Baade	Fitzgerald	Law	Rhead
Baird	Frank	LeTarte	Richner
Bankes	Freeman	Llewellyn	Rocca
Basham	Galloway	London	Sanborn
Birkholz	Geiger	Lowe	Schauer
Bobier	Gernaat	Mans	Schermesser
Bodem	Godchaux	Martinez	Schroer
Bogardus	Goschka	Mathieu	Scott
Brackenridge	Green	McBryde	Scranton
Brater	Gubow	McManus	Sikkema
Brewer	Gustafson	McNutt	Stallworth
Byl	Hale	Middaugh	Tesanovich
Callahan	Hammerstrom	Middleton	Thomas
Cassis	Hanley	Nye	Varga
Cherry	Harder	Olshove	Vaughn
Ciaramitaro	Hertel	Owen	Voorhees
Crissman	Hood	Oxender	Walberg
Curtis	Jansen	Parks	Wallace
Dalman	Jelinek	Perricone	Wetters
DeHart	Jellema	Price	Willard
DeVuyst	Kelly	Profit	Wojno
Dobb	Kilpatrick	Prusi	

Nays—0

In The Chair: DeHart

Pursuant to Joint Rule 20, the full title of the act shall read as follows:

"An act to revise, consolidate, and classify the laws of this state regarding the regulation of certain occupations; to create a board for each of those occupations; to establish the powers and duties of certain departments and agencies and the boards of each occupation; to provide for the promulgation of rules; to provide for certain fees; to provide for penalties and civil fines; to establish rights, relationships, and remedies of certain persons under certain circumstances; to repeal certain parts of this act on a specific date; and to repeal certain acts and parts of acts,".

The House agreed to the full title.

Rep. Thomas moved that the bill be given immediate ~~fact~~.

The motion prevailed, 2/3 of the members serving voting therefor

Rep. Thomas moved that **Senate Bill No. 209e** placed on its immediate passage.

The motion prevailed, a majority of the members serving voting therefor

Senate Bill No. 209, entitled

A bill to codify, revise, consolidate, and classify aspects of the law relating to wills and intestacy, relating to the administration and distribution of estates of certain individuals, relating to trusts, and relating to the affairs of certain individuals under legal incapacity, to provide for the powers and procedures of the court that has jurisdiction over these

Not Voting—0

In The Chair: Hofman

The bill was referred to the Secretary for enrollment printing and presentation to the Governor

Senate Bill No677, entitled

A bill to amend 1963 R 181, entitled "Motor carrier safety act of 1963," (MCL 480.1to 480.22) by adding section 5. The House of Representatives has passed the bill, ordered that it be given immediate effect and pursuant to Joint Rule 20, inserted the full title.

The question being on concurring in the committee recommendation to give the bill immediate effect,

The recommendation was concurred in, 2/3 of the members serving voting therefor

The Senate agreed to the full title.

The bill was referred to the Secretary for enrollment printing and presentation to the Governor

Senate Bill No1149, entitled

A bill to amend 1980 R 299, entitled "Occupational code," by amending section 725 (MCL 339.725), as added by 1997 PA 10.

The House of Representatives has substituted (H-2) the bill.

The House of Representatives has passed the bill as substituted (H-2), ordered that it be given immediate effect and pursuant to Joint Rule 20, inserted the full title.

Pending the order that, under rule 3.202, the bill be laid over one day

Senator DeGrow moved that the rule be suspended.

The question being on concurring in the substitute made to the bill by the House,

The substitute was concurred in, a majority of the members serving voting therefor, as follows:

Roll Call No743**Yeas—32**

Bennett	DeBeaussaert	Hoffman	Schuette
Berryman	DeGrow	Koivisto	Schwarz
Bouchard	Dingell	McManus	Shugars
Bullard	Dunaskiss	Miller	Smith, V.
Byrum	Emmons	North	Stille
Cherry	Gast	Peters	Van Regenmorter
Cisky	Gougeon	Posthumus	Vaughn
Conroy	Hart	Rogers	Young

Nays—1

Smith, A.

Excused—4

Geake

Jaye

O'Brien

Steil

Not Voting—0

In The Chair: Hofman

**HOUSE SUBSTITUTE FOR
SENATE BILL NO. 1149**

A bill to amend 1980 PA 299, entitled
"Occupational code,"
by amending section 725 (MCL 339.725), as added by 1997 PA 10.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

- 1** Sec. 725. (1) The department shall issue a certificate as a
2 certified public accountant to an individual who meets all of the
3 following requirements:
- 4** (a) Is of good moral character.
- 5** (b) Has complied with the education requirements of subsec-
6 tion (2).
- 7** (c) Has passed an examination meeting the requirements of
8 subsection (3).
- 9** (d) Has complied with the experience requirements of
10 subsection (4).

1 (E) AFTER JULY 1, 2003, SHALL HAVE COMPLETED AT LEAST 150
2 SEMESTER HOURS OF COLLEGE EDUCATION, INCLUDING A BACCALAUREATE
3 DEGREE OR HIGHER DEGREE WITH A CONCENTRATION IN ACCOUNTING, AT AN
4 EDUCATIONAL INSTITUTION APPROVED BY THE BOARD.

5 (2) Except as otherwise provided in this subsection, ~~before~~
6 ~~sitting for the examination required under subsection (3), an~~
7 ~~applicant for a certificate as a certified public accountant~~
8 ~~shall have~~ AN INDIVIDUAL WHO HAS completed ~~at least~~ a curricu-
9 lum required for a baccalaureate degree with a concentration in
10 accounting at an educational institution approved by the board
11 MAY SIT FOR THE EXAMINATION REQUIRED UNDER SUBSECTION (3). An
12 ~~applicant for a certificate as a certified public accountant~~
13 INDIVIDUAL shall be considered to have fulfilled the educational
14 requirements of this subsection if he or she is scheduled to
15 receive his or her baccalaureate degree with a concentration in
16 accounting from an educational institution approved by the board,
17 within 30 days after the date of the examination required under
18 subsection (3), as certified by the chief academic officer of the
19 educational institution. If an ~~applicant~~ INDIVIDUAL fails to
20 fulfill the educational requirements of the educational institu-
21 tion within 30 days of the examination, then the board shall not
22 credit the examination results to the applicant.

23 (3) An applicant for a certificate as a certified public
24 accountant shall pass an examination in accounting, auditing, and
25 other related subjects, acceptable to the department and the
26 board, that is given reciprocal status in the plurality of states
27 as compared to other examinations.

1 (4) Subject to subsections (5) and (6) AND UNTIL JULY 1,
2 2003, an applicant for a certificate as a certified public
3 accountant shall have 2 years of qualifying experience AND, AFTER
4 JULY 1, 2003, AN APPLICANT FOR A CERTIFICATE AS A CERTIFIED
5 PUBLIC ACCOUNTANT SHALL HAVE 1 YEAR OF QUALIFYING EXPERIENCE
6 under the direction and supervision of a licensed certified
7 public accountant of this or another state in either of the
8 following:

9 (a) The practice of public accounting with experience
10 obtained in 1 financial audit and in all of the following areas
11 which may be performed under the direction and supervision of a
12 licensed certified public accountant while the applicant was
13 meeting the education requirements of subsection (2):

14 (i) The application of a variety of auditing procedures and
15 techniques to the usual and customary financial transactions
16 recorded in accounting records.

17 (ii) The preparation of working papers covering the examina-
18 tion of the accounts usually found in accounting records for
19 audit, review, and compilation.

20 (iii) The participation in the planning of the program of
21 work including the selection of the procedures to be followed for
22 audit, review, and compilation.

23 (iv) The participation in the preparation of reports,
24 including written explanations and comments on the findings of
25 the examinations and on the content of the accounting records.

26 (v) The participation in the preparation and analysis of
27 financial statements together with explanations and notes.

SB1149, As Passed House, September 24, 1998

Senate Bill No. 1149

4

1 (b) The practice of public accounting with a governmental
2 agency involving either of the following:

3 (i) The auditing of the books and accounts or financial
4 activities of persons engaged in 3 or more distinct lines of com-
5 mercial or industrial business in accordance with generally
6 accepted auditing standards or generally accepted government
7 auditing standards.

8 (ii) The auditing of the books and accounts of financial
9 activities of 3 or more distinct governmental agencies or inde-
10 pendent organizational units other than an employer of the appli-
11 cant in accordance with generally accepted auditing standards or
12 generally accepted government auditing standards, and in which
13 the results of the auditing are reported to a third party.

14 (5) ~~An~~ UNTIL JULY 1, 2003, AN individual who has done both
15 of the following is considered to have received the equivalent of
16 1 year of qualifying experience under subsection (4):

17 (a) Has earned a graduate degree in accounting or its equiv-
18 alent at an educational institution approved by the board.

19 (b) Has completed a curriculum in public accounting as pre-
20 scribed in rules promulgated by the director.

21 (6) ~~An~~ UNTIL JULY 1, 2003, AN individual who has done all
22 of the following is considered to have received the equivalent of
23 2 years of qualifying experience under subsection (4):

24 (a) Has earned a graduate degree in accounting or its equiv-
25 alent at an educational institution approved by the board and has
26 completed a curriculum in public accounting as prescribed in
27 rules promulgated by the director.

1 (b) Has completed at least 2 years as a full-time instructor
2 of accounting in subjects above the elementary level prescribed
3 in rules promulgated by the director.

4 (7) In complying with the requirement of subsection (4) that
5 an applicant shall have performed 1 financial audit, an applicant
6 may submit an audit performed under the direction and supervision
7 of a licensed certified public accountant who is not the
8 applicant's employer or an audit performed while the applicant
9 was meeting the educational requirements of subsection (2).

Draft

State Board of Accountancy

Rules

DEPARTMENT OF CONSUMER AND INDUSTRY SERVICES

BOARD OF ACCOUNTANCY

GENERAL RULES

PART 1. GENERAL PROVISIONS

R 338.5101 Definitions.

Rule 101. (1) As used in these rules:

(a) "Act" means Act No. 299 of the Public Acts of 1980, as amended, being §339.101 et seq. of the Michigan Compiled Laws, and known as the occupational code.

(b) "Audit" or "examination" means an examination applying generally accepted auditing standards, including any procedure undertaken to verify or test the reasonableness of financial information presented in financial statements with a view of expressing an opinion or commenting on the fairness of the presentation.

(c) "Board" means the Michigan state board of accountancy.

(d) "Client" means the person or persons or entity that retains a licensee for the performance of professional services.

~~(e) "Contested case" means contested case as set forth in Act No. 306 of the Public Acts of 1969, as amended, being §24.201 et seq. of the Michigan Compiled Laws, and known as the administrative procedures act.~~

(f) "Continuing education period" means all or part of a year beginning July 1 and ending June 30.

~~(g)~~ (F) "CPA" or "certified public accountant" means a person holding a certificate of certified public accountant granted by the board DEPARTMENT.

(G) "ENGAGEMENT LETTER" MEANS A WRITTEN AGREEMENT BETWEEN A CPA OR A CPA FIRM AND A CLIENT DESCRIBING SERVICES TO BE PERFORMED AND THE FEES TO BE PAID.

(h) "Enterprise" means a person, persons, or entity for which a licensee performs professional services.

(i) "Financial statements" means statements and related footnotes that purport to show financial position, results of operations, and changes in cash flow on the basis of generally accepted accounting principles or another comprehensive basis of accounting. The term does not include incidental financial data included in management advisory services reports to support recommendations to a client and does not include tax returns and supporting schedules of tax returns.

(j) "Generally accepted accounting principles" means accounting principles or standards generally accepted in the United States, including accounting principles board opinions, accounting research bulletins, and statements on standards for accounting and

CONSUMER & INDUSTRY SERVICES, P.O. Box 30018, Lansing, Michigan 48909, at a cost of \$20.00 as of the time of adoption of these rules or from the American Institute of Certified Public Accountants, ~~1211 Avenue of the Americas, New York, New York 10036~~ HARBORSIDE FINANCIAL CENTER, 201 PLAZA THREE, JERSEY CITY, NEW JERSEY, 07311, at a cost of ~~\$12.50~~ \$14.50 as of the time of adoption of these rules.

~~R 338.5105~~ Conduct at public meetings; "chairperson" defined:

~~— Rule 105. (1) For the purpose of this rule, "chairperson" means the person authorized to convene and moderate a meeting of a public body organized or housed within the department or any other person acting temporarily as convenor or moderator.~~

~~— (2) Each person present shall be provided a reasonable opportunity to address a public meeting on an agenda item or a topic relevant to the public body which is not on the agenda if the person makes a request to the public body's offices or to the department prior to convening the meeting or to the chairperson prior to the conclusion of the meeting.~~

~~— (3) The chairperson shall do all of the following:~~

~~— (a) Conduct the public participation portion of the public meeting in an orderly and decorous fashion.~~

~~— (b) Recognize each person wishing to speak, within the time limits available.~~

~~— (c) Allow for public comment on each agenda item.~~

~~— (d) Allocate a specific time on the agenda for general public comments.~~

~~— (e) Exclude a person from the meeting only for a breach of the peace actually committed at the meeting.~~

~~— (f) To preserve the rights of all parties, prohibit a member of the public from addressing the meeting on the subject of an administrative law case pending before a board, except as provided in Act No. 306 of the Public Acts of 1969, as amended, being §24.201 et seq. of the Michigan Compiled Laws, until a disposition of the case has been voted upon by the board.~~

~~— (4) The chairperson may do any of the following:~~

~~— (a) Limit the number of persons admitted to the meeting room if necessary to comply with public safety laws and regulations.~~

~~— (b) Temporarily recess and promptly reconvene the meeting in a larger meeting room if more space is necessary.~~

~~— (c) Impose reasonable limitations on time allotted for public comments.~~

~~— (d) Inquire as to the interest or interests, if any, represented by a person addressing the meeting.~~

determination on the appeal within a reasonable time and may, in reaching a determination, request outside assistance in the review of the papers involved.

R 338.5112 Failure to write examination during specified period; reapplication required.

Rule 112. A candidate who fails to write an examination for a period of 6 successive examinations is required to apply as a new applicant UNLESS EXCUSED AS PROVIDED IN RULE 110(3).

R 338.5115 Certificate of certified public accountant; ~~application~~; qualifying experience requirement.

Rule 115. (1) ~~To fulfill the 2-year qualifying experience requirement of either public accounting or governmental employment, an applicant shall demonstrate that the applicant's experience has included substantial experience in 3 or more distinct lines of commercial or industrial business or nonprofit entities. To fulfill this requirement, experience shall be obtained in financial audits and a combination of reviews, compilations, compliance audits, operational audits, and management audits. Candidates shall have experience in all of the following areas:~~

- ~~—(a) Applying a variety of auditing procedures and techniques to the usual and customary financial transactions recorded in accounting records.~~
- ~~—(b) Preparing audit working papers covering the examination of the accounts usually found in accounting records.~~
- ~~—(c) Participation in planning programs of audit work, including the selection of procedures to be followed.~~
- ~~—(d) Participation in preparing written explanations and comments on the findings of an examination and on the content of accounting records.~~
- ~~—(e) Participation in preparing and analyzing financial statements, together with explanations and notes thereon.~~

~~—(2) As provided in section 704(7) 725(6) of the act, a person shall be regarded as having completed not less than 2 years as aN full-time instructor of accounting in subjects above the elementary level if, within the 6-calendar-year period immediately before application for a certificate of certified public accountant, the applicant has completed not less than 6 academic quarters or 4 academic semesters of aN full-time academic appointment in accounting at an institution recognized by the board. An instructor who has aN full-time academic appointment in accounting shall teach, as the principal instructor, not less than 8-quarter credit hours per quarter or 6 semester credit hours per semester of accounting subjects above the elementary level.~~

APPLICANT DID NOT RECEIVE ACADEMIC CREDIT FOR THE INTERNSHIP. IF ACADEMIC CREDIT WAS GRANTED BY THE COLLEGE OR UNIVERSITY FOR THE INTERNSHIP, THE APPLICANT WILL RECEIVE ONLY HALF CREDIT FOR THE HOURS OF QUALIFYING EXPERIENCE EARNED.

R 338.5120 Registration.

~~Rule 120. (1) A holder of a Michigan certificate of certified public accountant shall register biennially as required by departmental rule, pay the prescribed fee, advise the board of his or her current address and business connections on a form provided by the department, and notify the board of any subsequent change of address.~~

~~(2) A firm practicing public accounting in Michigan shall furnish all of the following information to the board:~~

~~(a) The name of the firm.~~

~~(b) The names and certificate numbers of the partners or shareholders.~~

~~(c) The name and certificate number of the resident manager of each Michigan office.~~

~~(d) The address of additional offices maintained in Michigan.~~

~~(3) Each office of a firm shall be managed by a licensee. The board shall be promptly notified of the opening or closing of any office, a change of address, or a change in the management of an office.~~

~~(4) A person who is administratively responsible for a public accounting firm practicing in Michigan shall be a licensed Michigan certified public accountant.~~

~~(5) A licensee or firm shall not practice public accounting under a name which is misleading as to the type of organization. Names of 1 or more past partners or shareholders may be included in the successor firm name. A partner or stockholder surviving the death or withdrawal of all other partners or stockholders may continue to practice under the firm name for not more than 2 years after becoming a sole practitioner. A firm shall apply for registration by the board within 30 days of changing its name. A registered firm which has changed partners or stockholders shall notify the board of the change upon the next renewal of the firm's registration.~~

~~(6) A registered firm name shall include at least as many partners or stockholders numerically as are indicated by its name. When the terms "and company" or "and associate" are included in the name, at least 1 additional equity owner shall be required. When the terms "and associates" are included in the name, not less than 2 additional equity owners shall be required.~~

R 338.5130 Corporation organized for practice of public accounting.

~~Rule 130. (1) A corporation organized for the practice of public accounting shall be a professional service corporation, as provided in Act No. 192 of the Public Acts of~~

foreign country and is a client of the certified public accountant or foreign accountant, and no separate rendering of financial statements or accounting reports or attesting to the reliability of a representation or estimate is made for the division or subsidiary.

(5) If another state or foreign country charges a fee for providing an affidavit or certificate of professional standing for determining whether the applicant is qualified to practice public accountancy temporarily in this state, the applicant is required to pay such fee.

R 338.5145 Recognition of degrees.

Rule 145. (1) For the purpose of identifying the educational institutions that meet the educational standards required by the board to satisfy the provisions of section 704(2) 725 of the act, both of the following provisions apply:

(a) The board adopts the criteria for accreditation of the north central association of colleges and secondary schools, COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION included in the publication entitled "~~Policies and Standards for Schools, 1992-94.~~ HANDBOOK OF ACCREDITATION, SECOND EDITION." Accreditation by the north central association of colleges and secondary schools or an affiliated association is prima facie proof of having met the criteria. Copies of the criteria are available for inspection and purchase at the Board of Accountancy, Department of Commerce, Bureau of Occupational and Professional Regulation CONSUMER & INDUSTRY SERVICES, P.O. Box 30018, Lansing, Michigan 48909. at a cost of ~~\$15.00~~ \$25.00 as of the time of adoption of these rules or may be purchased from the North Central Association of Colleges and Schools, Commission on Schools, ~~Arizona State University, Tempe, Arizona 84287-3011~~ INSTITUTIONS OF HIGHER EDUCATION, 30 N. LASALLE DTREET, SUITE 2400, CHICAGO. ILLINOIS, 60602-2504, at a cost of ~~\$3.00~~ \$18.00 as of the time of adoption of these rules.

(b) The board may recognize an educational institution which demonstrates that the curricula required for its degrees are the equivalent of those required for degrees granted by institutions accredited pursuant to subdivision (a) of this subrule.

(2) ~~The board may withdraw recognition of degrees from a degree-granting institution for failure to timely respond to questionnaires or otherwise cooperate in determining whether the recognized institution meets the minimum standards.~~ A concentration in accounting shall include the following accounting and general business subjects, for which credit is transferable to any baccalaureate degree-granting institution recognized by the board:

	Semester <u>hours</u>	Quarter <u>hours</u>
AUDITING.....	3	
Accounting principles, including a		

R 338.5150 Publication of annual register.

~~—Rule 150. A copy of the register, as set forth in section 8 of the act, shall be furnished upon request.~~

R 338.5155 Waiver of fees.

~~—Rule 155. (1) A person reaching the age of 70 on or before January 1 of the renewal period shall attach a copy of his or her birth certificate, or other appropriate evidence, and request that the fees be waived. Proof is not required after initial application of waiver.~~

~~—(2) A waiver of a fee does not waive any other requirements under the act or these rules.~~

PART 2. CONTINUING EDUCATION

R 338.5210 Continuing education requirements; reporting; qualifying hours.

Rule 210. (1) Qualifying hours shall be earned annually WITHIN THE CONTINUING EDUCATION PERIOD, and reported biennially on a form prescribed by the board DEPARTMENT within the continuing education period immediately preceding each licensing period.

~~(2) The minimum number of required qualifying hours shall be 40 hours annually.~~

~~—(3) Qualifying hours may be earned only in subjects which are designed to ensure reasonable currency of knowledge as a basis for a high standard of practice as a certified public accountant and which are relevant to the professional services rendered or to be rendered by the licensure applicant or the licensee. The subjects include those described in R 338.5255. Not less than 40% EIGHT of the minimum qualifying hours ANNUALLY shall be in auditing and accounting.~~

R 338.5211 Continuing education requirements; exceptions; extensions.

Rule 211. (1) A licensee who does not earn sufficient qualifying hours during the continuing education period may be allowed to renew a license upon reporting 80 qualifying hours and an additional 4 hours of continuing education credit for each month of time needed to remove the deficiency. The additional 4 hours of continuing education credit for each month of time needed to remove the deficiency shall not apply

(b) An academic semester credit hour earned from an educational institution equals 15 continuing education hours for the continuing education period in which completed.

~~(c) An academic quarter credit hour earned from an educational institution equals 10 continuing education hours for the continuing education period in which completed.~~

—(d) Each classroom hour in noncredit study at an educational institution equals 1 continuing education hour.

R 338.5217 Instruction.

Rule 217. Each hour of classroom work as a teacher, instructor, speaker, or lecturer at an educational institution, or each hour spent conducting a group program, pursuant to R 338.5216, as a teacher, instructor, lecturer, speaker, or seminar discussion leader, equals 3 continuing education hours for the initial session of the course or program taught. Additional credit shall not be given for subsequent repetitious sessions during the same continuing education period. The credit shall not exceed 50% of the minimum qualifying hours in any continuing education period.

R 338.5218 Self-study programs.

Rule 218. (1) A licensure applicant or licensee shall receive continuing education credit for an individual self-study program that is in compliance with all of the following requirements:

(a) The program consists of an educational course designed for self-study and requires evidence of satisfactory completion.

(b) The subject matter of the program is listed in R 338.5255.

(c) Written certification of completion and a program outline and recommended qualifying hours are issued by the sponsor upon request.

(d) The sponsor maintains written records of the program outline and completion of the program for a period of 4 years.

(2) Credit for a self-study program shall not be more than 50% of the minimum qualifying hours in any continuing education period.

(3) A licensee shall not receive credit for repeating a self-study program or course or another self-study program or course that has substantially the same content during a continuing education period.

R 338.5221 Positive enforcement program participation.

~~Rule 221. Continuing education credit may be allowed for participation in a positive enforcement program adopted by the board. Each hour of participation as a reviewer in a positive enforcement program equals 1/2 hour of continuing education credit. Credit shall not exceed 50% of the minimum qualifying hours in any continuing education~~

(j) Professional ethics for certified public accountants.

(k) TAXATION.

(L) FINANCIAL ADVISORY SERVICES.

(M) BUSINESS VALUATIONS.

(N) Any other subjects which contribute to the professional competency of a licensee and for which the responsibility for compliance rests solely with the licensure applicant or licensee.

R 338.5260 Evidence of completion of continuing education requirements.

Rule 260. A licensure applicant or licensee is solely responsible for documenting the evidence to support the fulfillment of the requirements under this part.

R 338.5270 Retention of evidence supporting fulfillment of continuing education requirements.

Rule 270. A licensure applicant or licensee shall retain evidence to support fulfillment of the continuing education requirements for a period of 4 years subsequent to submission of the report under R 338.5210.

~~R 338.5275 Verification of reported information:~~

~~— Rule 275. Continuing education information reported to the board is subject to verification by the board. If the hours reported are not approved, the licensure applicant or licensee shall be notified of the apparent deficiency and the application for licensure or license renewal shall be denied.~~

~~PART 3. HEARINGS AND COMPLIANCE CONFERENCES~~

~~R 338.5305 Administrative committee:~~

~~— Rule 305. (1) The board shall designate 1 member of the administrative committee as chairman:~~

~~— (2) Each complaint received by the office of the board shall be referred promptly to the administrative committee which shall determine whether the complaint is one over which the board has jurisdiction:~~

~~— (a) If the administrative committee determines that the board does not have jurisdiction over the complaint, the committee may suggest to the board courses of action:~~

~~— (b) Having determined that the board has jurisdiction, the administrative committee shall promptly acknowledge the complaint indicating the assigned number and initiate and conduct an investigation in order to further determine and satisfy its members that~~

~~are partners or shareholders in the practice~~ IF THE LICENSEE IS A FIRM, THE FIRM SHALL BE HELD RESPONSIBLE FOR COMPLIANCE WITH THE RULES OF PROFESSIONAL CONDUCT BY ALL OF ITS EMPLOYEES.

(2) A licensee, INCLUDING A FIRM, shall not permit others to carry out, on his or her ITS behalf, acts which, if carried out by the licensee, would constitute a violation of the rules of professional conduct.

R 338.5405 Independence.

Rule 405. A licensee, INCLUDING A firm, ~~or corporation of which the licensee is a partner or shareholder~~ shall not express an opinion on financial statements of an enterprise from which the licensee, ~~firm, or corporation~~ is not independent. For the purpose of defining the impairment of independence, the board adopts the American institute of certified public accountants' rule on independence contained in the publication entitled "Code of Professional Conduct," dated ~~January 1, 1993~~ MAY 1997. Copies of the code are available for inspection at the board of accountancy office in Lansing and may be purchased from the American Institute of Certified Public Accountants, ~~1211 Avenue of the Americas, New York, New York 10036~~ HARBORSIDE FINANCIAL CENTER, 201 PLAZA THREE, JERSEY CITY, NEW JERSEY, 07311, at a cost of ~~\$5.00~~ \$5.50 as of the time of adoption of these rules, or from the Board of Accountancy, Department of ~~Commerce, Bureau of Occupational and Professional Regulation~~ CONSUMER & INDUSTRY SERVICES, P.O. Box 30018, Lansing, Michigan 48909, at a cost of \$10.00 as of the time of adoption of these rules.

~~R 338.5430 Misrepresentation and subordination of judgment.~~

~~—Rule 430. A licensee shall not misrepresent facts when engaged in the practice of public accounting, including the rendering of tax and management advisory services, and shall not subordinate his or her judgment to others.~~

R 338.5435 Competence.

Rule 435. A licensee ~~or~~ INCLUDING A firm shall not undertake a professional engagement which cannot be completed with competence.

~~R 338.5440 Auditing standards.~~

~~—Rule 440. The name of a licensee or firm shall not be associated with financial statements in such a manner as to imply that the licensee or firm acted as an independent certified public accountant unless the applicable generally accepted auditing standards have been applied. Departures from generally accepted auditing~~

representations of fact.

(d) Failing to perform, on a timely basis, services in accordance with the conditions, terms, or prerequisites of a public communication or any quotation.

(e) Misrepresenting facts or failing to disclose relevant facts.

(f) Creating false or unjustified expectations of favorable results.

(g) Implying abilities not supported by valid educational or professional attainments or licensing recognition.

(h) Implying the ability to influence improperly any court, tribunal, or other public body or official.

(i) Making any other representation or implication that is false, deceptive, or misleading.

(j) Employing OR ENGAGING a person to perform a discreditable act ~~that the licensee or the licensee's firm is prohibited from doing by law or these rules.~~

(k) Engaging in a deceptive trade practice prohibited by law.

(l) Retaining documents constituting the original books and records of a client after a demand has been made for their return.

(m) Failing to respond, within a reasonable time, to inquiries of the board or its authorized representatives relative to the administration of the act.

(n) Providing false or misleading information on the qualifying experience of an applicant for certified public accountant.

(o) Stating or implying that the licensee has received formal recognition as a specialist in any aspect of the practice of public accountancy, ~~except in accordance with rules adopted by the board~~ **WHEN THE LICENSEE HAS NOT RECEIVED SUCH RECOGNITION.**

(p) Representing that professional services can or will be competently performed for a stated fee when this is not the case, or making representations with respect to fees for professional services that do not disclose all variables that may reasonably be expected to affect the fees that will in fact be charged.

R 338.5475 Payment or acceptance of commissions prohibited; excluded transactions:

~~Rule 475. A licensee or firm shall not pay commission to obtain a client nor accept a commission for a referral to a client. This does not prohibit payments for the purchase of an accounting practice or retirement payments to individuals formerly engaged in the practice of public accounting or payments to their heirs or estates. A LICENSEE WHO IS PAID OR EXPECTS TO BE PAID A COMMISSION OR A REFERRAL FEE BY A CLIENT SHALL DISCLOSE THAT FACT IN WRITING IN AN ENGAGEMENT LETTER.~~

R 338.5480 Engaging in business or occupation which impairs objectivity or independence prohibited.

Appendix C

*Graduate Survey, Employer Survey,
Faculty Survey and Student Survey with
Comments*

**FERRIS STATE UNIVERSITY
ACCOUNTING PROGRAM REVIEW
GRADUATE SURVEY**

*Please help us strengthen our Accounting Program at Ferris State University by responding to the following questions. Your answers will be kept confidential. Comments may be continued on the back of the sheets, if necessary. Return the completed survey in the enclosed, return envelope by **August 20** so that we can meet our deadlines. Thanks for your help.*

Your major was (1)___Accounting (2)___ Accounting Finance (3)___Accounting CIS

As a graduate of Ferris State, please rate the effectiveness of each of the following aspects of our university in preparing you for the job market.

	Excellent		Average		Poor	No Opinion
1. FSU's academic courses overall?	5	4	3	2	1	N/O
2. FSU's faculty overall?	5	4	3	2	1	N/O
3. FSU's facilities, equipment overall?	5	4	3	2	1	N/O
4. FSU's Job Placement Office?	5	4	3	2	1	N/O
5. College of Business courses?	5	4	3	2	1	N/O
6. College of Business faculty?	5	4	3	2	1	N/O
7. College of Business facilities, equipment?	5	4	3	2	1	N/O
8. FSU's Accounting curriculum?	5	4	3	2	1	N/O
9. FSU's Accounting faculty?	5	4	3	2	1	N/O
10. Accounting Club (Society)	5	4	3	2	1	N/O
11. FSU computer equip/software used by ACCT?	5	4	3	2	1	N/O
12. Accounting resources at FSU's Library?	5	4	3	2	1	N/O

	Very Satisfied				Very Unsatisfied
13 How satisfied are you with the education and training you received at FSU?	5	4	3	2	1

	Better		About the Same		Much Less
14. Compared to graduates of accounting curricula at other universities, how well prepared were you for the job market?	5	4	3	2	1

15. What changes do you feel need to be made to make the FSU Accounting Program more effective in preparing graduates for the job market?

	MORE	NO CHANGE	LESS
Accounting courses	1	2	3
Communication courses	1	2	3
Computer courses	1	2	3
General Education courses	1	2	3
Finance courses	1	2	3
Marketing courses	1	2	3
Management courses	1	2	3
Statistics courses	1	2	3
Economics courses	1	2	3

16. Would you recommend an accounting career to a young student about to enter college? If no, please briefly explain why not?

1. YES ___

2. NO ___

17. Would you recommend FSU's Accounting curriculum to a student? If no, please briefly explain why not?

1. YES ___

2. NO ___

Please provide the following demographic information.

18. What year did you receive your accounting degree from FSU? 19 ___

19. Were you a:

1. ___ Traditional student (18 to 22 year old)

2. ___ Nontraditional student (older than 22)

20. Did you transfer to FSU from another college?

1 ___ Yes 2 ___ No

21. If "yes" to question 20, did you transfer with an associate degree?

1 ___ Yes 2 ___ No

22. Were you a member of the Accounting Club (Society) while at FSU?

1 ___ Yes 2 ___ No

23. How many years have you worked in ACCT?

(1) None ___ (2) 1 - 2 ___ (3) 3 - 5 ___ (4) 6 - 10 ___ (5) More than 10 ___

24. How long did it take you to find your first ACCT job? ___ months ___ N/A

25. Are you currently employed in an accounting related area? (1) ___ Yes (2) ___ No

26. If no to question 25, please indicate why.

1 ___ Promotion to a non-accounting position

2 ___ Business training offered better job opportunity outside ACCT

3 ___ Found a better paying job in another field

4 ___ Decided I liked another career better

5 ___ Decided I did not like accounting work

6 ___ Unable to find an accounting position

7 ___ Other _____

27. If you are not working in accounting, how closely is your present job related to your accounting /business courses and training?

- 1__ Very related (Constantly draws on accounting skills and knowledge.)
- 2__ Fairly related (Frequently draws on accounting and business course knowledge.)
- 3__ Somewhat related (Occasionally draws on accounting and business knowledge.)
- 4__ Not related (Never draws upon accounting or business course knowledge.)

28. Please mark the one category which best describes your employer's industry and your Job title/function.

Business, Government, OR
Not-For-Profit Organizations

Public Accounting, Auditing, or
Consulting Firms

Teaching Institutions
(Teaching/Research)

- 1 __ Staff Accountant
- 2 __ Analyst
- 3 __ Supervisor or Manager
- 4 __ Financial Officer, V. Pres.,
or Controller
- 5 __ Other _____

- 6 __ Consultant, Accountant or
Auditor
- 7 __ Manager or Partner
- 8 __ Other _____

- 9 __ Instructor or Lecturer
- 10 __ Assistant Professor
- 11 __ Associate Professor
- 12 __ Full Professor
- 13 __ Other _____

29. Approximately what is your current annual salary (including bonuses)?

- | | |
|---------------------------|---------------------------|
| 1 __ Less than \$20,000 | 4 __ \$40,000 to \$49,999 |
| 2 __ \$20,000 to \$29,999 | 5 __ \$50,000 to \$70,000 |
| 3 __ \$30,000 to \$39,999 | 6 __ more than \$70,000 |

30. How satisfied are you with your present job?

	very satisfied								very unsatisfied
	5	4	3	2	1				

31. Additional comments or suggestions:

Please return the completed questionnaire in the enclosed, return envelope. Thanks!

Based on your experience from hiring entry level accounting graduates from Ferris State University, please rate the following professional and communication skills.

	Excellent	Average	Poor	No Opinion		
1. How would you rate the overall preparedness of FSU's graduates?	5	4	3	2	1	N/O
2. How would you rate the following specific accounting areas?						
a. Financial Accounting	5	4	3	2	1	N/O
b. Managerial or Cost Accounting	5	4	3	2	1	N/O
c. Income Tax Accounting	5	4	3	2	1	N/O
d. Governmental/Non profit Accounting	5	4	3	2	1	N/O
e. General Ledger Accounting	5	4	3	2	1	N/O
f. Computerized Accounting Applications	5	4	3	2	1	N/O
g. General Computer Skills (Excel, Word)	5	4	3	2	1	N/O
h. Budgeting	5	4	3	2	1	N/O
3. How would you rate the following general education or communication skills?						
a. Writing/Editing Skills	5	4	3	2	1	N/O
b. Oral/Speaking Communication Skills	5	4	3	2	1	N/O
c. Presentation Skills	5	4	3	2	1	N/O
4. How does the preparedness of FSU's entry level graduates compare to the accounting graduates from other universities/colleges?	Much Better		The Same		Much Worse	
	5	4	3	2	1	N/O
5. How important are an employee's knowledge and skills in:	Very				Not at All	
Computer Applications	5	4	3	2	1	N/O
Management	5	4	3	2	1	N/O
Finance	5	4	3	2	1	N/O
Marketing	5	4	3	2	1	N/O
Related general business functions	5	4	3	2	1	N/O
6. What trend will most significantly affect the practice of accounting in the next 5-10 years, and what should Ferris State do to prepare our graduates to meet the professional needs/demands which will emerge from that trend?						
7. Additional Comments: Please use an attachment if appropriate.						

Please take a moment to complete this survey and return to *Patrick McNabb, Bus 307*. Your assistance in completing our program review is very much appreciated!

**Faculty Survey
Accounting Major, Academic Program Review
April 1998**

	Strongly Agree			Strongly Disagree			No Opinion
	5	4	3	2	1		N/O
The Accounting major fits FSU's mission.	5	4	3	2	1		N/O
FSU's Accounting curriculum fits the needs of students.	5	4	3	2	1		N/O
FSU's Accounting curriculum fits the needs of employers.	5	4	3	2	1		N/O
FSU's Accounting program is a integral part of the COB.	5	4	3	2	1		N/O
The overall quality of accounting students is equal to or above the COB average.	5	4	3	2	1		N/O
The courses required of an accounting major are appropriate and sufficiently rigorous.	5	4	3	2	1		N/O
The financial resources the COB provides to its Accounting program is sufficient.	5	4	3	2	1		N/O
The faculty the COB provides to its Accounting program is sufficient.	5	4	3	2	1		N/O
The technology the COB provides to its Accounting program is sufficient.	5	4	3	2	1		N/O
The Accounting major needs a stronger recruiting effort.	5	4	3	2	1		N/O
I think that basic accounting knowledge and skills are valuable to graduates from my academic area.	5	4	3	2	1		N/O
Accounting skills and knowledge are valuable for all COB graduates.	5	4	3	2	1		N/O
The service courses which are available to non accounting COB students meet the needs of these students.	5	4	3	2	1		N/O

OVER PLEASE

In your opinion, what are the most important skills to be taught in an Accounting curriculum ?

What one change would you make to achieve the most significant improvement in the Accounting program at FSU?

What additional faculty, technology, or physical resources are needed, if any, to make the Accounting curriculum better and more successful?

Have you ever taken a course in Accounting? yes no If yes, how many?
How many years have you taught at a college? 0 1-10 10-15 15+
How many years have you worked in business? 0 1-10 10-15 15+
How many years have you been employed at Ferris 1-5 5-10 10+
You are a member of : Mktg. Dept. Mgmt. Dept. ACIS Dept. Econ/Appl Stats Dept.
 COB staff Arts & Sciences Faculty FSU staff Other

**ACCOUNTANCY PROGRAM
EXIT SURVEY**

Major _____

Date _____

ENTERING YOUR PROGRAM:

How did you enter your major at Ferris State University? (Circle your response)

- a. As a freshman
- b. As a transfer from another college or university (non-degree)
- c. With an associate's degree from Ferris State University
- d. With an associate's degree from another college or university
- e. From another program at Ferris State University
- f. Other: _____

EMPLOYMENT PLANS:

1. Have you secured a job that reflects the completion of your degree? ___ Yes ___ No
 - a. If the answer to 1 is "yes," is this position with your current employer? ___ Yes ___ No
 - b. If the answer to 1 is "no", have you had a job offer that you are presently considering? ___ Yes ___ No
 - (1) If the answer to (b) is "yes," do you plan to stay with your present employer? ___ Yes ___ No
 - (2) If the answer to (b) is "no," do you plan to stay with your present employer? ___ Yes ___ No
2. If you have not secured a job that reflects the completion of your degree, what are your job search plans?
3. Did you use the services of the Placement Office in your job search? ___ Yes ___ No
4. If you have secured a job that reflects the completion of your degree, what is the title of the position?

EVALUATION OF YOUR DEGREE PROGRAM:

On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your business degree in terms of (circle your response):

- a. preparation for a career? 1 2 3 4 5
- b. intellectual challenge? 1 2 3 4 5

What single business course do you feel will be most beneficial to you in your business career?

Why? _____

What single business course do you feel will be least beneficial to you in your business career?

Why? _____

What area(s) of your degree program do you feel needed strengthening? (Please circle all that apply)

- | | |
|--------------------------------|---------------------------|
| a. accounting skills | f. writing skills |
| b. finance skills | g. management skills |
| c. statistics skills | h. interpersonal skills |
| d. computer skills | i. problem-solving skills |
| e. verbal communication skills | j. marketing skills |
| k. other: _____ | |

PLANS FOR GRADUATE STUDY:

Do you have plans for graduate study? ___ Yes ___ No

If "yes," please indicate where and when you plan to enter graduate studies.

___ Immediately after graduation ___ Later

Where: _____

EXTRACURRICULAR ACTIVITIES:

In which extracurricular activities were you active?

To what extent did your extracurricular activities enhance your business career preparation? (Circle your response)

- | | |
|---------------------------------|-----------------------------------|
| a. they contributed very little | c. they were moderately important |
| b. they were somewhat important | d. they were extremely important |

COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE:

Did you have a cooperative education or internship experience? ___ Yes ___ No

If "yes," please indicate the extent to which the experience enhanced your business career preparation (circle your response):

- | | |
|-------------------------------|--------------------------------|
| a. it contributed very little | c. it was moderately important |
| b. it was somewhat important | d. it was extremely important |

COMMENTS:

Please provide any comments you would like to make about the quality of or deficiencies in your undergraduate degree program.

STUDENT OUTCOMES ASSESSMENT

1. Program name: B. S. in Business (Accountancy)

2. Responsibility/Timelines:

Short-term component (one-year): Exit surveys,

Long-Term component (three years): Continuation of exit surveys.

Possible use of graduate survey. Reassessment of the methodology for Accounting 201 and 202. Also, participation of the assessment of the College of Business core curriculum

3. Program Goals/Objectives:

Goals/objectives for expected student learning outcomes:

1. To provide students with the knowledge and skills to enter the accounting and related profession

Expected outcomes: to increase the employment rate for majors above the current rate

2. Encourage more students to seek professional certification(s)

Expected outcomes: increase the number of students/graduates who sit for one or more of the professional certification exams

3. Increase the number of graduates who pass professional examinations

Expected outcomes: increase the pass rate of professional examinations over the current rate

4. Develop a mechanism for ensuring that our students are exposed to current technologies utilized in the practice of accounting

Expected outcomes: students have the necessary entry-level technical skills to effectively compete in the job market

5. Increase student and faculty participation in professional and other community organizations and related activities

Expected outcomes: a higher percentage of majors and dual majors will become members in the campus professional accounting organization and in student affiliates of professional organizations

4. Program Assessment Tools:

Students: Tests, practice sets, cases, presentations, projects, etc.

Courses: Student evaluation, advisory group input, evaluation of trends in accounting education (i.e., American Accounting Association)

Major: Advisory group input, exit surveys, possible graduate surveys and employer surveys

5. Distribution of Assessment Results/Data Analysis:

Exit survey results for the program, as well as that of the management department (as it related to accounting), were distributed in written form to all faculty in the Accountancy program for review and discussion. Data analysis and preparation of written reports was the responsibility of C. Wolgamott, Professor of Accountancy and program member of the College of Business Assessment Committee.

6. Use of Results:

The department members spent a good deal of the time at the August 19, 1997 retreat discussing the Management Department information shared with our program that related to the Accounting 201 and 202 classes. There was a lot of discussion about the methodology used in these accounting classes. Faculty volunteered to review various texts which address new method of presenting this introductory information.

The results of the accounting program student exit survey came from students in our ACCT 599 Microcomputer Applications classes from three locations: (1) the Big Rapids campus, (2) the Niles campus and (3) the Traverse City campus. A good deal of the results relate to the needs at the various campuses. The survey results related to criticism of the quality and/or methodology of instructions and reveal a basic need to improve computer skills.

7. Future Program Planning:

All the programs offered by the Accountancy program were include in the activities described above. Many of the faculty are involved in activities that will result in the assessment of, and possible changes in, the Accounting 201 and 202 classes.

The results of the program surveys will be discussed at future program meetings and they relate to on-campus and off-campus classes.

A number of faculty report using assessment instruments in their classes and report changing their teaching methods as a result of the assessment tools.

Exit surveys will continue to be used, with modification resulting from faculty recommendations. The use of a graduate survey is being considered. This information will be shared with the advisory committee.

The unit action plans and student outcomes assessment plans will be modified as appropriate as faculty change their teaching methodologies and as surveys continue to be conducted.

Appendix D

Labor Market Analysis Tables

Accounting Degrees Awarded

TABLE 3A

**Accounting Degrees Awarded by All Schools
1971-72 through 1995-96**

	<i>Bachelor's</i>		<i>Master's</i>		<i>Total</i>	
	<i>Number of Graduates</i>	<i>Rate of Growth</i>	<i>Number of Graduates</i>	<i>Rate of Growth</i>	<i>Number of Graduates</i>	<i>Rate of Growth</i>
1971-72	23,800	—	2,200	—	26,000	—
1972-73	26,300	+ 11%	2,700	+ 23%	29,000	+ 12%
1973-74	31,400	+ 19%	3,400	+ 26%	34,800	+ 20%
1974-75	35,400	+ 13%	4,300	+ 26%	39,700	+ 14%
1975-76	39,900	+ 13%	4,700	+ 9%	44,600	+ 12%
1976-77	44,760	+ 12%	5,620	+ 20%	50,380	+ 13%
1977-78	46,000	+ 3%	5,670	+ 1%	51,670	+ 3%
1978-79	48,800	+ 6%	5,640	- 1%	54,440	+ 5%
1979-80	49,870	+ 2%	5,280	- 6%	55,150	+ 1%
1980-81	49,320	- 1%	5,520	+ 5%	54,840	- 1%
1981-82	50,300	+ 2%	5,570	+ 1%	55,870	+ 2%
1982-83	51,950	+ 3%	5,810	+ 4%	57,760	+ 3%
1983-84	53,020	+ 2%	6,330	+ 9%	59,350	+ 3%
1984-85	51,980	- 2%	5,910	- 7%	57,890	- 2%
1985-86	50,000	- 4%	5,750	- 3%	55,750	- 4%
1986-87	48,030	- 4%	5,580	- 3%	53,610	- 4%
1987-88	46,340	- 4%	4,910	- 12%	51,250	- 4%
1988-89	52,500	+ 13%	5,230	+ 7%	57,730	+ 13%
1989-90	52,320	- 0-	5,040	- 4%	57,360	- 1%
1990-91	53,600	+ 1%	5,540	+ 10%	59,140	+ 3%
1991-92	53,320	- 0-	7,070	+ 28%	60,390	+ 2%
1992-93	50,060	- 6%	5,330	- 25%	55,390	- 8%
1993-94	53,450	+ 7%	7,170	+ 35%	60,620	+ 9%
1994-95	53,360	- 0-	7,860	+ 10%	61,220	+ 1%
1995-96	52,030	- 2%	7,630	- 3%	59,660	- 3%

TABLE 4
Accounting Degrees Awarded by Accredited Accounting Programs

	<i>Number of AACSB-Accredited Accounting Programs</i>	<i>Bachelor's</i>	<i>MBA in Accounting</i>	<i>Master's in Accounting</i>
1991-92	97	14,380	230	1,470
1992-93	96	16,650	160	850
1993-94	105	18,560	330	3,360
1994-95	111	17,770	460	3,610
1995-96	120	19,340	430	3,610

TABLE 5
New Accounting Graduates from AACSB- and ACBSP-Accredited
Business Administration Programs

	<i>Number of AACSB- and ACBSP-Accredited Business Administration Programs</i>	<i>Bachelor's</i>	<i>Master's</i>	<i>Total</i>
1991-92	281*	30,950	4,970	35,920
1992-93	310	29,580	4,280	33,860
1993-94	349	37,600	6,023	43,623
1994-95	351	37,340	6,130	43,470
1995-96	366	39,000	6,680	45,680

* Does not include ACBSP-accredited business administration programs.

TABLE 6
New Accounting Graduates
from Other Business Administration Programs

	<i>Number of Other Business Administration Programs</i>	<i>Bachelor's</i>	<i>Master's</i>	<i>Total</i>
1991-92	496	22,370	2,100	24,470
1992-93	554	20,480	1,050	21,530
1993-94	514	15,850	1,150	17,000
1994-95	512	16,020	1,730	17,750
1995-96	497	13,030	950	13,980

TABLE 7

**New Accounting Graduates with Bachelor's Degrees
from Public and Private Schools**

	<i>Public</i>	<i>Private</i>
1991-92	36,750	16,570
1992-93	34,270	15,790
1993-94	39,828	13,620
1994-95	38,760	14,600
1995-96	36,080	15,950

TABLE 8

**New Accounting Graduates with Master's Degrees
from Public and Private Schools**

	<i>Public</i>	<i>Private</i>
1991-92	4,640	2,430
1992-93	3,650	1,680
1993-94	4,291	2,877
1994-95	4,430	3,430
1995-96	4,530	3,100

TABLE 9

**New Accounting Graduates with Bachelor's Degrees
by Geographic Region**

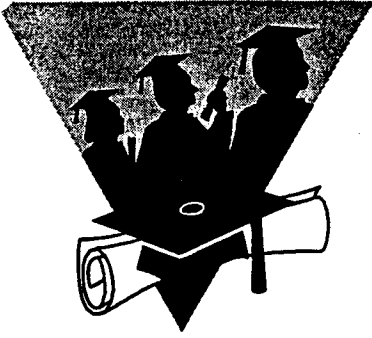
	<i>Eastern</i>	<i>North Central</i>	<i>Southern</i>	<i>Pacific</i>
1991-92	13,290	14,610	17,760	7,400
1992-93	11,920	14,510	16,870	6,760
1993-94	11,095	17,135	17,203	8,015
1994-95	14,630	15,860	16,930	5,940
1995-96	11,870	15,270	17,980	6,910

New Accounting Graduates Hired by CPA Firms

TABLE 29

New Accounting Graduates Hired by CPA Firms

	<i>Bachelor's</i>	<i>Master's</i>	<i>Total Demand</i>
1971	6,800	2,000	8,800
1972	8,900	2,400	11,300
1973	10,000	2,600	12,600
1974	9,500	2,600	12,100
1975	9,200	2,800	12,000
1976	10,010	3,350	13,360
1977	11,660	3,310	14,970
1978	12,770	2,890	15,660
1979	13,500	2,900	16,400
1980	14,100	2,460	16,560
1981	14,200	2,210	16,410
1982	11,970	2,210	14,180
1983	14,490	2,180	16,670
1984	15,640	2,180	17,820
1985	16,510	2,250	18,760
1986	16,110	2,030	18,140
1987	16,720	2,050	18,770
1988	16,740	2,220	18,960
1989	25,240	2,600	27,840
1990	21,340	2,500	23,840
1991	18,840	1,760	20,600
1992	19,870	2,650	22,520
1993	19,320	2,670	21,990
1994	18,500	2,970	21,470
1995	18,560	3,375	21,935
1996	17,820	2,650	20,470



College of Business

1995-96 Survey Highlights

<u>Categories</u>	<u>1995-96</u>	<u>1994-95</u>	<u>1993-94</u>
★ Employed or continuing their education.	96%	91%	88%
★ Individuals in job market who found jobs.	96%	90%	87%
★ Graduates in job market employed in their field.	82%	84%	82%
★ Response rate of graduates completing follow-up survey.	43%	75%	78%
<hr/>			
★ Associate Degree students continuing their education.	73%	77%	76%
<ul style="list-style-type: none"> - In 1995-96, 68.6% continued at Ferris. - In 1995-96, 3.9% transferred to another institution. 			

Calculations include full-time and part-time responses.

Accountancy B.S.

Number receiving degrees 35
 Number responding to survey 14 40.0%

		Full-Time	Part-Time	PT/ET	Unknown
Continuing their education	2	1	0		1
Total employed	12				
Employed in field		10	0		1
Employed, but not in field		1	0		0
Seeking in field	1				
Still seeking employment	0				
Not seeking employment	1				

Had an FSU internship 1 Did their internship with the employer 0

Employment rate 100%

Full Time Salaries

of grads indicating full-time employment: 11 Did Not Answer: 2 # Reporting: 9

\$9-11 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K
 1 2 2 4

Accountancy/Finance B.S.

Number receiving degrees 3
 Number responding to survey 1 33.3%

		<u>Full-Time</u>	<u>Part-Time</u>	<u>PT/FT</u>	<u>Unknown</u>
Continuing their education	0	0	0		0
Total employed	1				
Employed in field	1	1	0		0
Employed, but not in field	0	0	0		0
Seeking in field	0				
Still seeking employment	0				
Not seeking employment	0				

Had an FSU internship 1 Did their internship with the employer 0
 Employment rate 100%

Full Time Salaries

of grads indicating full-time employment: 1 Did Not Answer: 0 # Reporting: 1

\$9-11 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K

1

CIS/Accountancy B.S.

Number receiving degrees 3
 Number responding to survey 1 33.3%

		<u>Full-Time</u>	<u>Part-Time</u>	<u>PT/ET Unknown</u>
Continuing their education	0 —	0	0	0
Total employed	1			
Employed in field	—	1	0	0
Employed, but not in field	—	0	0	0
Seeking in field	0			
Still seeking employment	0			
Not seeking employment	0			

Had an FSU internship 0 Did their internship with the employer 0
 Employment rate 100%

Full Time Salaries

of grads indicating full-time employment: 1 Did Not Answer: 0 # Reporting: 1

\$9-11 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K

1

**Ferris State University
Placement Profile for 1996-97
in the College of BUSINESS**

Some respondents continuing their education did not indicate what type of program they were entering or the school they would be attending. It was assumed that the respondent would be entering the next highest academic degree (i.e. an associate's degree graduate would be entering a bachelor's degree program).

Curriculum	Total Grads No.	Total - Response		Continuing Education				Currently Employed		Seeking Employment		Not seeking Employment		Employed in field					
		No.	Rate %	Ferris		Other Institutions		No.	%	No.	%	No.	%	No.	%				
				Undergrad	Graduate	Undergrad	Graduate												
<u>Masters</u>																			
Information Systems Management	23	8	35%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	7	88%		
<u>Baccalaureate</u>																			
Accountancy	46	21	46%	0	0%	2	10%	2	10%	1	5%	17	81%	1	5%	1	5%	12	71%
Accountancy/Finance	2	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Advertising	21	10	48%	0	0%	0	0%	0	0%	1	10%	9	90%	1	10%	0	0%	8	89%
Business Administration	108	63	58%	5	8%	4	6%	5	8%	3	5%	51	81%	2	3%	2	3%	41	80%
CIS/Accountancy	6	4	67%	0	0%	0	0%	0	0%	1	25%	4	100%	0	0%	0	0%	4	100%
CIS/Management	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
CIS/Marketing	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Computer Information Systems	33	19	58%	1	5%	4	21%	1	5%	0	0%	13	68%	1	5%	0	0%	10	77%
Finance	9	3	33%	0	0%	0	0%	0	0%	1	33%	3	100%	0	0%	0	0%	3	100%
Hospitality Management	25	10	40%	0	0%	1	10%	0	0%	0	0%	9	90%	0	0%	0	0%	8	89%
Human Resource Management	9	5	56%	0	0%	0	0%	0	0%	1	20%	5	100%	0	0%	0	0%	4	80%
Insurance	5	2	40%	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%	2	100%
Insurance/Real Estate	3	3	100%	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%	3	100%
International Business	10	6	60%	0	0%	2	33%	0	0%	0	0%	4	67%	0	0%	0	0%	4	100%
Management	15	6	40%	0	0%	0	0%	2	33%	0	0%	6	100%	0	0%	0	0%	4	67%
Marketing	22	7	32%	0	0%	0	0%	2	29%	0	0%	6	86%	0	0%	0	0%	2	33%
Marketing/Professional Golf Manage	80	53	66%	0	0%	0	0%	2	4%	1	2%	52	98%	1	2%	0	0%	51	98%
Marketing/Professional Tennis Mgt.	12	10	83%	1	10%	0	0%	0	0%	0	0%	9	90%	0	0%	0	0%	8	89%
Marketing/Retail	7	1	14%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%
Marketing/Sales	15	8	53%	1	13%	0	0%	1	13%	0	0%	7	88%	0	0%	0	0%	6	86%
Office Automation Systems	2	2	100%	0	0%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Operations Management	3	1	33%	0	0%	0	0%	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%
Public Relations	10	9	90%	0	0%	0	0%	1	11%	0	0%	9	100%	0	0%	0	0%	6	67%
Small Business Management	12	6	50%	1	17%	0	0%	1	17%	1	17%	5	83%	0	0%	0	0%	4	80%
Visual Communication	16	6	38%	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%	6	100%
<u>Associate</u>																			
Administrative Assistant	3	3	100%	2	67%	0	0%	0	0%	0	0%	1	33%	0	0%	0	0%	0	0%
Court and Freelance Reporting	3	2	67%	0	0%	0	0%	1	50%	0	0%	2	100%	0	0%	0	0%	1	50%
Food Service Management	18	13	72%	13	100%	0	0%	0	0%	0	0%	1	8%	0	0%	0	0%	1	100%
General Business	18	10	56%	8	80%	0	0%	0	0%	0	0%	2	20%	1	10%	0	0%	2	100%
Legal Assistant	9	5	56%	2	40%	0	0%	0	0%	0	0%	3	60%	0	0%	0	0%	2	67%
Real Estate	9	2	22%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Visual Communication	13	9	69%	8	89%	0	0%	1	11%	0	0%	1	11%	0	0%	0	0%	1	100%
Totals:	570	308	54%	44	14%	15	5%	20	6%	10	3%	241	78%	7	2%	3	1%	203	84%

Information Systems Management M.S.

Number of Degrees: 23 Number responding: 8 (35%)

<i>Placement Rate = 100% (8)</i>		<u>Full-Time</u>	<u>Part-Time</u>
Continuing Education	0	0	0
Employed	8	8	0
Seeking Employment	0		
Not Seeking	0		

Salary Scale (Full-Time)

\$10-12 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K
2 1 2 3

<i>Employment Rate = 100%</i>			
Employed	8 (100%)	In Field	7 (88%)
		Completed Internship	2 (25%)
		With Current Employer	0 (0%)
Seeking	0		
Total in Job Market	8		

Accountancy B.S.

Number of Degrees: 46 Number responding: 21 (46%)

<i>Placement Rate = 90% (19)</i>		<u>Full-Time</u>	<u>Part-Time</u>
Continuing Education	5	2	3
Employed	17	15	2
Seeking Employment	1		
Not Seeking	1		

Salary Scale (Full-Time)

\$10-12 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K
4 1 3 3 1 1

<i>Employment Rate = 94%</i>			
Employed	17 (81%)	In Field	12 (71%)
		Completed Internship	2 (12%)
		With Current Employer	1 (50%)
Seeking	1		
Total in Job Market	18		

CIS/Accountancy B.S.

Number of Degrees: 6 Number responding: 4 (67%)

Placement Rate = 100% (4)		<u>Full-Time</u>	<u>Part-Time</u>
Continuing Education	1	0	1
Employed	4	4	0
Seeking Employment	0		
Not Seeking	0		

Salary Scale (Full-Time)

\$10-12 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K

1 2 1

Employment Rate = 100%			
Employed	4	(100%)	In Field 4 (100%)
			Completed Internship 2 (50%)
			With Current Employer 0 (0%)
Seeking	0		
Total in Job Market		4	

CIS/Management B.S.

Number of Degrees: 2 Number responding: 1 (50%)

Placement Rate = 100% (1)		<u>Full-Time</u>	<u>Part-Time</u>
Continuing Education	0	0	0
Employed	1	1	0
Seeking Employment	0		
Not Seeking	0		

Salary Scale (Full-Time)

\$10-12 K \$12-15 K \$16-19 K \$20-23 K \$24-27 K \$28-31 K \$32-35 K \$36-39 K \$40-43 K \$44-47 K \$48-51 K \$52-55 K \$55-60 K

1

Employment Rate = 100%			
Employed	1	(100%)	In Field 1 (100%)
			Completed Internship 1 (100%)
			With Current Employer 0 (0%)
Seeking	0		
Total in Job Market		1	

Appendix E

Accountancy Program Checksheets

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS

ACCOUNTANCY (Cost/Managerial Track) - 124 Credits

SS#: _____

121	Fundamentals of Public Speaking - (None)	3	
150	English 1 - (None)	3	
250	English 2 - (ENGL 150 or equivalent)	3	

Select two courses from the following subject areas (one must be a lab course):
 ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS

		4	
		3	

122	Mathematical Analysis for Business - (MATH 115 with a grade of C or better)	3	
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Complete the course listed below and select two courses from the following subject areas:
 ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR

287	Business in Literature - (ENGL 250)	3	
	Cultural Enrichment Elective	3	
	Cultural Enrichment Elective - Must be global	3	

Complete the courses listed below and select one course at the 300/400 level from the following subject areas:
 ANTH, GEOG (except 111 & 121), PLSC, PSYC, SOCY, SSCJ

221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
222	Principles of Economics 2 - (ECON 221)	3	
	Social Awareness Elective - 300/400 level - non-economics, must be race, ethnicity or gender	3	

	Non-Business Elective - Must be writing intensive	3	
	Non-Business Elective - If needed MATH 110 or MATH 115 can be taken	3	
	Free Elective	3	
	Free Elective	3	
	Free Elective	2	

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Accountancy (Cost/Managerial Track) degree.

Ferris State University - College of Business
ACCOUNTANCY (Cost/Managerial Track) MAJOR

COURSE TITLE	PREREQUISITES SHOWN IN BRACKETS ()	SH	GRADE	GR.P
ACCOUNTANCY (Cost/Managerial Track) MAJOR - 43 Credits Required				
310	Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
312	Intermediate Accounting 2 - (ACCT 310)	3		
321	Cost Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
322	Cost Accounting 2 - (ACCT 321)	3		
350	Federal Income Tax 1 - (ACCT 202)	3		
	Accounting Elective at the 300 level or above	3		
	Accounting Elective at the 300 level or above	3		
431	Accounting Systems and Controls 1 - (ACCT 310)	3		
441	Auditing 1 - (ACCT 431)	3		
525	Quantitative Methods - Accounting - (ACCT 322, STQM 260)	3		
550	Federal Income Tax 2 - (ACCT 350)	3		
250	Introduction to Manufacturing Technology - (None)	3		
423	Engineering Economics - (MATH 126 or equivalent)	2		
250	CIM Integration of Business and Technology - (None)	2		
371	Production/Operations Management - (Junior standing)	3		
BUSINESS CORE - 30 Credits Required				
201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
309	Micro Applications in Accounting - (ACCT 312)	3		
321	Contracts and Sales - (None)	3		
325	Advanced Writing for Business - (ENGL 250)	3		
322	Financial Management 1 - (ACCT 202, MATH 115)	3		
302	Principles of Information System - (None)	3		
301	Applied Management - (Junior standing or permission of professor)	3		
321	Principles of Marketing - (ECON 221)	3		
260	Introduction to Statistics - (MATH 115)	3		

NOTE: A 2.00 GPA is required for both the major and business core.

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS

ACCOUNTANCY (Professionally Directed Track) - 124 Credits

SS#: _____

COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
COMMUNICATION COMPETENCE - 12 Credits Required			
121	Fundamentals of Public Speaking - (None)	3	
	Select one of the following: COMM 221, 251, 332, 336 - (COMM 121)	3	
150	English 1 - (None)	3	
150	English 2 - (ENGL 150 or equivalent)	3	
SCIENTIFIC UNDERSTANDING - 7 Credits Required			
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS			
		4	
		3	
QUANTITATIVE SKILLS - 3 Credits Required			
122	Mathematical Analysis for Business - (MATH 115 with a grade of C- or better)	3	
CULTURAL ENRICHMENT - 9 Credits Required			
Complete the course listed below and select two courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR			
187	Business in Literature - (ENGL 250)	3	
	Cultural Enrichment Elective	3	
	Cultural Enrichment Elective - must be global	3	
SOCIAL AWARENESS - 9 Credits Required			
Complete the courses listed below and select one course at the 300/400 level from the following subject areas: ANTH, GEOG (except 111 & 121), PLSC, PSYC, SOCY, SSCI			
221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
222	Principles of Economics 2 - (ECON 221)	3	
	Social Awareness Elective - 300/400 level - non-economics, must be race, ethnicity or gender	3	
ELECTIVES - 21 Credits Required			
	Free Elective - If needed Math 110 and Math 115 can be taken as free electives.	3	
	Free Elective	3	
	Free Elective	3	
	Free Elective	3	
	Free Elective	3	
	Free Elective	3	
	Free Elective	3	

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Accountancy (Professionally Directed Track) degree.

Ferris State University - College of Business
ACCOUNTANCY (Professionally Directed Track) MAJOR

	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR. P.
ACCOUNTANCY (Professionally Directed Track) MAJOR - 33 Credits Required				
310	Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
312	Intermediate Accounting 2 - (ACCT 310)	3		
321	Cost Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
350	Federal Income Tax 1 - (ACCT 202)	3		
	Accounting Elective at the 300 level or above	3		
	Accounting Elective at the 300 level or above	3		
	Accounting Elective at the 300 level or above	3		
431	Accounting Systems and Controls 1 - (ACCT 310)	3		
441	Auditing 1 - (ACCT 431)	3		
	Accounting/Business Elective at the 300 level or above	3		
	Accounting/Business Elective at the 300 level or above	3		
BUSINESS CORE - 30 Credits Required				
201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
309	Micro Applications in Accounting - (ACCT 312)	3		
321	Contracts and Sales - (None)	3		
325	Advanced Writing for Business - (ENGL 250)	3		
322	Financial Management 1 - (ACCT 202, MATH 115)	3		
302	Principles of Information System - (None)	3		
301	Applied Management - (Junior standing or permission of professor)	3		
321	Principles of Marketing - (ECON 221)	3		
260	Introduction to Statistics - (MATH 115)	3		

NOTE: A 2.00 GPA is required for both the major and business core.

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS

ACCOUNTANCY (Public Accounting Track) - 124 Credits

NAME: _____ **SS#:** _____

REQUIRED	COURSE TITLE	PREREQUISITES SHOWN IN BRACKETS ()	SH	GRADE
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COMMUNICATION COMPETENCE - 12 Credits Required

COMM	121	Fundamentals of Public Speaking - (None)	3	
COMM		Select one of the following: COMM 221, 251, 332, 336 - (COMM 121)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	

SCIENTIFIC UNDERSTANDING - 7 Credits Required

Select two courses from the following subject areas (one must be a lab course):

ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS

			4	
			3	

QUANTITATIVE SKILLS - 3 Credits Required

MATH	122	Mathematical Analysis for Business - (MATH 115 with a grade of C- or better)	3	
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CULTURAL ENRICHMENT - 9 Credits Required

Complete the course listed below and select two courses from the following subject areas:

ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR

LITR	287	Business in Literature - (ENGL 250)	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective - must be global	3	

SOCIAL AWARENESS - 9 Credits Required

Complete the courses listed below and select one course at the 300/400 level from the following subject areas:

ANTH, GEOG (except 111 & 121), PLSC, PSYC, SOCY, SSCI

ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
		Social Awareness Elective - 300/400 level - non-economics, must be race, ethnicity or gender	3	

ELECTIVES - 16 Credits Required

		Non-Business Elective 300/400 level -	3	
		Non-Business Elective	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	4	

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Accountancy (Public Accounting Track) degree.

Ferris State University - College of Business
ACCOUNTANCY (Public Accounting Track) MAJOR

CRSE ID	COURSE TITLE	PREREQUISITES SHOWN IN BRACKETS ()	SAH	GRADE	GR P
ACCOUNTANCY (Public Accounting Track) MAJOR - 38 Credits Required					
ACCT	310	Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
ACCT	312	Intermediate Accounting 2 - (ACCT 310)	3		
ACCT	321	Cost Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
ACCT	322	Cost Accounting 2 - (ACCT 321)	3		
ACCT	350	Federal Income Tax 1 - (ACCT 202)	3		
ACCT	410	Advanced Financial Accounting 1 - (ACCT 310)	3		
ACCT	412	Advanced Financial Accounting 2 - (ACCT 310, ACCT 410)	3		
ACCT	431	Accounting Systems and Controls 1 - (ACCT 310)	3		
ACCT	441	Auditing 1 - (ACCT 431)	3		
ACCT	510	Accounting Theory - (ACCT 312)	3		
ACCT	550	Federal Income Tax 2 - (ACCT 350)	3		
ACCT	561	Principles of Fund Accounting - (ACCT 312)	3		
BLAW	322	Commercial Paper and Secured Transactions - (BLAW 221 or BLAW 321)	2		
BUSINESS CORE - 30 Credits Required					
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
ACCT	599	Micro Applications in Accounting - (ACCT 312)	3		
BLAW	321	Contracts and Sales - (None)	3		
ENGL	325	Advanced Writing for Business - (ENGL 250)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System - (None)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		

NOTE: A 2.00 GPA is required for both the major and business core.

**Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS**

ACCOUNTANCY/COMPUTER INFORMATION SYSTEMS - 140 Credits

NAME: _____ **SS#:** _____

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE
COMMUNICATION COMPETENCE - 9 Credits Required				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
SCIENTIFIC UNDERSTANDING - 7 Credits Required				
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
		Scientific Understanding with Lab	4	
		Scientific Understanding	3	
QUANTITATIVE SKILLS - 3 Credits Required				
MATH	122	Mathematical Analysis for Business - (MATH 115 with a grade of C- or better)	3	
CULTURAL ENRICHMENT - 9 Credits Required				
Complete the course listed below and select two courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR				
ENGL	287	Business in Literature - (ENGL 250)	3	
		Cultural Enrichment Elective - must be writing intensive at the 300 - 400 level.	3	
		Cultural Enrichment Elective	3	
SOCIAL AWARENESS - 9 Credits Required				
ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
		Social Awareness Ele. 300 - 400 level non-econ. - Recom. GEOG 301, PLSC 323, 331 341.	3	

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Accountancy/Computer Information Systems degree.

Ferris State University - College of Business
ACCOUNTANCY/COMPUTER INFORMATION SYSTEMS MAJOR

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR. PTS.
ACCOUNTANCY/COMPUTER INFORMATION SYSTEMS MAJOR - 70 Credits Required				
ACCT	310 Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
ACCT	312 Intermediate Accounting 2 - (ACCT 310)	3		
ACCT	321 Cost Accounting 1 - (ACCT 202 with a grade of C- or better)	3		
ACCT	350 Federal Income Tax 1 - (ACCT 202)	3		
ACCT	431 Accounting Systems and Controls 1 - (ACCT 310)	3		
ACCT	441 Auditing 1 - (ACCT 431)	3		
ACCT	561 Principles of Fund Accounting - (ACCT 312)	3		
ACCT	Accounting Elective - must be at the 300 level or above.	3		
ACCT	Accounting Elective - must be at the 300 level or above.	3		
ISYS	101 Introduction to Programming - (None)	3		
ISYS	105 Microcomputer Applications or {pass proficiency test} - (None)	3		
ISYS	200 Database Design and Implementation - (ISYS 105 or equivalent and ISYS 202)	3		
ISYS	210 Computer Operating Systems -(ISYS 105 or equivalent and ISYS 202)	3		
ISYS	212 Introduction to C++ Programming - (ISYS 101)	4		
ISYS	220 Introduction to COBOL - (ISYS 101 and prior or concurrent enrollment in ISYS 210)	3		
ISYS	310 Local Area Networks - (ISYS 105, ISYS 305 is recommended as co-requisite)	3		
ISYS	Advanced Programming Elective - ISYS 312 or ISYS 340 - (ISYS 212 or ISYS 220)	3		
ISYS	390 Systems Analysis and Design - (ISYS 200, ISYS 220)	3		
ISYS	350 Telecommunications -(ISYS 105 or equivalent and ISYS 202)	3		
ISYS	400 Client/Server Implementation - (ISYS 200, ISYS 310)	3		
ISYS	430 Systems Design and Implementation - (ISYS 330, ISYS 350)	3		
COMM	209 Business Presentations - (COMM 121 and sophomore standing)	3		
COMM	341 Management Science 1 - (STQM 260, MATH 122 recommended)	3		
BUSINESS CORE - 33 Credits Required				
ACCT	201 Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202 Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
ACCT	599 Micro Applications in Accounting - (ACCT 312)	3		
LAW	321 Contracts and Sales - (None)	3		
ENGL	325 Advanced Writing for Business - (ENGL 250)	3		
FINC	322 Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202 Principles of Information Systems or {pass proficiency test} - (None)	3		
ISYS	499 Advanced Systems Design - (ISYS 400, 430)	3		
MGMT	301 Applied Management - (Junior standing or permission of professor)	3		
MARK	321 Principles of Marketing - (ECON 221)	3		
STAT	260 Introduction to Statistics - (MATH 115)	3		

NOTE: To meet graduation requirements, an assessment examination must be taken in both Accounting and Computer Information Systems.

NOTE: A 2.00 GPA is required for both the major and business core.

**Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS**

ACCOUNTANCY/FINANCE - 137/138 Credits

NAME: _____ **SS#:** _____

REQUIRED	COURSE	TITLE	PREREQUISITES SHOWN IN BRACKETS ()	ST	GRADE
COMMUNICATION COMPETENCE - 9 Credits Required					
COMM	121	Fundamentals of Public Speaking - (None)		3	
ENGL	150	English 1 - (None)		3	
ENGL	250	English 2 - (ENGL 150 or equivalent)		3	
SCIENTIFIC UNDERSTANDING - 7-8 Credits Required					
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS					
				4	
				3-4	
QUANTITATIVE SKILLS - 3 Credits Required					
MATH	122	Mathematical Analysis for Business - (MATH 115 with a grade of C- or better)		3	
CULTURAL ENRICHMENT - 9 Credits Required					
Complete the courses listed below and select one course from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR					
HUMN	102	Renaissance to 20th Century - (None)		3	
LITR	287	Business in Literature - (ENGL 250)		3	
		Cultural Enrichment Elective - must be writing intensive		3	
SOCIAL AWARENESS - 12 Credits Required					
ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)		3	
ECON	222	Principles of Economics 2 - (ECON 221)		3	
ECON	321	Money and Banking - (ECON 222)		3	
PSYC	150	Introduction to Psychology - (None)		3	
ELECTIVES - 3 Credits Required					
		Free Elective - If needed both MATH 110 and MATH 115 can be taken as free electives.		3	

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

NOTE: A 2.00 cumulative GPA is required for completion of the Accountancy/Finance degree.

Ferris State University - College of Business
ACCOUNTANCY/FINANCE MAJOR

REQUIRED	COURSE	TITLE	PREREQUISITES SHOWN IN BRACKETS ()	CREDITS	GRADE	GROUP
ACCOUNTANCY/FINANCE MAJOR - 63 Credits Required						
ACCT	310	Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)		3		
ACCT	312	Intermediate Accounting 2 - (ACCT 310)		3		
ACCT	321	Cost Accounting 1 - (ACCT 202 with a grade of C- or better)		3		
ACCT	350	Federal Income Tax 1 - (ACCT 202)		3		
ACCT	410	Advanced Financial Accounting 1 - (ACCT 310)		3		
ACCT	412	Advanced Financial Accounting 2 - (ACCT 310, ACCT 410)		3		
ACCT	431	Accounting Systems and Controls 1 - (ACCT 310)		3		
ACCT	441	Auditing 1 - (ACCT 431)		3		
ACCT	550	Federal Income Tax 2 - (ACCT 350)		3		
ACCT	561	Principles of Fund Accounting - (ACCT 312)		3		
ACCT	599	Micro Applications in Accounting - (ACCT 312)		3		
FINC	220	Real Estate Finance - (OSYS 130 or FINC 300 or permission of professor)		3		
FINC	300	Mathematics of Finance - (MATH 115)		3		
FINC	312	Financial Markets and Institutions - (ACCT 202, ECON 221)		3		
FINC	323	Financial Management 2 - (FINC 322)		3		
FINC	451	Investment Principles - (ACCT 202, FINC 312 or permission of professor)		3		
FINC	454	Portfolio Management - (FINC 451)		3		
FINC	465	Problems in Finance - (FINC 323 or permission of professor)		3		
MGMT	302	Organizational Behavior - (MGMT 301)		3		
MGMT	371	Production/Operations Management - (Junior standing)		3		
STQM	322	Inferential Statistics - (STQM 260)		3		
BUSINESS CORE - 31 Credits Required						
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)		3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)		3		
BLAW	321	Contracts and Sales - (None)		3		
ENGL	325	Advanced Writing for Business - (ENGL 250)		3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)		3		
ISYS	202	Principles of Information System - (None)		3		
MGMT	301	Applied Management - (Junior standing or permission of professor)		3		
MGMT	499	Strategy and Business Policy - (FINC 322, MGMT 302, 371, MKTG 321)		4		
MKTG	321	Principles of Marketing - (ECON 221)		3		
STQM	260	Introduction to Statistics - (MATH 115)		3		

NOTE: A 2.00 GPA is required for both the major and business core.

Appendix F

Enrollments

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Fall Semester

Program	1990	1991	1992	1993	1994	1995	1996	1997	1998	% of 98
Masters - Accountancy	7	9	8	3	0	0	0	0	0	0.0%
Masters - Information Systems Mgt.	21	22	21	26	1	6	3	0	2	0.1%
Accountancy	319	335	255	180	138	133	107	91	91	3.9%
Accountancy - T	26	30	29	26	20	16	10	5	3	0.1%
Accountancy/Finance	56	54	45	28	15	18	19	23	22	0.9%
Computer Information Systems	198	218	155	168	155	150	172	187	210	8.9%
Computer Information Systems - T	38	31	32	24	31	29	25	14	2	0.1%
CIS/Accountancy	49	54	42	35	36	29	31	20	27	1.1%
CIS/Management	68	61	44	35	17	16	11	8	16	0.7%
CIS/Marketing	21	19	13	6	4	2	2	5	5	0.2%
Office Automation Systems	24	21	17	15	15	2	3	2	1	0.0%
Office Automation Systems - T	3	3	11	9	6	6	2	0	0	0.0%
Administrative Assistant (A.A.S.)	31	43	47	34	13	4	2	0	0	0.0%
Court & Freelance Reporting (A.A.S.)	58	61	40	37	25	9	0	0	0	0.0%
Executive Secretary (A.A.S.)	37	25	16	6	3	0	0	0	0	0.0%
Legal Secretary (A.A.S.)	26	26	13	10	3	0	0	0	0	0.0%
ACIS DEPARTMENT TOTALS	982	1012	788	642	482	420	387	355	379	16.1%
Quality and Productivity Mgt.	4	5	6	4	2	1	2	2	0	0.0%
Quality and Productivity Mgt. - T	1	0	2	0	0	0	0	0	0	0.0%
DAS DEPARTMENT TOTALS	5	5	8	4	2	1	2	2	0	0.0%
Accelerated Business	1	0	0	0	0	0	1	1	0	0.0%
Business Administration	592	554	466	368	250	201	148	153	191	8.1%
Business Administration - T	69	71	75	48	32	38	32	22	4	0.2%
Business Economics	16	15	4	0	0	0	0	0	0	0.0%
Business Economics - T	1	0	0	0	0	0	0	0	0	0.0%
Finance	62	77	68	47	37	35	20	27	37	1.6%
Finance - T	15	6	5	6	3	4	4	0	0	0.0%
Human Resources Management	31	40	40	27	20	25	36	27	60	2.5%
Human Resources Management - T	8	7	6	7	3	3	6	5	1	0.0%
Insurance	32	34	37	16	13	7	11	12	14	0.6%
Insurance - T	3	8	7	0	1	2	1	0	0	0.0%
Insurance/Real Estate	37	30	21	20	15	12	14	14	11	0.5%
International Business	49	60	72	57	51	50	41	45	34	1.4%
International Business - T	2	6	7	5	4	3	1	1	0	0.0%
Management	249	234	179	120	87	62	64	64	67	2.8%
Management - T	23	26	26	19	8	8	10	5	2	0.1%
Operations Management	23	28	13	12	13	5	2	4	3	0.1%
Operations Management - T	23	14	13	5	7	4	1	0	0	0.0%
Small Business Management	57	58	60	39	27	34	34	35	40	1.7%
Small Business Management - T	12	23	19	11	8	8	8	5	3	0.1%
General Business (A.A.S.)	60	33	28	25	88	118	123	145	143	6.1%
Legal Assistant (A.A.S.)	88	96	79	62	33	35	26	29	30	1.3%
Real Estate (A.A.S.)	29	13	23	17	10	12	8	5	6	0.3%
MGT DEPARTMENT TOTALS	1482	1433	1248	911	710	666	591	599	646	27.4%

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Fall Semester

Program	1990	1991	1992	1993	1994	1995	1996	1997	1998	% of 98
Advertising	196	179	139	126	76	72	59	69	77	3.3%
Advertising - T	29	22	31	21	16	12	7	2	1	0.0%
Hospitality Management - T	59	78	78	68	56	59	34	24	25	1.1%
Marketing - (1998 Pre-PGM = 41)	238	278	257	130	165	150	160	137	147	6.2%
Marketing - General -T	19	16	20	6	10	7	6	4	1	0.0%
Music Industry Management	0	0	0	0	0	1	10	15	35	1.5%
Professional Golf Management	354	371	383	431	329	280	262	287	290	12.3%
Professional Tennis Management	69	86	89	74	70	69	65	73	74	3.1%
Public Relations	71	86	56	54	41	33	35	33	32	1.4%
Public Relations - T	9	14	14	7	5	5	3	1	1	0.0%
Retailing	42	37	30	26	23	19	15	16	17	0.7%
Retailing - T	7	3	2	4	3	1	1	0	0	0.0%
Sales	107	89	98	82	59	35	30	33	39	1.7%
Sales - T	12	20	32	15	6	4	6	0	0	0.0%
Visual Communication	16	8	20	37	35	36	36	29	36	1.5%
Food Service (A.A.S.)	187	171	141	104	95	57	62	56	56	2.4%
Retailing (A.A.S.)	86	68	42	27	15	10	4	4	2	0.1%
Visual Communication (A.A.S.)	134	142	115	102	80	70	84	100	106	4.5%
MKT DEPARTMENT TOTALS	1635	1668	1547	1314	1084	920	879	883	939	39.8%
ON CAMPUS TOTALS	4104	4118	3591	2871	2278	2007	1859	1839	1964	83.2%
Masters - Information Systems Mgt.	*	*	*	*	69	63	69	109	118	5.0%
Accounting	57	51	58	63	40	44	46	52	37	1.6%
Computer Information Systems	0	0	0	0	0	13	25	45	46	1.9%
ACIS DEPARTMENT TOTALS	57	51	58	63	109	120	140	206	201	8.5%
Business Administration	130	166	167	144	143	137	100	86	102	4.3%
MGT DEPARTMENT TOTALS	130	166	167	144	143	137	100	86	102	4.3%
Marketing	0	0	0	0	13	21	8	25	27	1.1%
MKT DEPARTMENT TOTALS	0	0	0	0	13	21	8	25	27	1.1%
UNDECLARED TOTALS	46	50	43	73	36	58	29	52	66	2.8%
OFF CAMPUS TOTALS	233	267	268	280	301	336	277	369	396	16.8%
COLL. of BUS. TOTALS	4337	4385	3859	3151	2579	2343	2136	2208	2360	100.0%

ENROLLMENT PROFILE

Winter Semester

Program	1990	1991	1992	1993	1994	1995	1996	1997	1998	% of 98
Masters - Accountancy	6	11	7	6	0	0	0	0	0	0.0%
Masters - Information Systems Mgt.	10	20	23	26	5	5	2	0	0	0.0%
Accountancy	260	263	264	197	159	119	125	93	90	4.3%
Accountancy - T	28	24	34	27	20	19	15	7	3	0.1%
Accountancy/Finance	53	43	56	38	24	15	17	19	20	0.9%
Computer Information Systems	160	174	173	148	153	139	134	175	191	9.0%
Computer Information Systems - T	44	39	32	33	30	33	26	21	11	0.5%
CIS/Accountancy	42	41	43	34	34	31	22	29	21	1.0%
CIS/Management	58	62	41	32	21	16	12	10	8	0.4%
CIS/Marketing	20	14	15	9	4	1	2	2	7	0.3%
Office Automation Systems	22	23	19	14	17	7	2	3	1	0.0%
Office Automation Systems - T	5	4	6	14	8	7	6	0	0	0.0%
Administrative Assistant (A.A.S.)	36	39	44	39	18	9	4	1	0	0.0%
Court & Freelance Reporting (A.A.S.)	55	48	48	37	33	20	3	0	0	0.0%
Executive Secretary (A.A.S.)	29	31	23	8	4	2	0	0	0	0.0%
Legal Secretary (A.A.S.)	15	23	20	8	6	3	0	0	0	0.0%
ACIS DEPARTMENT TOTALS	843	859	848	670	536	426	370	360	352	16.6%
Quality and Productivity Mgt.	5	4	6	4	3	2	1	2	2	0.1%
Quality and Productivity Mgt. - T	1	0	2	2	0	0	0	0	0	0.0%
ECAS DEPARTMENT TOTALS	6	4	8	6	3	2	1	2	2	0.1%
Accelerated Business	2	0	0	0	0	0	0	0	0	0.0%
Business Administration	524	540	449	386	285	221	165	147	159	7.5%
Business Administration - T	81	86	75	70	42	33	35	24	16	0.8%
Business Economics	12	15	9	1	0	0	0	0	0	0.0%
Business Economics - T	2	2	0	0	0	0	0	0	0	0.0%
Finance	66	79	69	65	40	38	28	21	32	1.5%
Finance - T	15	10	5	4	6	2	4	3	0	0.0%
Human Resources Management	35	32	46	31	31	27	27	37	36	1.7%
Human Resources Management - T	7	8	5	11	7	2	5	6	4	0.2%
Insurance	37	38	35	34	13	13	8	9	10	0.5%
Insurance - T	4	4	7	4	0	1	2	1	0	0.0%
Insurance/Real Estate	37	32	21	15	17	13	12	15	11	0.5%
International Business	53	51	68	67	62	52	43	35	36	1.7%
International Business - T	4	4	9	6	3	5	1	0	0	0.0%
Management	222	215	180	128	103	71	60	66	50	2.4%
Management - T	26	26	25	26	17	6	10	10	5	0.2%
Operations Management	25	27	27	13	11	10	5	3	3	0.1%
Operations Management - T	30	19	16	11	7	5	2	0	0	0.0%
Small Business Management	58	55	59	50	40	32	30	30	30	1.4%
Small Business Management - T	12	15	24	17	11	7	7	7	3	0.1%
General Business (A.A.S.)	62	46	27	27	31	84	94	115	133	6.3%
Legal Assistant (A.A.S.)	58	69	66	72	51	35	25	23	22	1.0%
Real Estate (A.A.S.)	24	23	17	21	12	8	10	9	4	0.2%
MGT DEPARTMENT TOTALS	1396	1396	1239	1059	789	665	573	561	554	26.2%

ENROLLMENT PROFILE
Winter Semester

Program	1990	1991	1992	1993	1994	1995	1996	1997	1998	% of '98
Advertising	188	201	161	137	108	74	67	63	74	3.5%
Advertising - T	29	26	27	27	20	16	10	6	1	0.0%
Hospitality Management - T	41	78	73	78	71	64	61	35	26	1.2%
Marketing - (1998 Pre-PGM = 43)	195	214	207	172	163	125	99	114	131	6.2%
Marketing - General - T	22	23	15	12	5	7	8	4	2	0.1%
Music Industry Management	0	0	0	0	0	0	3	10	17	0.8%
Professional Golf Management	337	355	386	381	364	311	285	251	239	11.3%
Professional Tennis Management	53	63	80	70	63	63	64	58	64	3.0%
Public Relations	55	60	67	49	50	34	31	31	37	1.7%
Public Relations - T	6	8	18	14	8	2	5	3	1	0.0%
Retailing	42	45	37	28	27	21	17	15	18	0.9%
Retailing - T	7	4	2	3	5	3	5	1	0	0.0%
Sales	112	102	100	97	77	50	29	31	40	1.9%
Sales - T	21	16	31	25	12	5	5	6	0	0.0%
Visual Communication	22	17	11	24	37	39	31	33	27	1.3%
Food Service (A.A.S.)	185	169	155	122	105	63	54	60	60	2.8%
Retailing (A.A.S.)	77	66	51	37	15	11	8	4	2	0.1%
Visual Communication (A.A.S.)	105	100	100	96	89	66	62	72	84	4.0%
MKT DEPARTMENT TOTALS	1497	1547	1521	1372	1219	954	844	797	823	38.9%
ON CAMPUS TOTALS	3742	3806	3616	3107	2547	2047	1788	1720	1731	81.8%
Masters - Information Systems Mgt.	19	17	13	12	56	62	69	73	112	5.3%
Accounting	38	19	33	43	38	52	54	55	46	2.2%
Computer Information Systems	0	0	0	0	0	0	13	26	40	1.9%
ACIS DEPARTMENT TOTALS	57	36	46	55	94	114	136	154	198	9.4%
Business Administration	109	121	127	153	155	142	182	92	90	4.3%
International Business	0	0	0	0	0	0	0	3	3	0.1%
MGT DEPARTMENT TOTALS	109	121	127	153	155	142	182	95	93	4.4%
Marketing	0	0	0	0	0	13	19	25	23	1.1%
MKT DEPARTMENT TOTALS	0	0	0	0	0	13	19	25	23	1.1%
UNDECLARED TOTALS	21	45	31	38	65	43	44	54	71	3.4%
OFF CAMPUS TOTALS	187	202	204	246	314	312	381	328	385	18.2%
COLL. of BUS. TOTALS	3929	4008	3820	3353	2861	2359	2169	2048	2116	100.0%

Source: Admissions Office - Form MBWC002A (7th Day Count)

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COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Summer Semester

Program	1990	1991	1992	1993	1994	1995	1996	1997	1998	% of 98
Masters - Accountancy	1	4	2	3	0	0	0	0	0	0.0%
Masters - Information Systems Mgt.	10	19	19	22	1	0	0	1	3	0.3%
Accountancy	66	62	65	72	49	26	28	15	25	2.6%
Accountancy - T	8	10	17	16	11	9	4	2	0	0.0%
Accountancy/Finance	11	11	14	16	6	6	3	4	6	0.6%
Computer Information Systems	63	58	43	57	57	48	49	55	71	7.5%
Computer Information Systems - T	24	22	16	17	12	9	11	12	2	0.2%
CIS/Accountancy	10	11	16	3	11	8	11	8	7	0.7%
CIS/Management	10	19	15	11	7	6	5	2	7	0.7%
CIS/Marketing	5	5	6	4	2	1	1	1	2	0.2%
Office Automation Systems	4	4	7	9	6	2	2	2	1	0.1%
Office Automation Systems - T	1	2	3	10	3	5	2	0	0	0.0%
Administrative Assistant (A.A.S.)	12	9	18	16	6	3	1	0	0	0.0%
Court & Freelance Reporting (A.A.S.)	39	46	44	29	22	14	1	0	0	0.0%
Executive Secretary (A.A.S.)	6	8	3	2	2	0	0	0	0	0.0%
Legal Secretary (A.A.S.)	4	3	5	2	1	1	0	0	0	0.0%
ACIS DEPARTMENT TOTALS	274	293	293	289	196	138	118	102	124	13.1%
Quality and Productivity Mgt.	1	2	3	0	0	0	0	1	0	0.0%
Quality and Productivity Mgt. - T	1	0	2	0	0	0	0	0	0	0.0%
ECAS DEPARTMENT TOTALS	2	2	5	0	0	0	0	1	0	0.0%
Accelerated Business	0	0	0	0	0	1	0	1	1	0.1%
Business Administration	114	135	135	126	86	82	63	63	75	7.9%
Business Administration - T	35	34	37	37	19	18	19	20	8	0.8%
Business Economics	1	4	2	1	0	0	0	0	0	0.0%
Business Economics - T	1	0	0	0	0	0	0	0	0	0.0%
Finance	21	29	29	27	18	11	13	11	15	1.6%
Finance - T	6	4	2	3	0	2	3	0	0	0.0%
Human Resources Management	13	12	21	18	17	13	13	21	17	1.8%
Human Resources Management - T	5	3	3	6	5	2	2	3	1	0.1%
Insurance	17	19	19	7	5	4	3	3	5	0.5%
Insurance - T	2	3	4	2	0	1	0	1	0	0.0%
Insurance/Real Estate	8	8	7	4	6	4	5	1	3	0.3%
International Business	17	16	33	30	27	18	13	11	11	1.2%
International Business - T	1	2	6	2	2	3	1	0	0	0.0%
Management	48	51	53	47	33	24	17	14	9	1.0%
Management - T	8	10	13	14	10	5	4	4	1	0.1%
Operations Management	5	6	13	2	2	2	0	0	2	0.2%
Operations Management - T	10	5	8	4	2	4	0	0	0	0.0%
Small Business Management	10	12	14	26	9	7	10	6	5	0.5%
Small Business Management - T	3	4	14	6	5	2	6	2	0	0.0%
General Business (A.A.S.)	13	10	7	5	5	15	22	29	31	3.3%
Legal Assistant (A.A.S.)	13	14	15	21	15	9	5	8	4	0.4%
Real Estate (A.A.S.)	10	4	6	5	2	3	4	4	0	0.0%
MGT DEPARTMENT TOTALS	361	385	441	393	268	30	203	202	188	19.9%

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Summer Semester

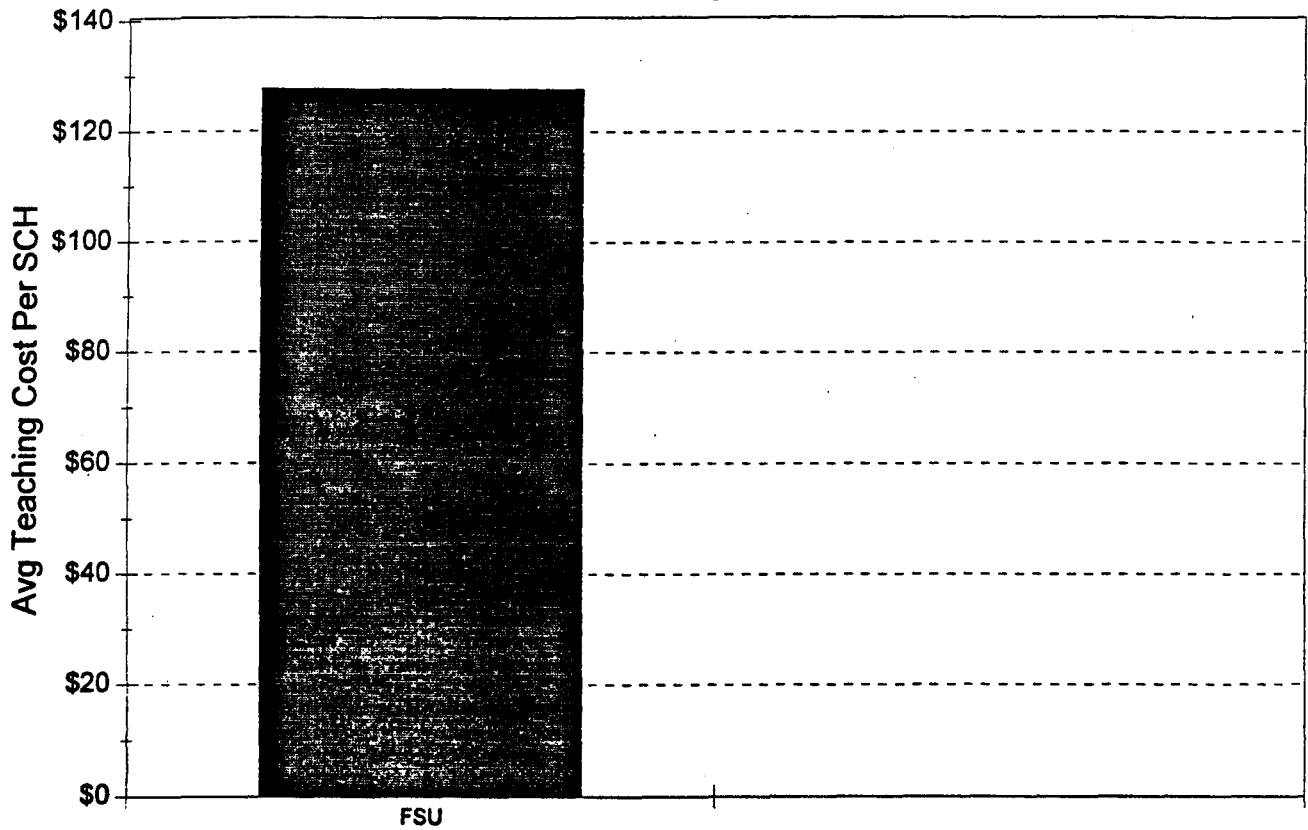
Program	1990	1991	1992	1993	1994	1995	1996	1997	1998	% of 98
Advertising	53	71	50	49	37	27	24	19	18	1.9%
Advertising - T	14	9	18	14	11	6	6	3	0	0.0%
Hospitality Management - T	40	62	52	60	47	50	39	21	18	1.9%
Marketing - (1998 Pre-PGM = 3)	60	59	48	52	37	27	27	25	32	3.4%
Marketing - General - T	13	11	6	7	7	3	5	1	1	0.1%
Music Industry Management	0	0	0	0	0	0	2	6	8	0.8%
Professional Golf Management	296	315	329	320	271	258	226	213	205	21.7%
Professional Tennis Management	30	42	38	38	19	23	35	35	31	3.3%
Public Relations	15	8	24	24	14	19	15	11	8	0.8%
Public Relations - T	4	5	11	12	3	2	4	0	1	0.1%
Retailing	24	25	17	16	8	9	8	5	6	0.6%
Retailing - T	2	2	2	3	10	2	1	0	0	0.0%
Sales	48	35	36	49	40	21	15	13	17	1.8%
Sales - T	11	7	19	15	4	4	3	4	0	0.0%
Visual Communication	9	0	3	9	6	7	10	6	8	0.8%
Food Service (A.A.S.)	67	78	86	70	44	31	25	33	29	3.1%
Retailing (A.A.S.)	20	16	11	13	9	4	1	1	0	0.0%
Visual Communication (A.A.S.)	9	10	7	12	8	7	3	10	8	0.8%
MKT DEPARTMENT TOTALS	715	755	757	763	575	500	449	406	390	41.3%
ON CAMPUS TOTALS	1352	1435	1496	1445	1039	868	770	711	702	74.4%
Masters - Information Systems Mgt.	11	11	7	8	40	45	50	69	72	7.6%
Accountancy	40	35	7	24	38	40	35	43	30	3.2%
Computer Information Systems	0	0	0	0	0	0	9	30	47	5.0%
ACIS DEPARTMENT TOTALS	51	46	14	32	78	85	94	142	149	15.8%
Business Administration	66	63	39	62	91	98	74	56	57	6.0%
International Business	0	0	0	0	0	5	4	1	0	0.0%
MGT DEPARTMENT TOTALS	66	63	39	62	91	103	78	57	57	6.0%
Marketing	0	0	0	0	7	9	11	13	19	2.0%
MKT DEPARTMENT TOTALS	0	0	0	0	7	9	11	13	19	2.0%
UNDECLARED TOTALS	17	33	9	21	30	22	23	19	17	1.8%
OFF CAMPUS TOTALS	134	142	62	115	206	219	206	231	242	25.6%
COLL. of BUS. TOTALS	1486	1577	1558	1560	1245	1087	976	942	944	100.0%

Appendix G

Costs and Productivity

Average Teaching Cost Per SCH - University 1996 - 1997 Data

Graph 1
University



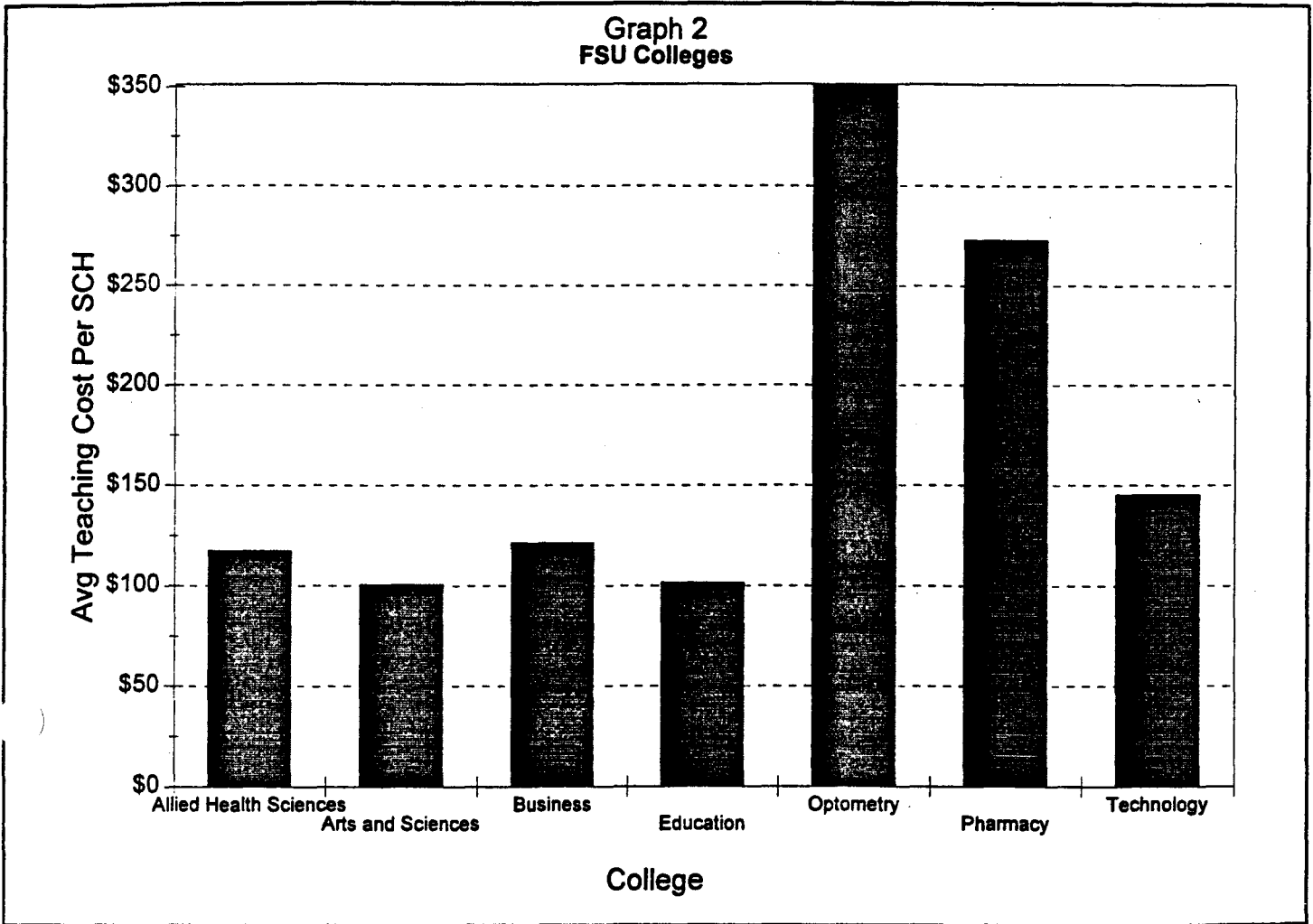
FSU

University

FSU

\$127.21

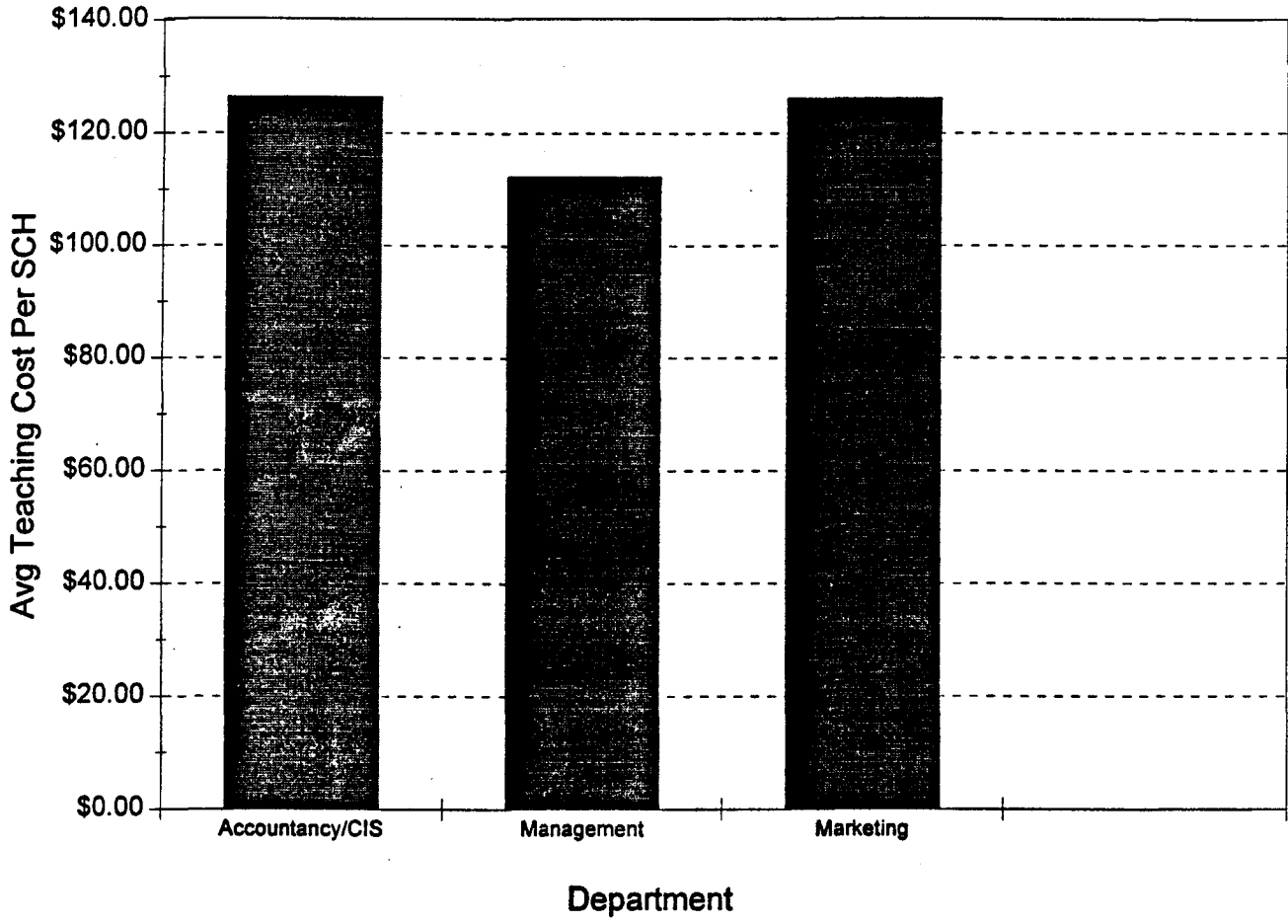
Average Teaching Cost Per SCH - College 1996 - 1997 Data



Allied Health Sciences	\$117.71
Arts and Sciences	\$100.81
Business	\$121.55
Education	\$101.65
Optometry	\$349.48
Pharmacy	\$272.30
Technology	\$145.55

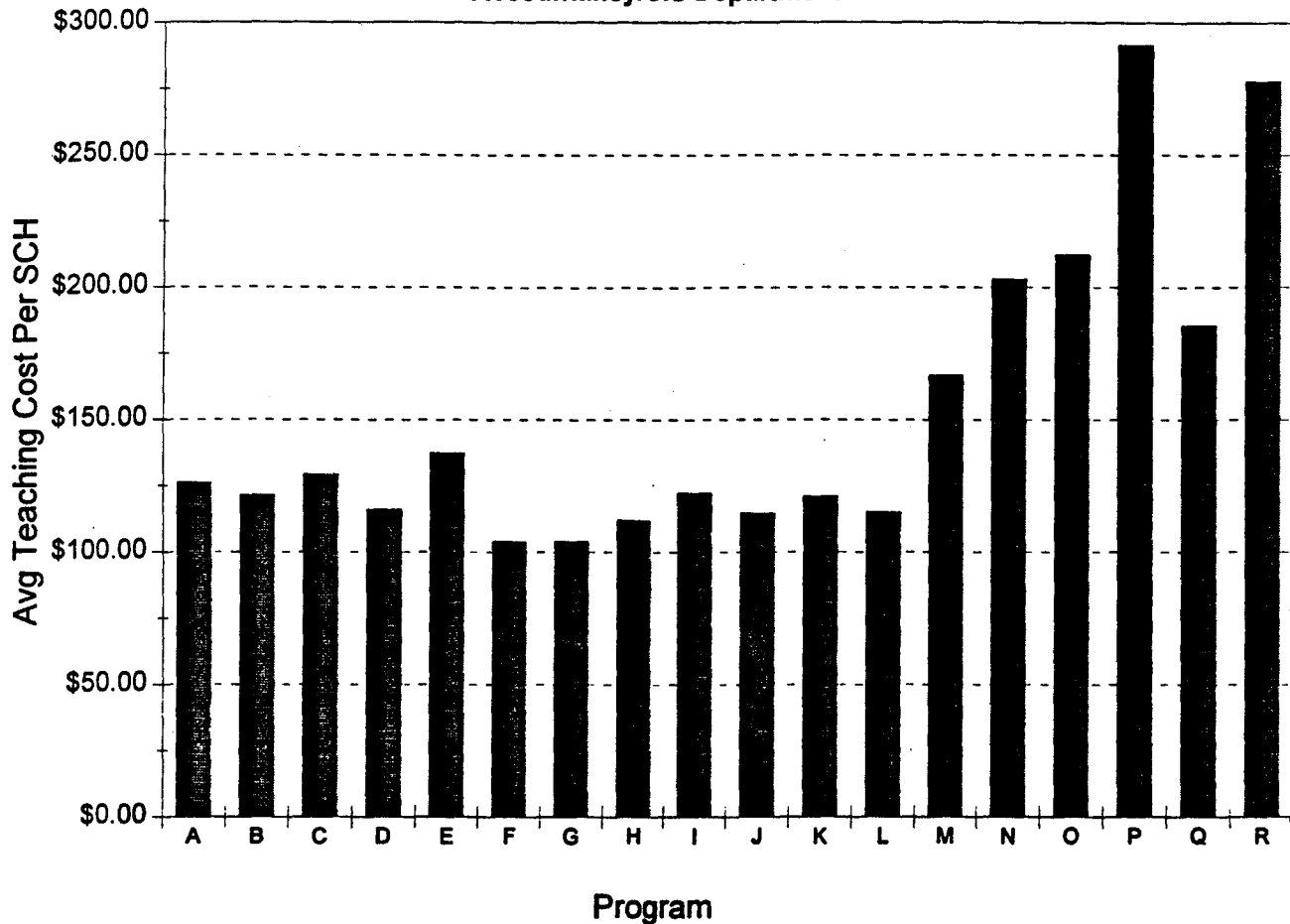
Average Teaching Cost Per SCH - Business 1996 - 1997 Data

Graph 5
Business



Accountancy/CIS	\$126.20
Management	\$112.13
Marketing	\$125.98

Graph 21
Accountancy/CIS Department



A	Accountancy (Cost/Managerial Track) BS	\$126.15
B	Accountancy (Professionally Directed Track) BS	\$121.41
C	Accountancy (Public Accounting Track) BS	\$129.18
D	Accountancy/Computer Information Systems BS	\$116.03
E	Accountancy/Finance BS	\$137.32
F	Computer Information Systems BS (Micro Support Track)	\$103.95
G	Computer Information Systems BS (Micro Track)	\$103.99
H	Computer Information Systems BS (MidrangeTrack)	\$111.79
I	Computer Information Systems BS (Mainframe Track)	\$122.30
J	Computer Information Systems/Management BS	\$114.49
K	Computer Information Systems/Marketing BS	\$120.97
L	Computer Literacy Certificate	\$114.96
M	Info Systems Mgt/Accounting Emphasis MS	\$166.85
N	Info Systems Mgt/Information Systems Emphasis MS	\$203.06
O	Info Systems Mgt/Quality Improvement Emphasis MS	\$212.29
P	Mainframe Computer Certificate	\$291.56
Q	Midrange Computer Certificate	\$185.63
R	Quality Improvement for Managers Certificate	\$277.81

**Alpha Listing of Program Teaching Costs per Student Credit Hours
1996-1997 Data
(Teaching Costs Include Fringes)**

	<u>Credit</u>	<u>Total</u>	<u>Total Teaching</u>
Accountancy (Cost/Managerial Track) BS	124	\$15,643.20	\$126.15
Accountancy (Professionally Directed Track) BS	123	\$14,933.59	\$121.41
Accountancy (Public Accounting Track) BS	124	\$16,018.80	\$129.18
Accountancy/Computer Information Systems BS	127	\$14,736.18	\$116.03
Accountancy/Finance BS	137	\$18,812.64	\$137.32
Actuarial Science BS	120	\$17,000.16	\$141.67
Advertising BS	125	\$18,347.80	\$146.78
Advertising Certificate	14	\$2,714.52	\$193.89
Allied Health Education BS (Yrs 3 & 4)	104	\$9,446.90	\$90.84
Applied Biology BS	120	\$10,706.23	\$89.22
Applied Biology (Pre-Dentistry Track) BS	120	\$10,706.23	\$89.22
Applied Biology (Pre-Medicine Track) BS	120	\$10,706.23	\$89.22
Applied Biology (Pre-Physical Therapy Track) BS	120	\$10,706.23	\$89.22
Applied Biology (Pre-Veterinary Medicine Track) BS	120	\$11,013.48	\$91.78
Applied Biology (Sports Medicine Track) BS	120	\$10,706.23	\$89.22
Applied Mathematics BS	120	\$13,403.17	\$111.69
Architectural Technology AAS	66	\$9,004.15	\$136.43
Automotive and Heavy Equipment Mgt BS (Yrs 3&4)	67	\$6,320.78	\$94.34
Automotive Body AAS	63	\$12,737.27	\$202.18
Automotive Service Technology AAS	68	\$14,956.35	\$219.95
Automotive Service Technology AAS (Corporate opt)	68	\$10,004.85	\$147.13
Automotive Service Technology AAS (Ford Asset opt))	67	\$10,053.59	\$150.05

Table III

**Teaching Cost per Student Credit Hour
by Course - Alpha by Course
1996-1997 Data**

(Teaching Costs Include Fringes)

<u>Course ID</u>	<u>Level</u>	<u>Course Description</u>	<u>Teaching Cost Per Credit Hour</u>
ABIOELE	N	Elective	\$130.82
ABOD111	L	Automotive Body	\$209.55
ABOD112	L	Automotive Body	\$209.55
ABOD113	L	Automotive Body	\$177.62
ABOD114	L	Automotive Body	\$299.26
ABOD211	L	Automotive Body	\$273.53
ABOD212	L	Automotive Body	\$273.53
ABOD213	L	Automotive Body	\$319.98
ABOD214	L	Automotive Body	\$319.98
ABOD215	N	Automotive Body	\$130.82
ACCMELE	N	Elective	\$130.82
ACCT201	L	Accountancy	\$83.77
ACCT202	L	Accountancy	\$104.66
ACCT205	L	Accountancy	\$198.93
ACCT310	U	Accountancy	\$168.44
ACCT312	U	Accountancy	\$253.56
ACCT321	U	Accountancy	\$152.67
ACCT322	U	Accountancy	\$277.26
ACCT350	U	Accountancy	\$234.79
ACCT410	U	Accountancy	\$149.29
ACCT412	U	Accountancy	\$250.65
ACCT431	U	Accountancy	\$127.14
ACCT441	U	Accountancy	\$132.89
ACCT510	G	Accountancy	\$239.95
ACCT525	N	Accountancy	\$130.82
ACCT538	N	Accountancy	\$130.82
ACCT550	G	Accountancy	\$165.10
ACCT561	G	Accountancy	\$132.33
ACCT599	G	Accountancy	\$344.34

**Teaching Cost per Student Credit Hour
by Prefix - Alpha by Prefix
Cost Calculated By Pooled Course Prefix
1996-1997 Data**

(Teaching Costs Include Fringes)

<u>Cours Prefi</u>	<u>Course Description</u>	<u>Teaching Cost Per Credit Hour</u>
ABOD	Automotive Body	\$246.86
ACCT	Accountancy	\$94.97
ACNT	Elective	\$190.78
ADVG	Advertising	\$77.67
AHEM	Automotive/Heavy Equipment Management	\$96.99
ANTH	Anthropology	\$86.43
APPL	Elective	\$103.97
ARCH	Architectural Technology	\$167.49
ARCT	Elective	\$224.71
ARHS	Elective	\$110.92
ARTH	Art History	\$426.61
ARTS	Art	\$83.00
ASCI	Elective	\$80.28
AUTO	Automotive Service Technology	\$175.08
BACB	Elective	\$80.28
BAFN	Elective	\$102.88
BAST	Elective	\$120.45
BCTM	Building Construction	\$164.92
BIOL	Biology	\$71.60
BLAW	Business Law	\$67.30
BUSN	Business	\$62.62
BUSS	Elective	\$120.45
CADD	Computer Aided Design	\$83.40
CAHS	Allied Health Science	\$75.77
CETM	Civil Engineering Technology	\$81.29
CHEM	Chemistry	\$66.97
CISM	Computer Information Systems Management	\$220.22
CISS	Elective	\$134.82
CLLS	Clinical Laboratory Science	\$147.35

Ferris State University

Program Teaching Cost 1996 - 1997 (Summer, Fall, and Winter)

Program Name: Accountancy (Cost/Managerial Track) BS

College : Business

Department : Accountancy/CIS

Total Program Teaching Cost (Assumes a student will complete program in one year) \$15,643.20

Cost per SCH (Average for program) \$126.15

Program Credits Required (Total credits to graduate) 124

Course ID	Level	FSU's Teaching Cost	FSU's Student Credit Hours (SCH) Produced	Teaching Cost/SCH	Credits Required	Program Teaching Cost
ACCT201	L	\$190,350.23	2,286.00	\$83.77	3.00	\$251.30
ACCT202	L	\$142,237.36	1,359.00	\$104.66	3.00	\$313.99
ACCT310	U	\$29,814.72	177.00	\$168.44	3.00	\$505.33
ACCT312	U	\$26,623.74	105.00	\$253.56	3.00	\$760.68
ACCT321	U	\$19,693.92	129.00	\$152.67	3.00	\$458.00
ACCT322	U	\$34,102.79	123.00	\$277.26	3.00	\$831.78
ACCT350	U	\$36,627.23	156.00	\$234.79	3.00	\$704.37
ACCT431	U	\$25,174.60	198.00	\$127.14	3.00	\$381.43
ACCT441	U	\$25,913.31	195.00	\$132.89	3.00	\$398.67
ACCT525	N	\$10,349,211.91	79,107.89	\$130.82	3.00	\$392.47
ACCT550	G	\$32,193.87	195.00	\$165.10	3.00	\$495.29
ACCT599	G	\$34,089.60	99.00	\$344.34	3.00	\$1,033.02
ACNTELE	E	\$372,202.24	1,951.00	\$190.78	6.00	\$1,144.65
BLAW321	U	\$61,811.99	1,047.00	\$59.04	3.00	\$177.11
COMM121	L	\$178,807.50	2,643.00	\$67.65	3.00	\$202.96
CULTELE	E	\$1,406,110.14	17,010.00	\$82.66	6.00	\$495.98
ECON221	L	\$196,180.86	2,871.00	\$68.33	3.00	\$205.00
ECON222	L	\$105,366.94	1,146.00	\$91.94	3.00	\$275.83
ENGL150	L	\$629,538.44	5,982.00	\$105.24	3.00	\$315.72
ENGL250	L	\$421,957.07	4,101.00	\$102.89	3.00	\$308.67
ENGL325	U	\$37,811.61	357.00	\$105.91	3.00	\$317.74
FINC322	U	\$129,440.77	1,482.00	\$87.34	3.00	\$262.03
FREEELE	E	\$21,966,664.42	215,502.04	\$101.93	6.00	\$611.60
ISYS202	L	\$127,777.15	1,566.00	\$81.59	3.00	\$244.78
LITR287	L	\$7,333.16	72.00	\$101.85	3.00	\$305.55
MATH122	L	\$54,431.14	465.00	\$117.06	3.00	\$351.17
MFGE250	L	\$4,366.80	54.00	\$80.87	3.00	\$242.60
MFGE423	U	\$13,900.76	254.00	\$54.73	2.00	\$109.45
MFGE450	N	\$10,349,211.91	79,107.89	\$130.82	2.00	\$261.65
MGMT301	U	\$159,729.57	2,124.00	\$75.20	3.00	\$225.61
MGMT371	U	\$44,904.42	483.00	\$89.16	3.00	\$267.48
MKTG321	U	\$128,263.08	1,521.00	\$84.33	3.00	\$252.98
NBUSELE	E	\$20,888.82	114.00	\$183.24	8.00	\$1,465.88
SCIUELE	E	\$1,991,264.76	25,840.50	\$77.06	7.00	\$539.42
SOC AELE	E	\$1,460,131.13	19,984.00	\$73.07	3.00	\$219.20
STQM260	L	\$181,698.48	1,737.00	\$104.60	3.00	\$313.81

Ferris State University

Program Teaching Cost 1996 - 1997 (Summer, Fall, and Winter)

Program Name: Accountancy (Professionally Directed Track) BS

College : Business

Department : Accountancy/CIS

Total Program Teaching Cost (Assumes a student will complete program in one year) \$14,933.59

Cost per SCH (Average for program) \$121.41

Program Credits Required (Total credits to graduate) 123

Course ID	Level	FSU's Teaching Cost	FSU's Student Credit Hours (SCH) Produced	Teaching Cost/SCH	Credits Required	Program Teaching Cost
ACCT201	L	\$190,350.23	2,286.00	\$83.77	3.00	\$251.30
ACCT202	L	\$142,237.36	1,359.00	\$104.66	3.00	\$313.99
ACCT310	U	\$29,814.72	177.00	\$168.44	3.00	\$505.33
ACCT312	U	\$26,623.74	105.00	\$253.56	3.00	\$760.68
ACCT321	U	\$19,693.92	129.00	\$152.67	3.00	\$458.00
ACCT350	U	\$36,627.23	156.00	\$234.79	3.00	\$704.37
ACCT431	U	\$25,174.60	198.00	\$127.14	3.00	\$381.43
ACCT441	U	\$25,913.31	195.00	\$132.89	3.00	\$398.67
ACCT599	G	\$34,089.60	99.00	\$344.34	3.00	\$1,033.02
ACNTELE	E	\$372,202.24	1,951.00	\$190.78	15.00	\$2,861.63
BLAW321	U	\$61,811.99	1,047.00	\$59.04	3.00	\$177.11
COMM121	L	\$178,807.50	2,643.00	\$67.65	3.00	\$202.96
COMM221	L	\$40,036.31	564.00	\$70.99	3.00	\$212.96
CULTELE	E	\$1,406,110.14	17,010.00	\$82.66	6.00	\$495.98
ECON221	L	\$196,180.86	2,871.00	\$68.33	3.00	\$205.00
ECON222	L	\$105,366.94	1,146.00	\$91.94	3.00	\$275.83
ENGL150	L	\$629,538.44	5,982.00	\$105.24	3.00	\$315.72
ENGL250	L	\$421,957.07	4,101.00	\$102.89	3.00	\$308.67
ENGL325	U	\$37,811.61	357.00	\$105.91	3.00	\$317.74
FINC322	U	\$129,440.77	1,482.00	\$87.34	3.00	\$262.03
FREEELE	E	\$21,966,664.42	215,502.04	\$101.93	20.00	\$2,038.65
ISYS202	L	\$127,777.15	1,566.00	\$81.59	3.00	\$244.78
LITR287	L	\$7,333.16	72.00	\$101.85	3.00	\$305.55
MATH122	L	\$54,431.14	465.00	\$117.06	3.00	\$351.17
MGMT301	U	\$159,729.57	2,124.00	\$75.20	3.00	\$225.61
MKTG321	U	\$128,263.08	1,521.00	\$84.33	3.00	\$252.98
SCIUELE	E	\$1,991,264.76	25,840.50	\$77.06	7.00	\$539.42
SOCAELE	E	\$1,460,131.13	19,984.00	\$73.07	3.00	\$219.20
STQM260	L	\$181,698.48	1,737.00	\$104.60	3.00	\$313.81

Ferris State University

Program Teaching Cost 1996 - 1997 (Summer, Fall, and Winter)

Program Name: Accountancy (Public Accounting Track) BS

College : Business

Department : Accountancy/CIS

Total Program Teaching Cost (Assumes a student will complete program in one year) \$16,018.80

Cost per SCH (Average for program) \$129.18

Program Credits Required (Total credits to graduate) 124

Course ID	Level	FSU's Teaching Cost	FSU's Student Credit Hours (SCH) Produced	Teaching Cost/SCH	Credits Required	Program Teaching Cost
ACCT201	L	\$190,350.23	2,286.00	\$83.77	3.00	\$251.30
ACCT202	L	\$142,237.36	1,359.00	\$104.66	3.00	\$313.99
ACCT310	U	\$29,814.72	177.00	\$168.44	3.00	\$505.33
ACCT312	U	\$26,623.74	105.00	\$253.56	3.00	\$760.68
ACCT321	U	\$19,693.92	129.00	\$152.67	3.00	\$458.00
ACCT322	U	\$34,102.79	123.00	\$277.26	3.00	\$831.78
ACCT350	U	\$36,627.23	156.00	\$234.79	3.00	\$704.37
ACCT410	U	\$21,497.40	144.00	\$149.29	3.00	\$447.86
ACCT412	U	\$38,349.88	153.00	\$250.65	3.00	\$751.96
ACCT431	U	\$25,174.60	198.00	\$127.14	3.00	\$381.43
ACCT441	U	\$25,913.31	195.00	\$132.89	3.00	\$398.67
ACCT510	G	\$17,276.24	72.00	\$239.95	3.00	\$719.84
ACCT550	G	\$32,193.87	195.00	\$165.10	3.00	\$495.29
ACCT561	G	\$24,215.81	183.00	\$132.33	3.00	\$396.98
ACCT599	G	\$34,089.60	99.00	\$344.34	3.00	\$1,033.02
BLAW321	U	\$61,811.99	1,047.00	\$59.04	3.00	\$177.11
BLAW322	U	\$10,259.94	92.00	\$111.52	2.00	\$223.04
COMM121	L	\$178,807.50	2,643.00	\$67.65	3.00	\$202.96
COMM221	L	\$40,036.31	564.00	\$70.99	3.00	\$212.96
CULTELE	E	\$1,406,110.14	17,010.00	\$82.66	6.00	\$495.98
ECON221	L	\$196,180.86	2,871.00	\$68.33	3.00	\$205.00
ECON222	L	\$105,366.94	1,146.00	\$91.94	3.00	\$275.83
ENGL150	L	\$629,538.44	5,982.00	\$105.24	3.00	\$315.72
ENGL250	L	\$421,957.07	4,101.00	\$102.89	3.00	\$308.67
ENGL325	U	\$37,811.61	357.00	\$105.91	3.00	\$317.74
FINC322	U	\$129,440.77	1,482.00	\$87.34	3.00	\$262.03
FREEELE	E	\$21,966,664.42	215,502.04	\$101.93	10.00	\$1,019.33
ISYS202	L	\$127,777.15	1,566.00	\$81.59	3.00	\$244.78
LITR287	L	\$7,333.16	72.00	\$101.85	3.00	\$305.55
MATH122	L	\$54,431.14	465.00	\$117.06	3.00	\$351.17
MGMT301	U	\$159,729.57	2,124.00	\$75.20	3.00	\$225.61
MKTG321	U	\$128,263.08	1,521.00	\$84.33	3.00	\$252.98
NBUSELE	E	\$20,888.82	114.00	\$183.24	6.00	\$1,099.41
SCIUELE	E	\$1,991,264.76	25,840.50	\$77.06	7.00	\$539.42
SOC AELE	E	\$1,460,131.13	19,984.00	\$73.07	3.00	\$219.20
STQM260	L	\$181,698.48	1,737.00	\$104.60	3.00	\$313.81

Ferris State University

Program Teaching Cost 1996 - 1997 (Summer, Fall, and Winter)

Program Name: Accountancy/Computer Information Systems BS

College: Business

Department: Accountancy/CIS

Total Program Teaching Cost (Assumes a student will complete program in one year) \$14,736.18

Cost per SCH (Average for program) \$116.03

Program Credits Required (Total credits to graduate) 127

Course ID	Level	FSU's Teaching Cost	FSU's Student Credit Hours (SCH) Produced	Teaching Cost/SCH	Credits Required	Program Teaching Cost
ACCT201	L	\$190,350.23	2,286.00	\$83.77	3.00	\$251.30
ACCT202	L	\$142,237.36	1,359.00	\$104.66	3.00	\$313.99
ACCT310	U	\$29,814.72	177.00	\$168.44	3.00	\$505.33
ACCT312	U	\$26,623.74	105.00	\$253.56	3.00	\$760.68
ACCT321	U	\$19,693.92	129.00	\$152.67	3.00	\$458.00
ACCT350	U	\$36,627.23	156.00	\$234.79	3.00	\$704.37
ACCT431	U	\$25,174.60	198.00	\$127.14	3.00	\$381.43
ACCT441	U	\$25,913.31	195.00	\$132.89	3.00	\$398.67
ACNTELE	E	\$372,202.24	1,951.00	\$190.78	6.00	\$1,144.65
BLAW321	U	\$61,811.99	1,047.00	\$59.04	3.00	\$177.11
COMM121	L	\$178,807.50	2,643.00	\$67.65	3.00	\$202.96
CULTELE	E	\$1,406,110.14	17,010.00	\$82.66	6.00	\$495.98
ECON221	L	\$196,180.86	2,871.00	\$68.33	3.00	\$205.00
CON222	L	\$105,366.94	1,146.00	\$91.94	3.00	\$275.83
ENGL150	L	\$629,538.44	5,982.00	\$105.24	3.00	\$315.72
ENGL250	L	\$421,957.07	4,101.00	\$102.89	3.00	\$308.67
FINC322	U	\$129,440.77	1,482.00	\$87.34	3.00	\$262.03
ISYS100	L	\$38,715.17	549.00	\$70.52	3.00	\$211.56
ISYS101	L	\$48,739.11	456.00	\$106.88	3.00	\$320.65
ISYS105	L	\$218,302.51	3,441.00	\$64.86	3.00	\$194.59
ISYS200	L	\$25,216.80	324.00	\$77.83	3.00	\$233.49
ISYS210	L	\$29,158.85	240.00	\$125.67	3.00	\$377.01
ISYS220	L	\$14,418.42	135.00	\$106.56	3.00	\$319.69
ISYS320	N	\$10,349,211.91	79,107.89	\$130.82	3.00	\$392.47
ISYS330	U	\$23,080.78	180.00	\$128.23	3.00	\$384.68
ISYS350	U	\$30,032.98	210.00	\$143.01	3.00	\$429.04
ISYS425	N	\$10,349,211.91	79,107.89	\$130.82	3.00	\$392.47
ISYS430	U	\$22,275.70	156.00	\$142.79	3.00	\$428.38
ISYS499	U	\$24,066.67	126.00	\$191.01	3.00	\$573.02
LITR287	L	\$7,333.16	72.00	\$101.85	3.00	\$305.55
MATH122	L	\$54,431.14	465.00	\$117.06	3.00	\$351.17
MGMT301	U	\$159,729.57	2,124.00	\$75.20	3.00	\$225.61
MKTG321	U	\$128,263.08	1,521.00	\$84.33	3.00	\$252.98
OSYS209	L	\$25,438.59	177.00	\$143.72	3.00	\$431.16
OSYS300	U	\$5,713.64	96.00	\$59.52	3.00	\$178.55
SCIUELE	E	\$1,991,264.76	25,840.50	\$77.06	7.00	\$539.42
SOC AELE	E	\$1,460,131.13	19,984.00	\$73.07	3.00	\$219.20
STQM260	L	\$181,698.48	1,737.00	\$104.60	3.00	\$313.81
QM341	U	\$27,998.05	168.00	\$166.66	3.00	\$499.97

Ferris State University

Program Teaching Cost 1996 - 1997 (Summer, Fall, and Winter)

Program Name: Accountancy/Finance BS

College : Business

Department : Accountancy/CIS

Total Program Teaching Cost (Assumes a student will complete program in one year) \$18,812.64

Cost per SCH (Average for program) \$137.32

Program Credits Required (Total credits to graduate) 137

Course ID	Level	FSU's Teaching Cost	FSU's Student Credit Hours (SCH) Produced	Teaching Cost/SCH	Credits Required	Program Teaching Cost
ACCT201	L	\$190,350.23	2,286.00	\$83.77	3.00	\$251.30
ACCT202	L	\$142,237.36	1,359.00	\$104.66	3.00	\$313.99
ACCT310	U	\$29,814.72	177.00	\$168.44	3.00	\$505.33
ACCT312	U	\$26,623.74	105.00	\$253.56	3.00	\$760.68
ACCT321	U	\$19,693.92	129.00	\$152.67	3.00	\$458.00
ACCT350	U	\$36,627.23	156.00	\$234.79	3.00	\$704.37
ACCT410	U	\$21,497.40	144.00	\$149.29	3.00	\$447.86
ACCT412	U	\$38,349.88	153.00	\$250.65	3.00	\$751.96
ACCT431	U	\$25,174.60	198.00	\$127.14	3.00	\$381.43
ACCT441	U	\$25,913.31	195.00	\$132.89	3.00	\$398.67
ACCT550	G	\$32,193.87	195.00	\$165.10	3.00	\$495.29
ACCT561	G	\$24,215.81	183.00	\$132.33	3.00	\$396.98
ACCT599	G	\$34,089.60	99.00	\$344.34	3.00	\$1,033.02
BLAW321	U	\$61,811.99	1,047.00	\$59.04	3.00	\$177.11
COMM121	L	\$178,807.50	2,643.00	\$67.65	3.00	\$202.96
CULTELE	E	\$1,406,110.14	17,010.00	\$82.66	3.00	\$247.99
ECON221	L	\$196,180.86	2,871.00	\$68.33	3.00	\$205.00
ECON222	L	\$105,366.94	1,146.00	\$91.94	3.00	\$275.83
ECON321	U	\$14,132.09	63.00	\$224.32	3.00	\$672.96
ENGL150	L	\$629,538.44	5,982.00	\$105.24	3.00	\$315.72
ENGL250	L	\$421,957.07	4,101.00	\$102.89	3.00	\$308.67
FINC220	N	\$10,349,211.91	79,107.89	\$130.82	3.00	\$392.47
FINC300	U	\$20,327.89	180.00	\$112.93	3.00	\$338.80
FINC312	U	\$31,348.31	204.00	\$153.67	3.00	\$461.00
FINC322	U	\$129,440.77	1,482.00	\$87.34	3.00	\$262.03
FINC323	U	\$19,504.62	84.00	\$232.20	3.00	\$696.59
FINC451	U	\$18,347.92	84.00	\$218.43	3.00	\$655.28
FINC454	U	\$8,601.91	21.00	\$409.61	3.00	\$1,228.84
FINC465	U	\$8,115.97	36.00	\$225.44	3.00	\$676.33
FREEELE	E	\$21,966,664.42	215,502.04	\$101.93	3.00	\$305.80
HUMN102	L	\$15,094.88	255.00	\$59.20	3.00	\$177.59
ISYS202	L	\$127,777.15	1,566.00	\$81.59	3.00	\$244.78
LITR287	L	\$7,333.16	72.00	\$101.85	3.00	\$305.55
MATH122	L	\$54,431.14	465.00	\$117.06	3.00	\$351.17
MGMT301	U	\$159,729.57	2,124.00	\$75.20	3.00	\$225.61
MGMT302	U	\$77,648.01	564.00	\$137.67	3.00	\$413.02
MGMT371	U	\$44,904.42	483.00	\$89.16	3.00	\$267.48
MGMT499	U	\$97,849.33	712.00	\$137.43	4.00	\$549.72
MKTG321	U	\$128,263.08	1,521.00	\$84.33	3.00	\$252.98
OSYS300	U	\$5,713.64	96.00	\$59.52	3.00	\$178.55

Ferris State University

Program Teaching Cost 1996 - 1997 (Summer, Fall, and Winter)

Program Name: Accountancy/Finance BS

College : Business

Department : Accountancy/CIS

Total Program Teaching Cost (Assumes a student will complete program in one year) \$18,812.64

Cost per SCH (Average for program) \$137.32

Program Credits Required (Total credits to graduate) 137

Course ID	Level	FSU's Teaching Cost	FSU's Student Credit Hours (SCH) Produced	Teaching Cost/SCH	Credits Required	Program Teaching Cost
PSYC150	L	\$301,377.40	3,984.00	\$75.65	3.00	\$226.94
SCIUELE	E	\$1,991,264.76	25,840.50	\$77.06	7.00	\$539.42
STQM260	L	\$181,698.48	1,737.00	\$104.60	3.00	\$313.81
STQM322	U	\$33,281.43	225.00	\$147.92	3.00	\$443.75

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by College

College	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Allied Health Sciences	1993-94	0.00	9,805.00	8,697.00	18,502.00	0.00	49.68	49.18	49.43		197.35	176.83	374.28
College of Allied Health Sciences	1994-95	3,334.00	9,667.00	8,796.00	18,463.00	17.77	49.99	51.05	50.52	187.62	193.38	172.29	365.43
College of Allied Health Sciences	1995-96	3,704.00	9,670.00	8,844.00	18,514.00	24.83	49.76	49.61	49.68	149.18	194.35	178.28	372.66
College of Allied Health Sciences	1996-97	3,541.00	9,290.00	8,659.00	17,949.00	20.21	48.65	48.73	48.69	175.21	190.95	177.68	368.62
College of Allied Health Sciences	1997-98	3,537.00	8,339.00	7,308.00	15,647.00	19.89	44.99	43.06	44.03	177.84	185.37	169.70	355.41
College of Arts and Sciences	1993-94	0.00	67,369.00	57,475.00	124,844.00	0.00	219.71	200.85	210.28		306.63	286.16	593.70
College of Arts and Sciences	1994-95	12,665.00	59,845.00	50,307.00	110,152.00	59.59	202.04	177.04	189.54	212.55	296.20	284.15	581.15
College of Arts and Sciences	1995-96	10,676.00	56,630.00	49,740.00	106,370.00	55.28	188.37	172.74	180.55	193.14	300.63	287.95	589.13
College of Arts and Sciences	1996-97	9,616.00	55,530.00	48,349.00	103,879.00	46.97	186.81	168.55	177.68	204.75	297.25	286.84	584.63
College of Arts and Sciences	1997-98	9,333.00	50,277.00	46,514.00	96,791.00	51.52	171.39	160.48	165.93	181.16	293.35	289.85	583.31
College of Business	1993-94	0.00	29,389.00	28,092.50	57,481.50	0.00	101.31	102.79	102.05		290.08	273.29	563.24
College of Business	1994-95	9,941.00	24,810.00	23,918.00	48,728.00	46.29	96.87	100.65	98.76	214.74	256.11	237.64	493.40
College of Business	1995-96	7,987.00	21,788.00	21,771.00	43,559.00	32.94	89.38	93.89	91.63	242.48	243.77	231.88	475.36
College of Business	1996-97	7,002.00	19,967.00	19,942.00	39,909.00	37.31	91.53	98.21	94.87	187.68	218.14	203.05	420.65
College of Business	1997-98	6,722.00	21,776.00	22,034.00	43,810.00	38.10	98.79	102.82	100.80	176.45	220.44	214.30	434.62
College of Education	1993-94	0.00	10,455.00	10,180.00	20,635.00	0.00	37.26	37.07	37.16		280.60	274.62	555.23
College of Education	1994-95	3,263.00	8,567.00	8,144.00	16,711.00	21.21	30.16	30.26	30.21	153.86	284.05	269.13	553.16
College of Education	1995-96	3,187.00	7,963.00	7,641.00	15,604.00	17.64	30.29	30.82	30.56	180.67	262.87	247.93	510.67
College of Education	1996-97	2,796.00	7,413.00	7,255.00	14,668.00	17.22	31.07	31.31	31.19	162.35	238.58	231.73	470.28
College of Education	1997-98	3,028.00	7,176.00	7,425.00	14,601.00	17.25	30.50	31.82	31.16	175.54	235.29	233.34	468.59

FERRIS STATE UNIVERSITY

↑↓ based on last 2 years.

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by University by Department within College

Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W	Summer	Fall	Winter	Avg F + W	Summer	Fall	Winter	F + W
College of Arts and Sciences													
Mathematics	1997-98	1,316.00	10,242.00	7,516.00	17,758.00	6.58	29.70	25.17	27.43	200.00	344.90	298.61	647.31
Physical Sciences	1993-94	0.00	6,998.00	6,046.00	13,044.00	0.00	18.92	19.83	19.37		369.93	304.88	673.27
Physical Sciences	1994-95	1,226.00	6,492.00	5,523.00	12,015.00	5.46	20.82	19.28	20.05	224.62	311.84	286.42	599.22
Physical Sciences	1995-96	1,093.00	6,348.00	5,614.00	11,962.00	5.15	18.68	18.73	18.71	212.40	339.80	299.69	639.41
Physical Sciences	1996-97	989.00	5,773.00	5,141.00	10,914.00	5.17	17.88	18.97	18.42	191.30	322.85	271.05	592.31
Physical Sciences	1997-98	879.00	5,443.00	5,156.00	10,599.00	5.54	15.99	16.37	16.18	158.72	340.36	314.95	655.01
Social Sciences	1993-94	0.00	12,408.00	12,935.00	25,343.00	0.00	33.50	37.66	35.58		370.39	343.44	712.25
Social Sciences	1994-95	3,091.00	10,636.00	11,254.00	21,890.00	13.00	34.31	33.99	34.15	237.83	310.03	331.13	611.06
Social Sciences	1995-96	2,172.00	10,121.00	10,789.00	20,910.00	9.50	29.59	30.44	30.02	228.63	342.00	354.41	696.59
Social Sciences	1996-97	2,325.00	10,487.00	11,299.00	21,786.00	9.58	31.34	37.97	34.66	242.69	334.62	297.54	628.62
Social Sciences	1997-98	2,195.00	9,088.00	9,150.00	18,238.00	15.60	33.05	28.78	30.91	140.73	275.01	317.91	589.96
Student Development Services	1993-94	0.00	4,974.00	1,871.00	6,845.00	0.00	18.60	11.25	14.93		267.37	166.31	458.58
Student Development Services	1994-95	383.00	4,441.00	1,408.00	5,849.00	4.00	17.71	8.28	12.99	95.75	250.73	170.13	450.12
Student Development Services	1995-96	455.00	4,288.00	1,605.00	5,893.00	6.17	18.30	9.96	14.13	73.74	234.36	161.08	417.05
Student Development Services	1996-97	507.00	4,215.00	0.00	4,215.00	5.31	17.87	0.00	8.94	95.44	235.84		471.69
College of Business													
Accountancy	1993-94	0.00	3,754.00	3,508.00	7,262.00	0.00	13.42	13.18	13.30		279.63	266.06	545.82
Accountancy	1994-95	1,016.00	3,159.00	3,085.00	6,244.00	4.95	13.61	14.92	14.27	205.16	232.15	206.72	437.69
Accountancy	1995-96	806.00	3,066.00	2,957.00	6,023.00	2.83	11.49	12.50	12.00	285.09	266.75	236.56	502.04
Accountancy/Computer Info Systems	1996-97	3,005.00	8,688.00	8,999.00	17,687.00	18.82	39.92	41.88	40.90	159.68	217.66	214.88	432.47
Accountancy/Computer Info Systems	1997-98	2,738.00	8,087.00	8,405.00	16,492.00	16.42	36.77	38.27	37.52	166.76	219.91	219.61	439.52
Computer Info Systems	1993-94	0.00	7,735.00	7,485.00	15,220.00	0.00	29.20	31.49	30.35		264.91	237.67	501.55
Computer Info Systems	1994-95	2,361.00	6,670.00	7,049.00	13,719.00	13.44	28.72	30.59	29.65	175.61	232.28	230.46	462.68

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Accountancy													
ACCT	1993-94	0.00	3,520.00	3,490.00	7,010.00	0.00	12.42	12.93	12.68		283.31	269.81	552.85
ACCT	1994-95	1,016.00	3,159.00	3,085.00	6,244.00	4.95	13.61	14.92	14.27	205.16	232.15	206.72	437.69
ACCT	1995-96	806.00	3,066.00	2,957.00	6,023.00	2.83	11.49	12.50	12.00	285.09	266.75	236.56	502.04
ACTQ	1993-94	0.00	234.00	18.00	252.00	0.00	1.00	0.25	0.63		234.00	72.00	403.20
Accountancy/Computer Info Systems													
ACCT	1996-97	663.00	2,616.00	2,521.00	5,137.00	2.34	10.84	10.78	10.81	282.93	241.24	233.77	475.03
ACCT	1997-98	514.00	2,557.00	2,710.00	5,267.00	2.57	10.93	11.05	10.99	199.77	233.90	245.28	479.25
CISM	1996-97	937.00	319.00	480.00	799.00	7.60	2.85	3.87	3.36	123.26	112.03	124.08	237.94
CISM	1997-98	1,251.00	561.00	743.00	1,304.00	8.60	3.37	4.65	4.01	145.53	166.44	159.70	325.06
COQI	1996-97	30.00	21.00	0.00	21.00	0.27	0.43	0.00	0.21	109.70	48.93		97.86
COQI	1997-98	0.00	147.00	42.00	189.00	0.00	1.06	0.33	0.70		138.55	126.00	271.11
CPSC	1996-97	39.00	87.00	111.00	198.00	0.50	0.25	0.50	0.38	78.00	348.00	222.00	528.00
CPSC	1997-98	0.00	90.00	0.00	90.00	0.00	0.21	0.00	0.11		420.00		840.00
CSYS	1996-97	8.00	0.00	0.00	0.00	0.83	0.00	0.00	0.00	9.64			
ISYS	1996-97	825.00	4,539.00	4,676.00	9,215.00	3.58	19.95	20.19	20.07	230.23	227.56	231.58	459.17
ISYS	1997-98	973.00	4,588.00	4,825.00	9,413.00	5.25	20.20	21.49	20.84	185.33	227.17	224.55	451.64
OSYS	1996-97	111.00	150.00	148.00	298.00	0.50	1.40	1.83	1.61	222.00	107.14	81.00	184.69
OSYS	1997-98	0.00	144.00	85.00	229.00	0.00	1.00	0.75	0.88		144.00	113.33	261.71
STQM	1996-97	392.00	956.00	1,063.00	2,019.00	3.19	4.20	4.71	4.45	123.02	227.70	225.77	453.36

see data

See Econ/Stats

Appendix H

Historical Documents on the MAcc

To: Dr. Helen Popovich, President

From: Marv Lofquist, Chair, Fiscal Strategy Task Force

Mell

Subj: Graduate Programs in the Colleges of Business and Education

Date: January 24, 1992

This is a review and recommendations by the Fiscal Strategy Task Force concerning the graduate programs in the Colleges of Business and Education. This review did not address post baccalaureate professional degrees.

This report was discussed at two regular meetings and a draft similar to the final report was distributed to all committee members between meetings. All committee members except the member from Education responded and concurred with the report. Subsequent to our second meeting, a concern was raised to me that while this Task Force may review and recommend that a program be discontinued, the University has a program review procedure that is based on an Academic Senate review. I think it is a valid point that our recommendation not be construed to indicate that we advocate bypassing other reviews of these programs by appropriate bodies, since the Task Force did not discuss implementation procedures. However, the Task Force is recommending both a course of action and that it be taken expeditiously.

General Recommendations:

Based on concerns of cost, enrollment and other concerns detailed in this document, it is our recommendation that the MS in Accountancy program be discontinued immediately and that the MS programs in Computer Information Systems Management and Occupational Education go through the academic program review process.

Further, it is our recommendation that Ferris not initiate additional graduate programs at this time. Considering concerns about the quality and viability of the three Master level programs reviewed in this document, the current university wide budget reductions and the human resources needed to implement mandated curriculum changes (e.g., semester conversion and new General Education Requirements), Ferris does not have the fiscal and time resources to appropriately study, develop and implement additional graduate programs at this time.

Masters in Accountancy (1982)

Description

The program was primarily designed to meet the evolving requirements for students to sit for the Certified Public Accountant (CPA) exam. Currently 18 states require 5 yrs of university work to take the CPA. This requirement is expressed in terms of required credits in accountancy and related courses. While the requirements do not specify a Masters degree or the number of terms of attendance in the BS program, the total number of credits required extends the program into the 5th year. In Michigan, a bill to require a 5th year (i.e., additional course work) is in the legislature and the department expects it to become effective by 1995. The required extra courses could be offered as part of the BS degree but then Ferris would not compete well with programs at other universities that will give the MS in Accountancy for the additional courses taken in the 5th year.

Each year about 40 to 50 Ferris students take the CPA exam year and about 25 pass on the first try. At FSU and at other universities, most students currently don't take the 5th year since it is not required at this time. It should be noted that taking the 5th year courses increases the pass rate. In general, the pass rate on the CPA exam correlates best with the student's undergraduate ACT Math score.

Currently in the MA program, many of the students are international students. About 50% of the MA students did not have accounting undergraduate degrees.

It is projected that the Masters program will be significantly changed during the conversion to semesters. In the new semesters program, MA students will be able to take 400 level courses which will count in the MA program and undergraduate students will be able to take 500 level courses to count for their BS. This crossing of undergraduate and graduate students will increase enrollment in the 400 and 500 level courses. Additionally, the department will rework the existing dual degree programs shared with other departments in the college. Currently there are about 50 to 60 students in the dual degree programs where they take additional credit hours (total of 229 to 250 credits vs a usual total of 200 credits) and earn two BS degrees. In the proposed new semesters curricula, students would obtain experiences now contained in the dual degree options by earning a combination of BS and MS degrees, for example CIS/Accountancy, CIS/Management, CIS/Marketing, and Finance/Accountancy.

The current enrollment does not approach the projections of 75 students made when the program was approved. Currently about 10 students are taking graduate courses, while additional students are taking undergraduate courses and English language courses. Enrollment did not reach the projections because the 5th year requirement has not been enacted yet. Currently many firms seek to hire the best 4 year BS students rather than wait for the MA degree students.

Evaluation

The Master of Accountancy was evaluated as within the scope of the Ferris mission when initiated in 1982 and its career emphasis is still congruent with the Ferris mission. However since Ferris places its primary emphasis on undergraduate programing, additional rationale must be presented to support graduate level programs. This program was conceived to meet an anticipated professional requirement which has yet to materialize. Student enrollment patterns and corporate hiring practices

indicate there is less demand for the degree than anticipated in the planning process. While it is presumed that Ferris has the expertise to offer the program, it is not clear that the University has the resources to continue the current program. At this time only about 10 students take courses in the program during a given quarter. The low student enrollment and high cost indicate the current program is a questionable use of resources.

Specific concerns:

1. The enrollment has not lived up to enrollment projections. Future enrollment gains are still predicated on the passage of legislation requiring a 5th year of university work for eligibility of graduates to sit for the CPA exam. What if the legislative process continues to drag on for several years? What active steps are being taken to increase enrollment? Can the program be re-configured to be more attractive to students other than international students?
2. The cost per SCH is very high. Even when unranked instruction was used, the costs remained high. Why are unranked faculty salary costs so high? What steps can be taken to reduce costs?
3. If revisions of the dual degree programs offer the prospect of additional students for the MS programs, why were the steps to rework the dual degrees not initiated earlier?

Recommendations:

The recommendation is that the existing program be discontinued. The consistent low enrollment indicates that students and employers don't highly value the program. With its low enrollment, it is difficult to determine what state or professional needs are being met. If the program is not closed, the following steps are recommended.

1. Accelerate efforts to reduce costs. This could include teaching courses as overloads whenever possible or using more adjunct faculty. Currently load credit is given at a rate of 1.5 per course credit, even for very low enrollment sections. This could be amended so that sections with less than some number (perhaps 8 or 10 students) are weighted as 1 load credit per course credit. However for a given load factor, it should be recognized that if a faculty member normally takes an overload course, shifting the overload from undergraduate programming to graduate level simply shifts the costs. The net cost to the university is the same but the cost comparisons are changed. What is needed is a reduction in costs, not a cost shift.
2. Accelerate efforts to attract students into the program, or at least into the courses. Ferris graduates about 75 accounting majors a year. If there is a need for the advanced courses it should be possible to attract more of these students into a re-designed program.
3. Consider major changes in the program. Low enrollment indicates the students don't value the program as currently configured.

Master of Science in Computer Information Systems Management (1988)

Description

The MS CISM degree was initiated to provide advanced educational opportunities in the area of information systems. It was intentionally designed to be a more practice oriented program than those offered at other institutions. There are six Michigan universities that offer CIS related MS degrees although the Ferris program is the only program with an emphasis on CIS management. Currently the program is offered in Big Rapids, Grand Rapids and Flint. Enrollment has been increasing and is now at about 60 students at all sites, with about 40 different students taking at least one class fall quarter 91-92. About 40% of all courses are taught by adjunct faculty. Normally, admission to the

program is based on GRE test scores and a writing sample. International students are admitted on an individual basis. Currently on campus, there are 14 international students, only 4 of which are currently in graduate courses while the others are in undergraduate and English classes. International students with English deficiencies take Intensive English Program (IEP) classes until they score high enough on the Test of English as a Foreign Language (TOEFL). While in IEP, students may take one outside class if they score near a pass on the TOEFL. It sometimes takes international students two years to complete their application process, to arrive here and begin taking graduate classes. The business MS programs (Accountancy and CISM) have a strong need for the IEP, including a TOEFL site, in order to serve the international students. Current projections indicate enrollment could reach 20 to 25 students on campus with 75% international students.

On-campus students are a mix of working and full-time students while off-campus students are primarily working students. All classes, on and off campus, are taught in the evening or on weekends. In order to keep costs down, small classes are dropped in the summer.

Evaluation

The MS CISM degree fits within the Ferris mission of practical vocationally directed programming. The Ferris program was intentionally designed to be different from programs at other institutions and thus to stake out a separate niche in the educational market. It would be hard to make a case that the State does not need more professionals with expertise in the area of computer information systems. Considering the large undergraduate program in CIS, Ferris has the capability to provide the program. Ferris' ability to offer the program would only be a question if undergraduate pressures so overloaded the department's resources that it could not spare the faculty and computer time required for the program. The high cost of the program and student enrollment patterns are concerns. About 40 students are currently enrolling for courses, many of whom are international.

Specific concerns:

1. Continued student enrollment is a concern. International students are a large part of the student enrollment in this program. Is it reasonable to depend on this source of students? What actions are we taking to promote a continuation of this enrollment? The number of graduates of the BS CIS program dropped from about 100 a year for 1987-88 and 1988-89 to only about 60 a year for 1989-90 and 1990-91. Will this decline continue and what effect will it have on the graduate enrollment? What can be done to make the program more attractive in order to increase the number of our Ferris BS graduates entering the graduate program?
2. The on-campus cost of instruction is very high. What efforts can be taken to reduce costs?
3. What will be the long term success of the off-campus program?
4. What are the reasons for the interest of the foreign students? If foreign students are seen as important to the future enrollment in the program, what can we do to maintain the flow of foreign students? How do these questions relate to the Ferris mission to serve the needs of Michigan?

Recommendations:

1. Accelerate efforts to reduce costs. See 1. above under Accountancy.
2. Work to increase enrollment. Within three years, enrollment in all classes except research project classes (i.e., CIS 620) should reach a goal of 10 students per class. If the program cannot reach and maintain that level of enrollment, the program should be reviewed for revision or discontinuation. A well designed program should attract graduates from Ferris and other Michigan universities and not depend on foreign students to fill classes.

3. Work with Accountancy and other business program areas to seek ways to develop courses and programs that are cost effective and attractive to both undergraduate and graduate students.

Master of Science in Occupational Education (1984)

Description

The Ferris program is the only MS in Occupational Education in the state. It is designed to provide leadership in career technical education. Graduates are prepared to provide leadership, such as in a community college or career center. The program has three options: 1) Leadership/Administration; 2) Curriculum/Instruction; 3) Business/Industry. Enrollment in the program has been as high as 90 and currently is about 60 students. About 30% of the enrollment in the on-campus courses has been FSU employees and dependents. The program has a large presence off-campus. Essentially all students are full-time workers.

Currently the college has a proposal for a Ed.D. in Occupational Education under review by the Faculty Senate and its committees.

Evaluation

The MS in Occupational Education fits the Ferris profile of offering selective programming in areas where Ferris has a particular expertise to offer the state and our students. Occupational education has a strong role to play in our state's effort to improve its work force. This degree is intended to fill a need that was created when other universities withdrew from occupational education graduate degree programs. Other universities have selected graduate courses in vocational education and include them as an area of concentration within more general graduate degrees. It is difficult to determine whether the choice made by the other universities was made for professional and pedagogical reasons or simply as a budget cutting process. Additionally, the Ferris staff is relatively small by graduate school standards. Is this program stretching the limits of the current faculty to staff these courses?

The program costs are reasonable. The decline in enrollment is a concern and needs to be followed. The on-campus enrollment includes a large number of Ferris faculty, staff and dependents. Since this degree is primarily aimed at educating educational leaders (administrators), is it the most appropriate degree for career development for a classroom teacher? In many classes Ferris faculty and staff provide a major part of the enrollment. Does this program give them the education they need or is it taken because it is an available and convenient way to qualify for a salary increase?

Specific concerns:

1. What alternatives to the Ferris degree are available for students and occupational education professionals? How comparable are other education degrees with an occupational specialization?
2. How can the enrollment be maintained or increased?
3. With the small number of Ferris faculty teaching graduate courses, how can the student's exposure to different instructors be increased?
4. If the degree is being used by significant numbers of classroom teachers, should this option be strengthened? Are teachers taking these courses through to licensure and then dropping the program? What is the rate of retention through to graduation?

Recommendations:

1. Review the program and its options in view of student needs and other available graduate degrees in the State.
2. Consider using more adjunct faculty to increase student exposure to additional faculty.
3. Increase the ratio of students who are not Ferris employees or dependents in order to decrease the revenue lost by having large enrollments of students attending with tuition wavers.
4. Work to increase enrollment. Within three years, enrollment in all classes except research project classes (i.e., EDU 699) should reach a goal of 10 students per class. If the program cannot reach and maintain that level of enrollment, the program should be reviewed for revision or discontinuation. A well designed program should attract sufficient numbers of students to maintain the class enrollment goal.
5. Continue to conduct the program in a cost effective manner.

Ferris State University

Department of Accountancy

TO: Accountancy Faculty
FROM: Jack Elfrink *JE*
SUBJECT: Masters program
DATE: February 12, 1992

Attached is a draft of a response to the Marv Lofquist report concerning our Masters program. At this point, I believe a response to the report is the proper action to take. Please review the draft and bring it with you to tomorrow's meeting.

JAE:kea

D R A F T
Master of Accountancy

Background

The original impetus for the Master of Accountancy in 1982 was a movement within the CPA profession to increase the required academic preparation for licensing. Although these increased requirements are developing slower than anticipated, they remain the primary motive within the College of Business for maintaining the program. The American Institute of Certified Public Accountants (AICPA) will require new members to have 150 semester hours of college preparation in the year 2000. However, the AICPA does not grant CPA certificates. Individual states set specific licensure requirements. The national trend is toward 150 hours of education. Eighteen states currently have passed such legislation and 27 others, including Michigan, have 150-hour legislation in process.

Over the last five years about 50 Ferris graduates per year have been sitting for the CPA examination for the first time (48 in 1990). Approximately two thirds of our graduates attempting the examination have eventually passed. Providing the educational needs of these 50 students per year is of primary concern to the accountancy faculty.

The inability of Ferris State University to offer future accounting students the opportunity to earn a graduate degree when the 150-hour requirement becomes effective will have dire consequences to our undergraduate program. Our sister and competing institutions are currently offering graduate accounting education. Grand Valley, Central and Western Michigan can currently promise a prospective college student the opportunity to earn a business masters degree of some type on their campuses. Research indicates that the vast majority (greater than 90%) of incoming accounting students intend to become CPAs. If we cannot promise prospective students the ability to sit for the CPA examination, our enrollment will suffer severely.

Marv Lofquist is justified in raising concerns about the cost and enrollment in this program. Although the cost per SCH figure can be disputed, the low enrollment figures can not. There are numerous reasons for the lack of students including curriculum problems, admission and retention ambiguities and the lack of funding for recruiting. In response, the College of Business has taken a number of steps to improve the health of the program.

Efforts to Reduce Costs

Realizing that the Master of Accountancy courses are expensive on a per SCH basis, a number of measures were taken in the proposed post-semester conversion graduate program to reduce the costs without sacrificing quality. They include:

The College of Business, therefore, suggests:

1. Enrollment in the program be suspended until additional market analysis indicates that sufficient demand exists.
2. Students currently in the program be permitted an opportunity to complete their programs in a reasonable time frame.
3. The proposed semester program be forwarded for approval so as to be ready for implementation when the demand arises as a result of the State's 150-hour educational requirement to sit for CPA examination.

These recommendations will allow the program to be placed on hold until the demand appears without the lengthy delay required by the program review process. By placing the program on hold, the University will be able to quickly respond to the 150-hour requirements or other causes for increased demand.

July 12, 1994

Robert von der Osten
Academic Senate Office

RE: Proposed Termination of Masters of Accountancy Program

This letter is in response to your notice dated June 9, 1994, in which you invite comments regarding the academic program changes anticipated by the Senate Task Force on Fiscal Restructuring Plan. I address my comments to the proposed termination of the Masters of Accountancy program. From the reasons given in your aforementioned notice, "very low enrollment and changes in requirements for CPA certification", it is apparent that some serious misinformation or misunderstanding, or both, exists regarding this program.

The Masters of Accountancy degree program first accepted enrollees some thirteen years ago. At that time, it was allocated a financial budget of \$10,000 annually. After President Ewigleben retired in 1983, his successor, President Wenrich eliminated the budget allocation to the Masters program. There were no longer funds enough to even print promotional brochures, but the program survived on what could be scraped from the undergraduate program's budget. Class sizes typically ranged from four to ten students.

Since there have never been any full-time graduate faculty in the Department of Accountancy, the masters classes were taught in-load, by the regular faculty. Part-time temporary instructors were hired to teach beginning level, "principles of accounting", courses normally taught by the full-time faculty teaching the graduate courses. Hence, the additional faculty pay incurred was at the "part-time temporary" compensation level. This fact has been consistently and conveniently overlooked by persons wishing to overstate the cost per credit hour of providing instruction within the graduate program. Clearly what should be considered in financial analysis is the incremental "or variable" cost of additional instructors needed to teach the sections offered by the Department of Accountancy, not the salaries of specific experienced, tenured faculty members teaching in specific classes at the graduate level (fixed costs).

From the outset, it has been clear that the public accounting profession is moving toward requiring more formal education for its members. The American Institute of Certified Public Accountants (the national governing body for CPAs in the U.S.) has stated that by the year 2000, anyone desiring membership will be required to have completed 26 semester hours of formal education beyond the undergraduate level. Thirty states have already adopted such a requirement for taking the CPA exam and it is clear that the remainder, including Michigan, must do so within the next 5½ years.

The fact that enrollment was suspended two years ago for a one-year degree program explains the "very low enrollment" figures observed. The former Department Head of Accountancy, fearing deep cuts into the Department's budget, agreed to temporarily suspend enrollment into the Masters in Accountancy program. It was hoped that this gesture would be viewed, by those wielding the budget axes at that time, as a noble self-sacrifice for the good of the University.

The Masters in Accountancy degree program is vitally necessary to the current and future undergraduate accounting program at Ferris. Given the new certification requirements, our competition (other universities) will be scrambling to create graduate programs in accounting to attract incoming students. These students will need extra accounting skills to compete for jobs and to succeed in passing the increasingly complex professional examinations.

The incoming freshmen who want to major in accounting will be aware of the graduate hour requirements and will choose a school that offers them the ability to acquire the advanced accounting skills necessary to land a good job and pass the CPA exam. Colleges and universities not able to offer graduate degrees, in accounting, will not be able to compete.

The "bottom line" is, the Masters of Accountancy program currently costs the University absolutely nothing, nada, zip. Eliminating it not only saves zero dollars, but it does significant harm to our ability to compete for undergraduate accounting students in the very near future. There is not a single benefit that could be realized by this program's termination.

Attached please find a copy of a letter, dated June 1, 1994, sent to Vice President Teshome Abebe by the Advisory Board of the Department of Accountancy. I am also attaching a copy of the recommendations of the Academic Program Review Committee, dated February 21, 1990.

Thank you for your consideration in this matter.

Sincerely,

David P. Anderson
Professor
Department of Accountancy

DPA:kea

Ferris State University

Department of Accountancy

To : College of Business Senators D. Kelson, H. Palmer,
A. Pomnichowski, S. Sytsma and J. Valas

From : Richard B. Hanna, ^{RBH} Associate Professor
Department of Accountancy

Re : Fiscal Restructuring Plan

Date : September 12, 1994

I would appreciate your presentation of the following recommendation in regard to the Masters in Accountancy instead of the recommendation shown on page 35 of the draft of the Senate report.

Recommend: Keep the Masters in Accountancy program on the books (with the anticipation of reopening enrollments in a timetable appropriate to the passage of the 150 hour requirement by the State of Michigan.)

Rationales:

1 - I have been told by the Executive Director of the Michigan Association of Certified Public Accountants (MACPA), Mr. Robert Bogan, that passage of the 150 hour requirement to sit for the CPA examination in Michigan is expected by November, 1994. The effective date would most likely be January, 2000. This means that students graduating in May, 2000, would be enrolling in colleges and universities in the Fall Semester, 1995.

2 - Please review the attached letter dated June 1, 1994, which is the unanimous opinion of the Department of Accountancy's Accounting Advisory Committee. I should point out that among the members are Mr. Thomas Scholler, former partner in Arthur Andersen & Co., and former President of the Board of Control of Ferris State University and Ferris graduate, and Dr. James Wittenbach of the University of Notre Dame, a Ferris graduate and Professor of Accounting at Notre Dame which is an Accounting Education Change Commission school.

3 - Also, please review the letter dated August 4, 1994, from Professor Wittenbach to Dean Hansen responding to the Dean's letter which was written in response to the first letter. **The comment on the undergraduate program being put at risk is very important.** Several of the points that follow reiterate some aspects of both of those letters.

4 - There is no cost to Ferris State University to allow the program to continue on the books. The courses are and must continue to be in place for the ISM MS program's Accountancy track.

5 - There are no cost savings to Ferris by closing the program. Enrollment has been on hold until passage of the 150 hour requirement.

6 - The recommendation of the program review performed several years ago was to keep the program and, in fact, to put more resources and effort into recruitment, expansion and advertisement of the program.

7 - There are unfavorable time and cost factors if the program is closed with the potential of reintroducing the program later on in the future. These factors are:

A. Recruitment of potential students during a reintroduction process prevents the ability to advertise the program (when appropriate) as being in place and approved. It also would cause the program to lose the students who want the post-graduate (fifth-year) without having to transfer to another school.

B. Costs of time (in excess of one year) for both faculty and administration and money (surveys, mailings, lobbying, etc.) to go through the process of justification and approval by the State (which also reinforces item A above.)

8 - Positive factors in favor of keeping the program on the books are:

A. Enrollment in graduate classes, coupled with the students in the ISM MS program Accountancy track, will be increased thereby lowering cost of delivering the courses (when the program is reactivated.)

B. With the ISM MS program becoming offered at the Traverse City Off-campus campus, there is again a potential for sharing of common classes. The Department of Accountancy has a strong program and enrollment at Traverse City.

C. Timely response to the passage of the 150 hour requirement with advertising and recruitment.

D. The ability to attract students from schools which do not offer the fifth year of the program. This would include many of the 4-year liberal arts and private schools.

E. Lastly, with the advent of the 150 hour requirement, it is important to begin setting in place the ability of students to come to Ferris for the fifth year. With the program left on the books, the Department has the ability to discuss articulation with a variety of institutions even though the actual reopening of enrollment may not take place for a period of time.

June 1, 1994

Dr. Teshome Abebe
Vice President of Academic Affairs
Ferris State University
Starr Building Rm. 303
Big Rapids, MI 49307-2284

Dear Dr. Abebe:

The Ferris State University Accountancy Department Advisory Committee meeting was held on the campus on Friday, May 6. Professor Margaret Etienne, Acting Department Head, shared with the committee a letter written by President Helen Popovich addressed to Ferris State University family members. In the letter, dated September 30, 1993, President Popovich cited seventeen programs at Ferris that would be closed, including the Master of Science in Accountancy program.

As members of the Advisory Committee, we are very concerned by this announcement. After the year 2000, the American Institute of Certified Public Accountants, the governing body of the accountancy profession, will require all prospective certified public accountants to complete 150 hours of college education, including a bachelor's degree. As of January 1, 1994, thirty states (see attached) had enacted legislation mandating 150 semester hours of college education to sit for the Uniform CPA Examination. The remaining twenty states, including Michigan, are expected to enact similar legislation by the year 2000.

The Department of Accountancy at Ferris State University currently has, in place, a postgraduate fifth-year program. This program will enable Ferris State undergrads to continue their education, thereby satisfying the 150-hour requirement and attaining a Master of Science degree in Accountancy. Although the Master's program in Accountancy at Ferris is currently suspended (i.e., no students are enrolled), we feel it would be a major mistake to dismantle it at this time. It is also the opinion of the Committee that a potential market for the M.S. Accountancy program currently exists in the Traverse City area. We would like to see this potential market explored further.

The program, in its current status, requires no expenditure of funds and, therefore, discontinuing it would have no impact on the University's budget. However, to eliminate the program now (as stated in President Popovich's letter) would necessitate reinstating the program later once the State of Michigan enacts the 150-hour legislation. Reinstating the Master of Science in Accountancy program would require considerable time, energy and expense for both the faculty and the administration in order to complete the Academic Senate and Administrative procedures necessary to have a new program approved.

Furthermore, closing the graduate program sends mixed signals to future undergrads desiring to major in accountancy at Ferris. Without a fifth-year program in accountancy in place, potential accountancy students may look to other colleges and universities in the State of Michigan that have a five-year program in accountancy to pursue their education.

Retaining the current Master of Science in Accountancy program will allow for a smooth transition into the fifth year once the State of Michigan adopts the 150-hour requirement. In addition, if the program is not closed, implementation of the program could occur quickly, and the program probably would be able to attract students from other colleges which may not have a 150-hour program in place.

As explained above, retention of the current master's degree program will have no impact on the budget at Ferris. Furthermore, it will keep the Department of Accountancy at Ferris State University competitive with other Michigan colleges and universities that have already adopted a five-year program. The Accountancy Department at Ferris State has a proud tradition. Numerous accountancy graduates have achieved high level positions in public accounting, industry, government and education. To avoid tarnishing the department's excellent reputation, we strongly recommend that you reconsider the decision to close the Master of Science in Accountancy program.

Should you wish to meet with us as a group or individually to discuss this matter further, please feel free to contact us. Our telephone numbers are listed below.

Sincerely yours,



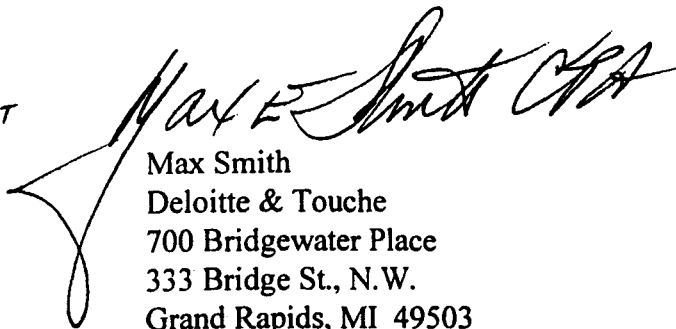
Al Brinkman, Director
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Thomas Scholler
Smith, Haughey, Rice & Roegge
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H. Robert Klepser CPA, MST

H. Robert Klepser
Chief Financial Officer
D.C. Byers Co.
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Max Smith
Deloitte & Touche
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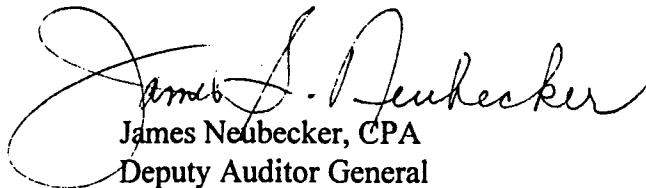
William L. Waanders, President
ExecuQuest
Grand Rapids, MI
(616) 949-1800



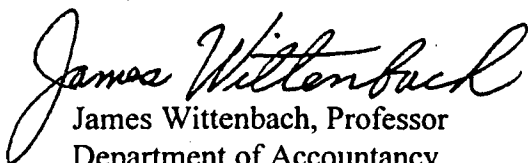
Walter Monroe, CPA, Partner
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Steve Wilcox
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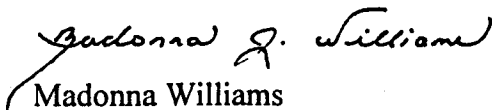
James Neubecker, CPA
Deputy Auditor General
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(517) 334-8050



James Wittenbach, Professor
Department of Accountancy
University of Notre Dame
Notre Dame, IN 46556
(219) 631-7324



Gordon Niemi, Co-Director
Co-Director Business Division
Northwestern Michigan College
Traverse City, MI 49684
(616) 922-1159



Madonna Williams
Black & Williams, CPAs
Traverse City, MI
(616) 946-2710

Attachment

cc: Helen Popovich, President Ferris State University
cc: Richard C. Hansen, Dean School of Business

STATUS OF 150-HOUR EDUCATION REQUIREMENT

States (30) that passed law:

STATE	LAW PASSED	EFFECTIVE DATE
ALABAMA	1989	JANUARY 1, 1995
ALASKA	JUNE 1991	SEPTEMBER 1, 1997
ARKANSAS	1990 (by regulation)	January 1, 1998
CONNECTICUT	JUNE 11, 1992	JANUARY 1, 2000
FLORIDA	1979	AUGUST 1, 1983
GEORGIA	APRIL 1991	JANUARY 1, 1998
HAWAII	1977	DECEMBER 31, 1978
IDAHO	MARCH 27, 1993	JULY 1, 2000
ILLINOIS	SEPTEMBER 23, 1991	JANUARY 1, 2001
INDIANA	FEBRUARY 28, 1992	JANUARY 1, 2000
IOWA	MAY 1992	JANUARY 1, 2001
KANSAS	APRIL 12, 1990	JUNE 30, 1997
KENTUCKY	APRIL 6, 1990	JANUARY 1, 2000
LOUISIANA	JUNE 1990	DECEMBER 31, 1996
MARYLAND	MAY 27, 1993	JULY 1, 1999
MISSISSIPPI	MARCH 12, 1990	FEBRUARY 1, 1995
MISSOURI	MAY 1993	JUNE 30, 1999
MONTANA	1989	JULY 1, 1997
NEBRASKA	MARCH 13, 1991	JANUARY 1, 1998
NEVADA	JUNE 1993	JANUARY 1, 2001
NORTH DAKOTA	MARCH 16, 1993	JANUARY 1, 2000
OHIO	MAY 20, 1992	JANUARY 1, 2000
RHODE ISLAND	JULY 1992	JULY 1, 1999
SOUTH CAROLINA	APRIL 22, 1991	JULY 1, 1997
SOUTH DAKOTA	FEBRUARY 10, 1992	JANUARY 1, 1998
TENNESSEE	1987	APRIL 14, 1993
TEXAS	1989	AUGUST 31, 1997
UTAH	1981	July 1, 1994
WEST VIRGINIA	1989	JULY 1, 2000
WYOMING	FEBRUARY 24, 1993	JANUARY 1, 2000



UNIVERSITY OF NOTRE DAME
ROOM 254 HAYES-HEALY CENTER
NOTRE DAME, INDIANA 46556

August 4, 1994

Richard C. Hansen, Dean
College of Business
Ferris State University
119 South Street
Big Rapids, MI 49307-2284

Dear Dean Hansen:

Thank you for your letter dated June 15, 1994 responding to the concerns of the Ferris State University Accountancy Department Advisory Committee. I appreciate the documents you provided relative to the future requirements for being eligible to sit for the Certified Public Accountant examination. Clearly, the accountancy profession is experiencing major changes.

As you continue to review various options in the College of Business as part of your restructuring plan, I would like to comment on four points you covered in your letter to me. First, you noted that it is not necessary for a student to acquire a masters degree in order to satisfy the 150 hour requirement. Although this is true, I am sure that for many students at Ferris (and their parents) obtaining a Masters degree in Accountancy will be a necessary condition before they will seriously consider investing the time, energy, and resources into satisfying the 150 hour requirement. At the very least, the opportunity to earn a Masters degree in Accountancy should be an option available to students at Ferris.


Second, the cost of delivering graduate accountancy courses at Ferris (which, as you noted, has been high in the past) will surely decline once the State of Michigan adopts the 150 hour educational requirement. The pool of graduate students that will be attracted to the university include not only those who have earned their undergraduate degree from Ferris, but also transfer students from other colleges and universities which may not have a 150 hour program. Furthermore, without a graduate degree in accountancy, high school seniors who are contemplating a career in accountancy, may decide to pursue their studies at other institutions of higher learning offering a Masters program in Accountancy. As a result, the undergraduate cost per student credit hour (which is currently low) would likely increase. Worse yet, the undergraduate program in accountancy at Ferris would be placed in an "at risk" position of being discontinued.

(over)

Ferris State University

Department of Accountancy

TO: All College of Business Faculty

FROM: Jack Elfrink, Head, Department of Accountancy 

SUBJECT: Reaction to the closing of enrollment in the Master of Accountancy program

DATE: October 13, 1992

Below is a statement agreed upon by the Accountancy Department faculty at our October 13, 1992 meeting. The statement is a response to the closing of enrollment in the Master of Accountancy program, effective the Fall quarter of 1992.

We will be asking for the support of the statement in the October 20, College of Business meeting. Please review the statement. If you have any questions, please call me (ext. 2435).

In response to the closure of enrollment in the Master of Accountancy program:

The College of Business believes that the recommendations of the program review, completed in 1989, should be followed. That is, with proper funding, the enrollment in the program can be increased and by implementing the semester conversion changes cost can be materially reduced. The College of Business also believes that the modified semester program is of high quality, but would initially suffer from low demand. Nevertheless, more than sufficient demand will be generated as the result of the upcoming changes in the CPA requirements. Currently 24 states have passed a 5-year education requirement for CPAs. Consequently, the College of Business, the Department of Accountancy, and the CPA profession is confident that the 150-hour requirement will pass in Michigan and become effective by the national deadline of the year 2000. This will require that students enrolling in 1995 have a five-year program available to them.

If, within the current budgetary environment, the University believes that it is necessary to reduce the costs of the Masters of Accountancy, the College of Business suggests:

1. Enrollment in the program be suspended, effective Winter Quarter 1992/93, until additional market analysis indicates that sufficient demand exists. The Winter closing date will allow us to accommodate our 1991-92 senior class who came to Ferris expecting a five-year program.
2. Students currently in the program be permitted an opportunity to complete their programs in a reasonable time frame.
3. The proposed semester program be forwarded for approval so as to be ready for implementation when the demand arises as a result of the State's 150-hour educational requirement to sit for CPA examination.

These recommendations will allow the program to be placed on hold until the demand appears without the lengthy delay required by the program review process. By placing the program on hold, the University will be able to quickly respond to the 150-hour requirements or other causes for increased demand.

JAE:kea



UNIVERSITY OF NOTRE DAME
ROOM 254 HAYES-HEALY CENTER
NOTRE DAME, INDIANA 46556

August 18, 1994

Richard C. Hansen, Dean
College of Business
Ferris State University
119 South Street
Big Rapids, MI 49307-2284

Dear Dean Hansen:

Thank you for your letter dated June 15, 1994 responding to the concerns of the Ferris State University Accountancy Department Advisory Committee. I appreciate the documents you provided relative to the future requirements for being eligible to sit for the Certified Public Accountant examination. Clearly, the accountancy profession is experiencing major changes.

As you continue to review various options in the College of Business as part of your restructuring plan, I would like to comment on four points you covered in your letter to me. First, you noted that it is not necessary for a student to acquire a masters degree in order to satisfy the 150 hour requirement. Although this is true, I am sure that for many students at Ferris (and their parents) obtaining a Masters degree in Accountancy will be a necessary condition before they will seriously consider investing the time, energy, and resources into satisfying the 150 hour requirement. At the very least, the opportunity to earn a Masters degree in Accountancy should be an option available to students at Ferris.

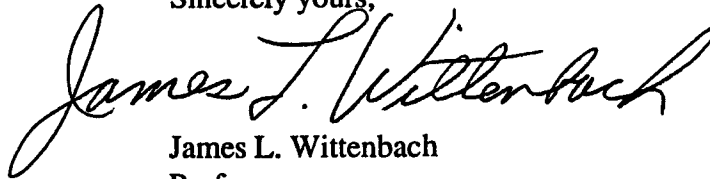
Second, the cost of delivering graduate accountancy courses at Ferris (which, as you noted, has been high in the past) will surely decline once the State of Michigan adopts the 150 hour educational requirement. The pool of graduate students that will be attracted to the university include not only those who have earned their undergraduate degree from Ferris, but also transfer students from other colleges and universities which may not have a 150 hour program. Furthermore, without a graduate degree in accountancy, high school seniors who are contemplating a career in accountancy, may decide to pursue their studies at other institutions of higher learning offering a Masters program in Accountancy. As a result, the undergraduate cost per student credit hour (which is currently low) would likely increase. Worse yet, the undergraduate program in accountancy at Ferris would be placed in an "at risk" position of being discontinued.

Third, the Masters program in Information Systems Management with an accountancy emphasis is not a viable option for students wishing to satisfy the 150 hour requirement. Most students pursuing a graduate degree in accountancy would not be interested in taking 19 hours (out of 31 hours) in systems courses. Moreover, the program does not provide the student an opportunity to enroll in nonbusiness courses that are designed to enhance his or her communication, interpersonal and analytical skills. Clearly, one of the goals of the 150 hour program is to produce a well-rounded CPA.

Finally, and perhaps most importantly, the faculty in the Department of Accountancy at Ferris State University deserve the opportunity to offer a graduate program in accountancy. In addition, the students have a right to expect the university will make such a program available. If the students at Ferris (including potential transfer students) do not avail themselves of the opportunity to pursue graduate studies, then justification exists for discontinuing the masters degree. However, making that decision now would be premature, especially in light of the fact that retention of the current Masters degree program in Accountancy will have no impact on the budget at Ferris. Rather than make a hasty decision now that the college and the university may later regret, the better course of action would suggest deferring this very critical decision until all of the vital statistics on graduate enrollment are available.

Dean Hansen, I want to wish you all the best as you begin the process of making many difficult decisions that will impact the faculty and students at Ferris. Should you wish to contact me, my telephone number is (219) 631-5147.

Sincerely yours,



James L. Wittenbach
Professor

cc: Dr. Teshome Abebe, Vice President, Academic Affairs
Professor Margaret Etienne, Acting Department Head, Accountancy ✓

Section 14

Miscellaneous Documents

P.A. 10 – Codification of the Michigan Accountancy Law
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Professional Organizations in Accounting
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Public Act 10

Act No. 10
Public Acts of 1997
Approved by the Governor
May 15, 1997
Filed with the Secretary of State
May 16, 1997
EFFECTIVE DATE: May 16, 1997

**STATE OF MICHIGAN
89TH LEGISLATURE
REGULAR SESSION OF 1997**

Introduced by Reps. Dobb, Hammerstrom, Galloway, Profit, Anthony, Scott, Wetters, Olshove, Brackemidge, Gilmer, Bankes, Gubow, Richner, Fitzgerald and Perricone
Reps. Birkholz, Bobier, Bodem, Brewer, Cassis, DeVuyst, Freeman, Gagliardi, Geiger, Godchaux, Goschka, Jansen, Johnson, Kelly, Kukuk, McBryde, McNutt, Middleton, Raczkowski, Rhead, Sikkema, Varga, Vaughn, Voorhees and Whyman named co-sponsors

ENROLLED HOUSE BILL No. 4238

AN ACT to amend 1980 PA 299, entitled "An act to revise, consolidate, and classify the laws of this state regarding the regulation of certain occupations; to create a board for each of those occupations; to establish the powers and duties of certain departments and agencies and the boards of each occupation; to provide for the promulgation of rules; to provide for certain fees; to provide for penalties and civil fines; to establish rights, relationships, and remedies of certain persons under certain circumstances; to repeal certain parts of this act on a specific date; and to repeal certain acts and parts of acts," (MCL 339.101 to 339.2721) by adding sections 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, and 736; and to repeal acts and parts of acts.

The People of the State of Michigan enact:

Sec. 720. (1) As used in this article:

(a) "Certified public accountant" means an individual who is qualified by education, examination, and experience as evidenced by the issuance of a certificate as a certified public accountant under section 725 or 726 to engage or offer to engage in the practice of public accounting.

(b) "Firm" means a corporation, partnership, limited liability company, unincorporated association, sole proprietorship operating under an assumed name, or other legal entity.

(c) Subject to subsection (2), "practice of public accounting" means rendering or offering to render an opinion on or attesting to or offering to attest to the reliability of a representation or estimate, including, but not limited to, the giving of an opinion in substance that financial information as set forth fairly presents the condition of the entity reviewed or audited, in regard to an entity embracing one or more of the following:

(i) Financial information.

(ii) Facts respecting compliance with conditions established by law or contract, including, but not limited to, a statute, ordinance, regulation, grant, loan, or appropriation.

(iii) The scope of the accounting procedures rendered in connection with the presentation of a financial statement.

(2) In addition to the definition set forth in subsection (1)(c), practice of public accounting includes one or more of the following activities when performed or offered to be performed by a person holding himself or herself out as a certified public accountant for a client or a potential client:

(a) The issuance of reports on financial statements.

(b) One or more kinds of management advisory, financial advisory, or consulting services.

(c) The preparation of tax returns.

(d) The furnishing of advice on tax matters.

Sec. 721. (1) The state board of accountancy is created.

(2) Six members of the board shall be certified public accountants who hold a certificate as a certified public accountant, who are licensed under section 727, and who have practiced in this state as certified public accountants for not less than five years. Three members shall be representative of the general public, one of whom shall be an attorney who is a member in good standing in the bar of this state.

(3) The director may promulgate the following rules:

(a) Rules of professional conduct for establishing and maintaining high standards of competence and integrity in the practice of public accounting.

(b) Rules governing corporations practicing public accounting, consistent with the professional service corporation act, 1962 PA 192, MCL 450.221 to 450.235.

(c) Rules governing educational and experience requirements for the issuance of a certificate as a certified public accountant.

(d) Rules of procedure governing the conduct of matters before the board.

(e) Rules governing the recognition of educational institutions by the board.

(f) Rules governing continuing education as required by section 729.

(g) Any other rules considered necessary by the director to implement and enforce this article.

Sec. 722. The department shall issue licenses, registrations, and certificates as a certified public accountant under this article. The department shall issue a license to engage in the practice of public accounting in this state only to an individual who holds a certificate as a certified public accountant and who has furnished evidence satisfactory to the board of compliance with the requirements of this article and the rules promulgated under this article.

Sec. 723. (1) Each licensed or registered individual holder of a certificate as a certified public accountant shall be known as a certified public accountant and a person shall not use that title or the abbreviation "CPA" or any other word, words, letters, or figures to indicate that the person using them is a certified public accountant unless the use is specifically approved by the board. Use of the terms "certified accountant," "chartered accountant," "public accountant," and "registered accountant" and the abbreviations "C.A.," "P.A.," and "R.A." is specifically prohibited as being prima facie misleading to the public.

(2) Except as provided in section 724, a person shall not engage in the practice of public accounting either in the person's own name, under an assumed name, or as a member of a firm or as an employee, unless the person holds a certificate as a certified public accountant and a license as a certified public accountant issued under this article.

(3) Unless use of a term is specifically approved by the board, the display or uttering by a person of a card, sign, advertisement, directory listing, or other printed, engraved, or written instrument or device bearing a person's name in conjunction with a title described in subsection (1) shall be prima facie evidence that the person whose name is so displayed caused or procured the display or uttering of the card, sign, advertisement, directory listing, or other printed, engraved, or written instrument or device. Evidence of the commission of a single act prohibited by this article is sufficient to justify an injunction or a conviction without evidence of a general course of conduct.

(4) Each licensed firm may use the designation "certified public accountants" in connection with the firm name, except that a licensed firm having only one member may use only the designation "certified public accountant." An unlicensed firm shall not use the designation "certified public accountants," "certified accountants," "chartered accountants," "public accountants," or "registered accountants" or the abbreviation "C.P.A.," "CPA," "CPAs," "C.A.," "P.A.," or "R.A." in connection with the firm name.

Sec. 724. This article does not prohibit the following:

(a) An individual who is not a certified public accountant from serving as an employee of, or an assistant to, a certified public accountant or firm composed of certified public accountants licensed to

practice under this article if the individual does not issue an accounting or financial statement over his or her name.

(b) A certified public accountant of another state, or an accountant who is licensed in a foreign country for the practice of public accounting in that country, from temporarily and periodically engaging in the practice of public accounting in this state if all of the following requirements are met:

(i) The individual is conducting a regular practice of public accounting in the other state or foreign country.

(ii) The temporary practice is conducted in conformity with section 736 and applicable rules promulgated by the director, if any.

(iii) The individual secures a temporary permit from the department to conduct the practice in this state.

(c) A practicing attorney from preparing reports or presenting records customarily prepared by an attorney in connection with the attorney's professional work.

(d) A person from preparing a financial report or tax return, not requiring the expression of an opinion on the report or return, for filing with a federal, state, or local governmental unit.

(e) An officer, employee, partner, or principal of an organization from signing a statement or report in reference to the financial affairs of the organization with wording designating the position, title, or office which the officer, employee, partner, or principal of an organization holds in that organization.

(f) An act of a public official or public employee in the performance of that individual's official duties.

(g) An individual who may be employed by more than one person or firm from keeping books, making trial balances or statements, and preparing audits or reports, if the audits or reports are not used or issued by the employer as having been prepared by a certified public accountant.

Sec. 725. (1) The department shall issue a certificate as a certified public accountant to an individual who meets all of the following requirements:

(a) Is of good moral character.

(b) Has complied with the education requirements of subsection (2).

(c) Has passed an examination meeting the requirements of subsection (3).

(d) Has complied with the experience requirements of subsection (4).

(2) Except as otherwise provided in this subsection, before sitting for the examination required under subsection (3), an applicant for a certificate as a certified public accountant shall have completed at least a curriculum required for a baccalaureate degree with a concentration in accounting at an educational institution approved by the board. An applicant for a certificate as a certified public accountant shall be considered to have fulfilled the educational requirements of this subsection if he or she is scheduled to receive his or her baccalaureate degree with a concentration in accounting from an educational institution approved by the board, within 30 days after the date of the examination required under subsection (3), as certified by the chief academic officer of the educational institution. If an applicant fails to fulfill the educational requirements of the educational institution within 30 days of the examination, then the board shall not credit the examination results to the applicant.

(3) An applicant for a certificate as a certified public accountant shall pass an examination in accounting, auditing, and other related subjects, acceptable to the department and the board, that is given reciprocal status in the plurality of states as compared to other examinations.

(4) Subject to subsections (5) and (6), an applicant for a certificate as a certified public accountant shall have two years of qualifying experience under the direction and supervision of a licensed certified public accountant of this or another state in either of the following:

(a) The practice of public accounting with experience obtained in one financial audit and in all of the following areas which may be performed under the direction and supervision of a licensed certified public accountant while the applicant was meeting the education requirements of subsection (2):

(i) The application of a variety of auditing procedures and techniques to the usual and customary financial transactions recorded in accounting records.

(ii) The preparation of working papers covering the examination of the accounts usually found in accounting records for audit, review, and compilation.

(iii) The participation in the planning of the program of work including the selection of the procedures to be followed for audit, review, and compilation.

(iv) The participation in the preparation of reports, including written explanations and comments on the findings of the examinations and on the content of the accounting records.

(v) The participation in the preparation and analysis of financial statements together with explanations and notes.

(b) The practice of public accounting with a governmental agency involving either of the following:

(i) The auditing of the books and accounts or financial activities of persons engaged in three or more distinct lines of commercial or industrial business in accordance with generally accepted auditing standards or generally accepted government auditing standards.

(ii) The auditing of the books and accounts of financial activities of three or more distinct governmental agencies or independent organizational units other than an employer of the applicant in accordance with generally accepted auditing standards or generally accepted government auditing standards, and in which the results of the auditing are reported to a third party.

(5) An individual who has done both of the following is considered to have received the equivalent of one year of qualifying experience under subsection (4):

(a) Has earned a graduate degree in accounting or its equivalent at an educational institution approved by the board.

(b) Has completed a curriculum in public accounting as prescribed in rules promulgated by the director.

(6) An individual who has done all of the following is considered to have received the equivalent of two years of qualifying experience under subsection (4):

(a) Has earned a graduate degree in accounting or its equivalent at an educational institution approved by the board and has completed a curriculum in public accounting as prescribed in rules promulgated by the director.

(b) Has completed at least two years as a full-time instructor of accounting in subjects above the elementary level prescribed in rules promulgated by the director.

(7) In complying with the requirement of subsection (4) that an applicant shall have performed one financial audit, an applicant may submit an audit performed under the direction and supervision of a licensed certified public accountant who is not the applicant's employer or an audit performed while the applicant was meeting the educational requirements of subsection (2).

Sec. 726. (1) The department shall issue a certificate as a certified public accountant to an individual who meets both of the following requirements:

(a) Holds a valid and unrevoked certificate as a certified public accountant issued by or under the authority of another state or United States jurisdiction.

(b) Provides proof that the applicant's original certificate as a certified public accountant was secured on the basis of requirements that the board determines are equivalent to the standards required for qualification in this state at the same time the applicant was issued his or her original certificate.

(2) The department shall issue a certificate as a certified public accountant to an individual who meets both of the following requirements:

(a) Holds a valid and unrevoked certificate as a certified public accountant or an equivalent title issued by or under the authority of a jurisdiction outside the United States that the board determines to be equivalent to the requirements to obtain a certificate of certified public accountant in this state.

(b) Has passed an examination on topics specific to the practice of public accounting in the United States and approved by the board.

Sec. 727. After obtaining a certificate as a certified public accountant under section 725 or 726, an individual shall do one of the following:

(a) If the individual only seeks to use a title authorized by this article, the individual shall apply for registration under this article.

(b) If the individual seeks to use a title authorized by this article and to engage in the practice of public accounting, the individual shall apply for licensure under this article. A nonresident member of a firm who has authority for the firm's practice of public accounting in this state is considered to be engaged in the practice of public accountancy in this state.

Sec. 728. (1) A firm organized for the practice of public accounting shall apply for and obtain a license under this article in order to engage in the practice of public accounting in this state. The firm applying for licensure under this article shall meet both of the following requirements:

(a) At least 2/3 of the equity and voting rights of the firm are held directly or beneficially by individuals who are licensed in good standing as certified public accountants of this or another state or the equivalent in another licensing jurisdiction acceptable to the board.

(b) The principal officer of the firm and each officer or director having authority for the practice of public accounting by the firm are licensed in good standing as certified public accountants in this or another state or the equivalent in another licensing jurisdiction acceptable to the board.

(2) A firm shall provide a change in address to the department within 30 days of the change.

Sec. 729. (1) In order to renew an individual license, a licensee shall complete at least 40 hours of continuing education for each year since the issuance of the original license or the last renewal. Of the 40 hours of continuing education credits, the board shall not require more than eight of those hours to be in the areas of auditing and accounting.

(2) The board may make exceptions from the continuing education requirements of subsection (1) for reasons of health, military service, or other good cause.

Sec. 730. (1) Except as otherwise provided in this section, a certified public accountant may charge or receive a contingent fee.

(2) A licensee shall not charge or receive a contingent fee from a client during the period in which a licensee or a licensee's firm is engaged to perform for the client one or more of the following services or during the period of time covered by any of such client's historical financial statements involved in those services:

(a) An audit or review of a financial statement.

(b) A compilation of a financial statement when the licensee expects, or may reasonably expect, that a third party will use the financial statement and that the compilation report does not disclose a lack of independence.

(c) An examination of prospective financial information.

(3) A licensee shall not charge or receive a contingent fee for the preparation of an original or amended tax return or claim for a tax refund.

(4) As used in this section, "contingent fee" means a fee established for the performance of a service pursuant to an arrangement in which no fee will be charged unless a specified finding or result is attained or in an arrangement where the amount of the fee is dependent upon a finding or result of the service. Contingent fee does not include a fee fixed by a court or other public authority and, in tax matters, a fee determined based upon the results of judicial proceedings or the findings of a governmental agency.

Sec. 731. (1) Except as otherwise provided in this section, a certified public accountant may perform services for or receive for services a commission as long as the certified public accountant discloses that arrangement to the person to whom the certified public accountant recommends or refers a product or service to which the commission relates.

(2) A licensed certified public accountant shall not receive a commission for recommending or referring to a client a product or service or for causing to be recommended, referred, or supplied to a client a product or service during the period in which a licensee or a licensee's firm is engaged by the client to perform one or more of the following services or during the period of time covered by any historical financial statements in those services:

(a) An audit or review of a financial statement.

(b) A compilation of financial statement when the licensee expects, or may reasonably expect, that a third party will use the financial statement and that the compilation report does not disclose a lack of independence.

(c) An examination of prospective financial information.

(3) This section does not prohibit a licensee from paying or receiving a referral fee for recommending or referring a service involving the practice of public accounting if the payment or receipt of the referral fee is disclosed to the client.

Sec. 732. (1) Except by written permission of the client or the heir, successor, or personal representative of the client to whom the information pertains, a licensee, or a person employed by a licensee, shall not disclose or divulge and shall not be required to disclose or divulge information relative to and in connection with an examination or audit of, or report on, books, records, or accounts that the licensee or a person employed by the licensee was employed to make. Except as otherwise provided in this section, the information derived from or as the result of professional service rendered by a certified public accountant is confidential and privileged.

(2) Subsection (1) does not prohibit a certified public accountant whose professional competence has been challenged in a court of law or before an administrative agency from disclosing information otherwise confidential and privileged as part of a defense in the court action or administrative hearing.

(3) Subsection (1) does not prohibit the disclosure of information required to be disclosed in the course of practice monitoring programs and ethical investigations conducted by a licensed certified public accountant. In such cases, the information disclosed to another licensed certified public accountant in the course of practice monitoring programs and ethical investigations is confidential and privileged to the same degree and in the same manner as provided for in subsection (1).

Sec. 733. (1) Statements, records, schedules, working papers, or memoranda made by a licensee or by an employee of a licensee shall remain the property of the licensee unless there is an agreement to the contrary. This subsection does not apply to a report submitted by a licensee to a client or a document constituting the original books or records of a client's business.

(2) Statements, records, schedules, working papers, or memoranda pertaining to a client shall not be sold, transferred, or bequeathed without consent of the client or the client's personal representative and shall not be assigned except to one or more surviving partners or a new partner of the licensee or members of the licensee's firm.

Sec. 734. A holder of a certificate as a certified public accountant, a registration, or a license is subject to the penalties of section 602 for one or more of the following:

(a) Fraud or deceit in obtaining a certificate as a certified public accountant, a license to practice public accounting, or a registration under this article.

(b) Dishonesty, fraud, or negligence in the practice of public accounting.

(c) Violation of a rule of professional conduct promulgated under this article.

(d) Conviction of a felony under the laws of this or another state or the United States or conviction of a crime, an element of which is dishonesty, fraud, or negligence, under the laws of this or another state or of the United States, including, but not limited to, the failure to file a personal federal, state, or local income tax return.

(e) Cancellation, revocation, suspension, or refusal to renew authority to practice as a certified public accountant by another state for a cause other than failure to pay a licensure or other required fee in that state.

(f) Suspension or revocation for cause of the right to engage in the practice of public accounting before a state or federal agency.

(g) Conduct discreditable to the public accounting profession.

(h) Determination of mental incompetency by a court of law.

(i) A violation of this article or a rule promulgated under this article.

(l) A violation of the provisions of section 604.

(k) A violation of professional standards regarding the issuance of reports on financial statements; one or more kinds of management advisory, financial advisory, or consulting services; the preparation of tax returns; or the furnishing of advice on tax matters.

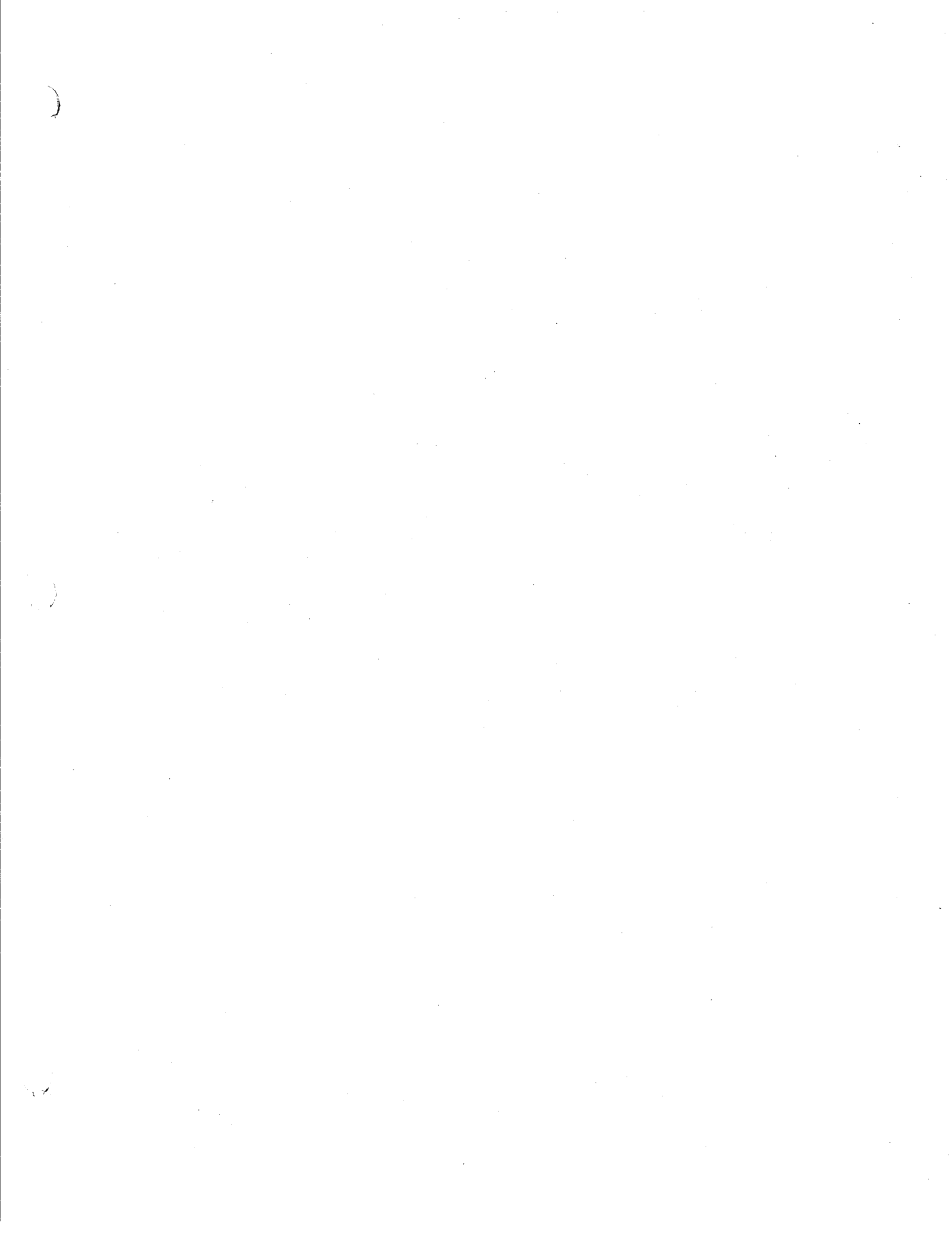
Sec. 735. A person who violates section 723 is guilty of a misdemeanor, punishable by a fine of not more than \$5,000.00, or imprisonment for not more than one year, or both.

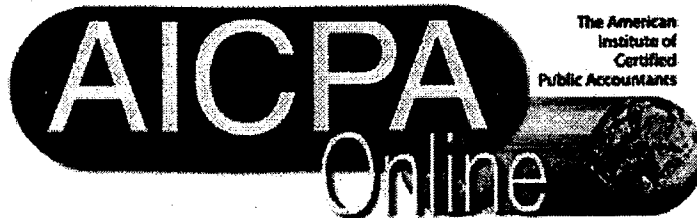
Sec. 736. If requested by an insurer, a licensee who agrees to issue an audit report concerning the statutory financial statements of a domestic insurer shall include an opinion as to whether the financial information is presented according to statutory accounting principles as prescribed or permitted by the insurance code of 1956, 1956 PA 218, MCL 500.100 to 500.8302, or orders issued or rules promulgated under that act. An opinion issued pursuant to this section may be separate from the audit report if the letter of engagement provides that the opinion be available for general distribution.

Enacting section 1. Sections 701 to 716 of 1980 PA 299, MCL 339.701 to 339.716, are repealed.

This act is ordered to take immediate effect.

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The American Institute of Certified Public Accountants

Updated: October 2, 1998

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What skills are needed to become a successful accountant/CPA?

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- Becoming a successful CPA begins while you're still in college. You need to demonstrate superior scholastic achievement, possess a good technical accounting and business knowledge (which means taking those hard electives), and have a good understanding of the humanities and other liberal arts subjects.
- Problem solving skills are vital. You should be able to analyze, compare, and interpret facts and figures.
- You've got to be a creative thinker, too. You'll be faced with issues every day that need innovative solutions. And the answers you come up with are often the difference between being a good CPA and a great one.
- You need to understand business systems and computers. You've got to know about networks and be familiar with spreadsheets and accounting software.
- You need good people skills. Accounting is a service activity and you will have to work well in groups as well as in one on one situations. And communicating well, both verbally and in writing, is essential.
- As a CPA you must have high ethical standards because people rely on the information you provide. Honesty and integrity are qualities that are highly valued.


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Helpful Hints**
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Room Zoom

The AICPA is pleased to present the latest version of **Room Zoom: The CPA SourceDisc™**. The multimedia CD-ROM is intended to attract college accounting/business majors and other high-potential students to CPA careers. The information in Room Zoom is presented in an interactive format so that students can explore everything from the education requirements to become a CPA in their state to what it takes to land that first job in accounting. By incorporating video, interactive simulation games, stereo sound, high-tech graphics, and text, the CD-ROM will not only inform students, but will also entertain them. (Please note: The CD-ROM runs on both Macintosh and Windows platforms.)

Room Zoom is a colorful and vibrant home office from which users can access the information either by exploring the room and finding the "hot" areas or using the toolbar displayed along the bottom. The toolbar divides the information content into four main sections and has a fifth section which is the entry to the simulation games. You must click on each main section to access underlying pop-up menus, then click on the subject or video segment you wish to see. By clicking on the Day in the Life, you immediately enter the simulation game area. All videos are identified by a television icon. The sections include:

Starting Line - includes text and video segments on skills you needs, career opportunities, and interviews with CPAs on why they chose accounting.

Learning Curve - includes text and video segments on directory of schools, areas of study, 150 hour requirement, scholarships, internships, student memberships, a glossary of accounting terms and related crossword puzzle.

Pounding the Pavement - includes text and video segments on job strategies, CPA exam, State CPA requirements, State Boards, and interviews with CPAs on the value of the designation.

Getting to the Top - includes text and video segments on career paths, salaries, technology, publications, organizations, and interviews with CPAs on client relationships, the CPA image as well as words of wisdom and personal stories.

The fifth section (**Day in the Life**) is the entry to the simulation games. The user can select one of the three CPAs and follow them throughout their day. The games are meant to be humorous, yet display some of the important issues and decisions CPAs face within their various roles and responsibilities. The three stories have been created using different treatments in order to make each game unique.

Other features such as **Search**, **Web Links**, **Videos**, **Help**, have been added to help navigate the CD-ROM. The Search tool lets you search for information on the CD-ROM; the **Web Links** button connects you to related web sites (if you have Internet browser capabilities on your computer); the **Videos** button lists all video choices and connects you to your selected video section; the **Help** button shows a demo and plays an audio overview description of how to use the CD-ROM.

The AICPA, in conjunction with many State CPA Societies, has conducted an initial distribution nationwide to accounting department heads and business school deans at major colleges and universities, career planning and placement advisors at two- and four-year schools, key accounting contacts at junior colleges, and Beta Alpha Psi faculty advisors. AICPA student affiliates will receive a copy of the CD-ROM as part of their membership.

Room Zoom: The CPA SourceDisc (Product # 872514) can be obtained by contacting the AICPA Member Satisfaction Team, Harborside Financial Center, 201 Plaza Three, Jersey City, NJ 07311-3881; (888) 777- 7077. The CD-ROM costs \$5 (plus shipping and handling). Quantity discounts are available.



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[What are some tips for writing a resume and preparing for an interview?](#)

[What are the different career paths in accounting?](#)

[What are the job opportunities for accountants/CPAs?](#)

[How much do accountants/CPAs earn?](#)

[What student programs does the AICPA make available?](#)

[What student programs do the state CPA societies make available?](#)

[What are some of the professional organizations other than the AICPA and state societies?](#)

[What accounting/CPA career awareness materials are available from the AICPA?](#)

[What accounting/CPA career presentation materials and model programs are available from the AICPA?](#)



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What schools offer programs in accounting?



A listing of colleges and universities that offer accounting degree programs may be found within the state information pages located elsewhere on the AICPA web site (you may access these pages via the link below). Each entry features the school's address and provides a link to the school web site, if known. The type of accounting degree program offered is noted after the school name. (Codes for the various degree programs are listed below.)

(Please note that the AICPA neither endorses nor recommends any one of these programs over another. Individuals trying to determine the most appropriate program for their needs should contact a career advisor.)

[Listing of state information pages](#)

CODE KEY FOR ACCOUNTING PROGRAMS

BA	Bachelor of Arts
BAA	Bachelor of Applied Arts
BAcc	Bachelor of Accounting
BAB	Bachelor of Arts in Business
BAS	Bachelor of Applied Science
BB	Bachelor of Business
BBA	Bachelor of Business Administration
BPAcc	Bachelor of Professional Accountancy
BS	Bachelor of Science
BSA	Bachelor of Science in Administration
BSB	Bachelor of Science in Business
BSBA	Bachelor of Science in Business Administration
BSBM	Bachelor of Science in Business Management
BSC	Bachelor of Science in Commerce
BSM	Bachelor of Science in Management
DBA	Doctor of Business Administration
JD	Juris Doctor
MA	Master of Arts
Macc	Master of Accountancy
MAFIS	Master of Accounting and Financial Information
MAS	Master of Accounting Science
MBA	Master of Business Administration
MIM	Master of International Management
MM	Master of Management

MM	Master of Management
MPAcc	Master of Professional Accountancy
MS	Master of Science
MSA	Master of Science in Accounting
MSAdm	Master of Science in Administration
MSBA	Master of Science in Business Administration
MSIA	Master of Science in Internal Auditing
MSM	Master of Science in Management
MSPA	Master of Science in Professional Accountancy
MST	Master of Science in Taxation
MT	Master of Taxation
MTA	Master of Tax Accounting
PhD	Doctor of Philosophy in Accounting



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State Information

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Michigan

Welcome to the Michigan information page on AICPA Online, your quick source for State information. Here you will find useful State information and links:

Accountancy

- [State CPA Association Michigan Association of CPAs](#)

Accountancy - CPA Association E-mail Contacts

- [Chris Porter, Director of Finance & Accounting Services](#)
- [Dan Todd, Assistant Director of Information Systems](#)
- [Gewn McRae, Government Relations Manager](#)
- [Jack Lynn, CPE Director](#)
- [Janet Roberts, Administration Assistant](#)
- [Kim Mastrangel, Assistant Director of Seminars](#)
- [Laura Rosen, Director of Conference](#)
- [Mary Bartlett, Director of Administration](#)
- [Peggy A. Dzierzawski, Executive Director](#)
- [Steve Taylor, Director of Information Systems](#)

Government

- [Secretary of State](#)
- [State Government Web Site State of Michigan](#)

Other State Information Sites

- [State Government and Legislative Information Page Washburn University School of Law](#)

Department of State and
Industry Services
P.O. Box 3000
Lansing, MI 48906-3000
Suzanne D. Hildebrand
Licenses Administration
Telephone: (517) 241-9249
Fax Machine: (517) 241-9280

Mailing Address:
P.O. Box 3052
Farmington Hills, MI
48334-3052
Street Address:
28416 Orchard Brook Lakeside
Farmington Hills, MI
48334-3727
Peggy Dzierzawski
Executive Director
Telephone: (248) 355-2288
Fax Machine: (248) 355-3122

(248) 855-2288

Taxes

- Department of Revenue Michigan Department of Treasury
- Regulations, Rulings, Procedures, Bulletins, etc. Michigan Treasury Rules & Laws
- Sales Tax Annual Return for Sales, Use and Withholding Taxes (Adobe Acrobat file)
- Tax Forms Michigan Tax Forms
- Tax Forms - Individual Michigan Individual Income Tax Forms
- Tax Publications Michigan Taxes

Information of Interest to Accounting Students

- Exam Information
- Student Programs

Colleges and Universities - Accounting Degree Programs

- Albion College

*Degree programs available: BA
Address:
616 East Michigan
Albion, MI 49224*

- Andrews University

*Degree programs available: BBA MBA
Address:
School of Business; Chan Shun Hall
Berrien Springs, MI 49104-0020*

- Baker College of Owosso

*Degree programs available: BBA
Address:
1020 South Washington
Owosso, MI 48867*

- Calvin College

*Degree programs available: BS
Address:
1801 East Beltline SE
Grand Rapids, MI 49546*

● Central Michigan University

Degree programs available: BSBA MBA
Address:
College of Business Administration; Grawn Hall
Mount Pleasant, MI 48859

● Eastern Michigan University

Degree programs available: BBA AIS MSA
Address:
401 Pierce Hall
Ypsilanti, MI 48197

● Ferris State University

Degree programs available: BS MAcc
Address:
119 South Street
Big Rapids, MI 49307-2284

● GMI Engineering and Management Institute

Degree programs available: BS
Address:
1700 West Third Avenue
Flint, MI 48504-4898

● Grand Valley State University

Degree programs available: BBA MBA MST
Address:
301 W. Fulton, 920 EC
Grand Rapids, MI 49504

● Hope College

Degree programs available: BA BS
Address:
69 East 10th St; P.O. Box 9000
Holland, MI 49422-9000

● Lake Superior State University

Degree programs available: BS BSBA
Address:
1000 College Drive
Sault Sainte Marie, MI 49783-1699

● Lawrence Technological University

Degree programs available: BSBA MSAT
Address:
21000 West Ten Mile Road
Southfield, MI 48075-1058

● Madonna University

Degree programs available: ES

Address:
36600 Schoolcraft
Livonia, MI 48150

● Michigan State University

Degree programs available: BA MBA PhD DBA
East Lansing, MI 48824-1121

● Michigan Technological University

Degree programs available: BS
Address:
1400 Townsend Drive
Houghton, MI 49931-1295

● Northern Michigan University

Degree programs available: BS
Address:
1401 Presque Isle
Marquette, MI 49855

● Oakland University

Degree programs available: BS
Address:
North Foundation Hall
Rochester, MI 48309-4401

● Saginaw Valley State University

Degree programs available: BBA BPA MBA
Address:
7400 Bay Road
University Center, MI 48710

● University of Detroit Mercy

Degree programs available: BS
Address:
4001 West McNichols Road; P.O. Box 19990
Detroit, MI 48219-3599

● University of Michigan-Ann Arbor

Degree programs available: BBA MAcc PhD
Address:
701 Tappan Street
Ann Arbor, MI 48109-1234

● University of Michigan-Dearborn

Degree programs available: BBA BSA
Address:
4901 Evergreen Road
Dearborn, MI 48128-1491

● University of Michigan-Flint

Degree programs available: BBA

Address:

**303 East Kearsley
Flint, MI 48502-2186**

● **Wayne State University**

Degree programs available: BSBA MBA MT

Address:

**Cass Avenue
Detroit, MI 48202**

● **Western Michigan University**

Degree programs available: BBA MSA

Kalamazoo, MI 49008-3899

Did You Know?

Education Requirements: *at least a bachelor's degree*

Experience Requirements: *two years public (or non-public governmental accounting/audit) experience to get certificate and license (no distinction between the two); less with an advanced degree*

If you would like to see additional information included on this page, please use our State Feedback form to let us know what you would like us to add.

Last updated: 11-May-98



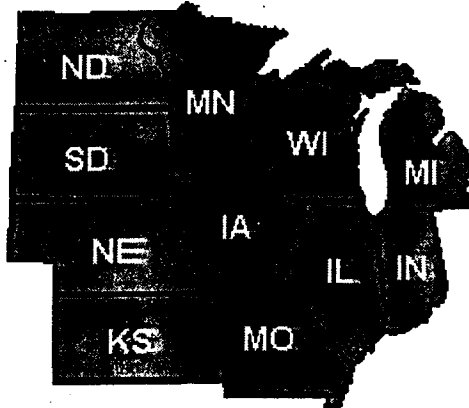
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Midwest Region

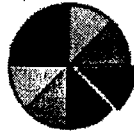
- 1997-98 Officers & Council Representatives
- 1998-99 Officers & Council Representatives
- Steering Committee
- 1998 Midwest Regional Meeting
- 1999 Midwest Regional Meeting Call for Papers
- AAA Home

The Midwest Region's primary objectives are to further research in accounting and to improve accounting instruction. To fulfill these objectives, the Region strives to provide for greater member participation in the Association's activities through annual meetings at economically accessible locations. The meetings are designed to meet the specific needs and desires of the Region's members, and strive to utilize the talents of a broad spectrum of the members. Professional development of our members is the ultimate goal.





SECTIONS & REGIONS



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Sections

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- Accounting Programs Leadership Group
- American Taxation Association
- Artificial Intelligence / Emerging Technologies
- Auditing
- Financial Accounting and Reporting
- Gender Issues in Accounting
- Government and Nonprofit
- Information Systems
- International Accounting
- Management Accounting
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- Teaching & Curriculum
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Regions

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By-Laws

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Coordinators
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American
Accounting
Association

Accounting Programs Leadership Group

1998 Spring-Summer Newsletter

1998 AAA Annual Meeting

AAA Section and Region Meetings & Calls for Papers

Accounting Administrator's Handbook

Material Related to AACSB Accreditation

Resources for Program Leaders

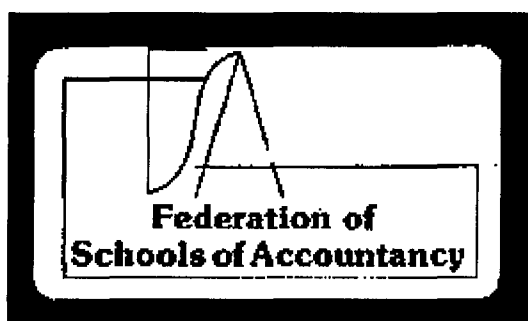
The mission of APLG is to stimulate excellence in accounting education through outstanding leadership of accounting programs.

The goals of the APLG include:

1. Excellence in accounting program leadership-to increase the effectiveness of professional educators responsible for leadership of accounting education programs;
2. Continuous improvement in accounting education-to assist accounting program administrators in the continuous improvement of their programs, through research, networking and communications;
3. Excellence in accounting education programs-to influence and support high quality in the design and delivery of accounting education, including participation in the accounting accreditation process; and
4. Organizational and financial integrity-maintain an organization responsive to the needs of key stakeholders, developing and managing the financial resources necessary to fulfill APLG's mission.

INTRODUCTION TO THE FEDERATION OF SCHOOLS OF ACCOUNTANCY

The Organization of Accredited Graduate Programs in Accounting



The Federation of Schools of Accountancy is dedicated to enhancing, through collegiate education, the capabilities and performance of those entering the accounting profession. Its mission is to encourage, promote, assist, and support the development of high quality accredited programs of education for the accounting profession that lead to a master's degree.

FSA OBJECTIVES

FSA MEMBER ACTIVITIES

MEMBERSHIP

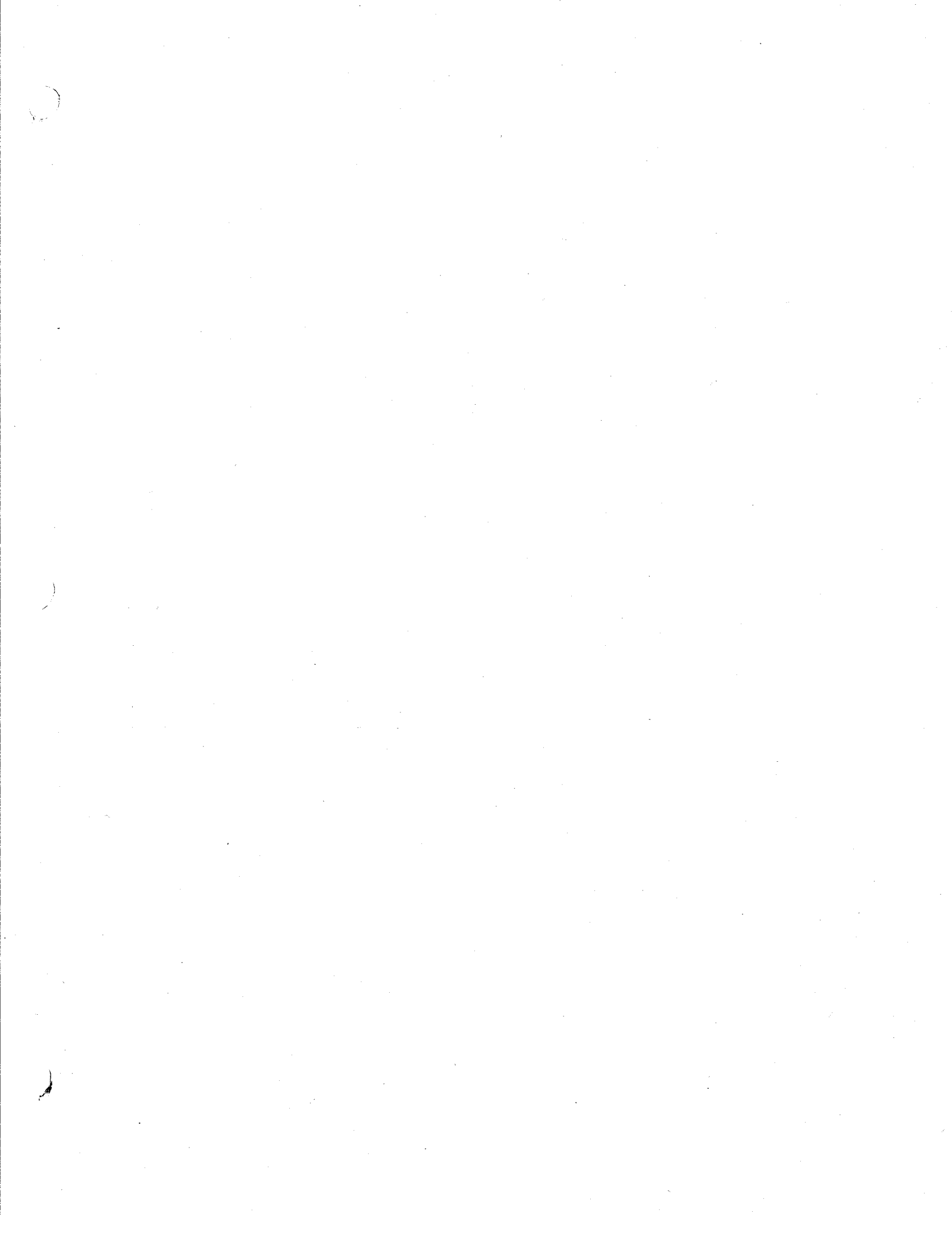
AFFILIATION

MEMBERSHIP BENEFITS

FSA OBJECTIVES

The specific objectives of the FSA are to:

1. Encourage and assist in developing high-quality programs of education for the accounting profession that lead to a Master's degree.
2. Develop and promote appropriate standards for programs of education for the accounting profession that extend through the Master's level.
3. Be a leading voice of accredited accounting programs on accreditation issues.
4. Promote the concept of accounting accreditation, and monitor and influence the establishment of





AICPA

American Institute of Certified Public Accountants

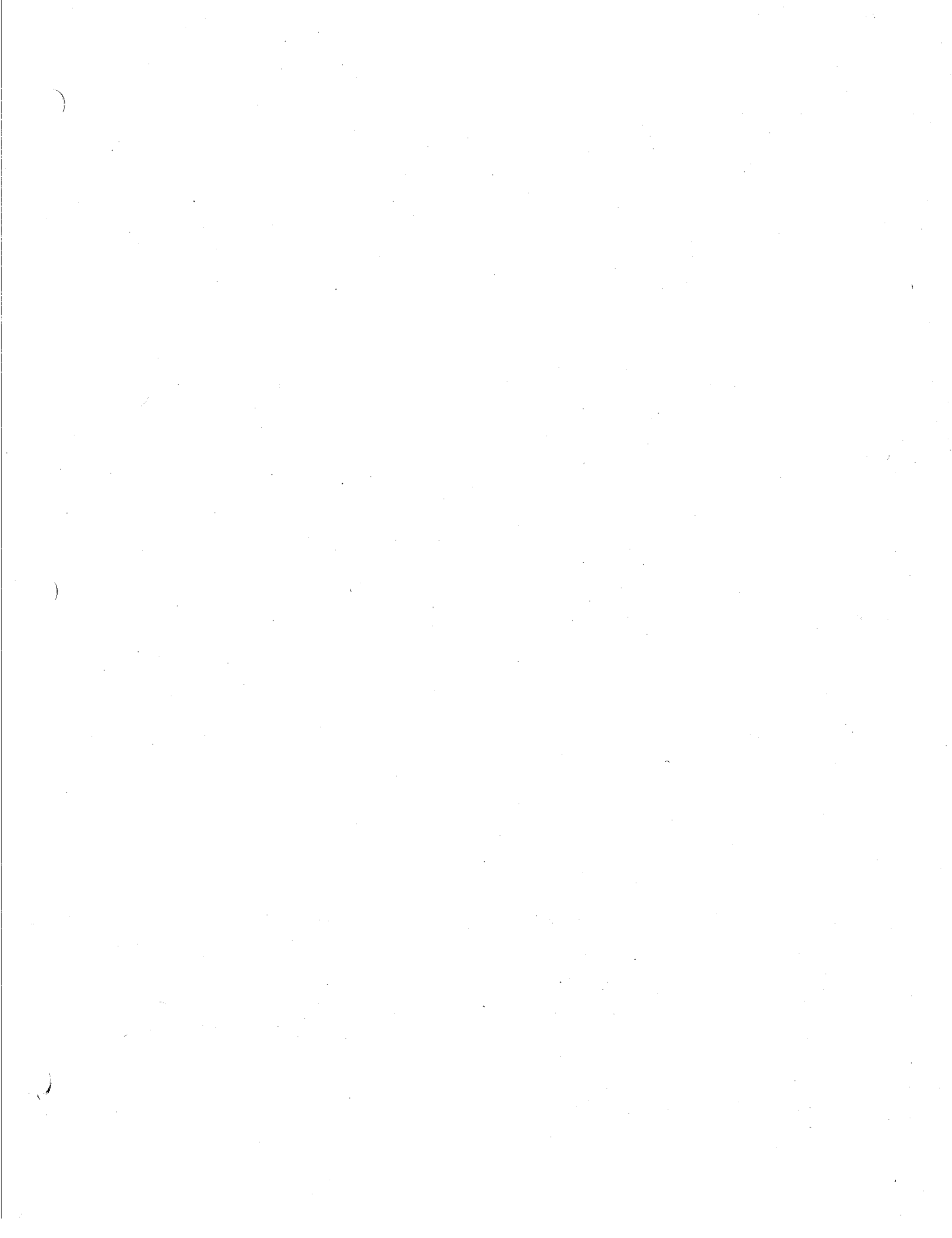


Accounting Program Admission Test



THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVIĆ, INC.

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January 15, 1988
Vol. 68 No. 1

The CPA Letter

A Semimonthly News Report Published by the AICPA

**AICPA Members
"Vote for
Excellence"**

In mail balloting that ended on January 12, the AICPA membership overwhelmingly approved the six proposals set forth in the *Plan to Restructure Professional Standards*. A two-thirds vote of those members voting was required for approval. Ballots from 183,483 members were received and counted by the deadline. The percentage of members voting (approximately 70%) was substantially higher than balloting on other issues in recent history.

The following is the percentage vote on each proposal:

Proposal No. 1—To update the existing rules of conduct with a Code of Professional Ethics consisting of principles and rules; 92% for and 8% against.

Proposal No. 2—To adopt as a membership requirement a practice-monitoring program for members in public practice; 76% for and 24% against.

Proposal No. 3—To restructure the Joint Trial Board to promote uniformity of findings and reduce duplication of enforcement procedures; 94% for and 6% against.

Proposal No. 4—To adopt as a membership requirement continuing professional education for members in public practice; 90% for and 10% against.

Proposal No. 5—To adopt as a membership requirement continuing professional education for members not in public practice; 74% for and 26% against.

Proposal No. 6—To adopt as an admission requirement that, after the year 2000, applicants for AICPA membership must have at least 150 collegiate-level semester hours including a bachelor's degree or its equivalent; 82% for and 18% against.

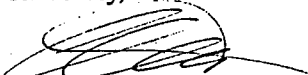
The approved Proposals are effective with their adoption, although implementation procedures must be developed in certain cases.

To All AICPA Members

We are gratified that you have resoundingly voted for excellence in the second century of certified public accountants in the United States. This vote is testimony to the desire of AICPA members to render superior service to their clients, employers and all who benefit from their services.

We want to thank you—the membership—for your vote of confidence and the leaders of state and territorial CPA organizations for their support.

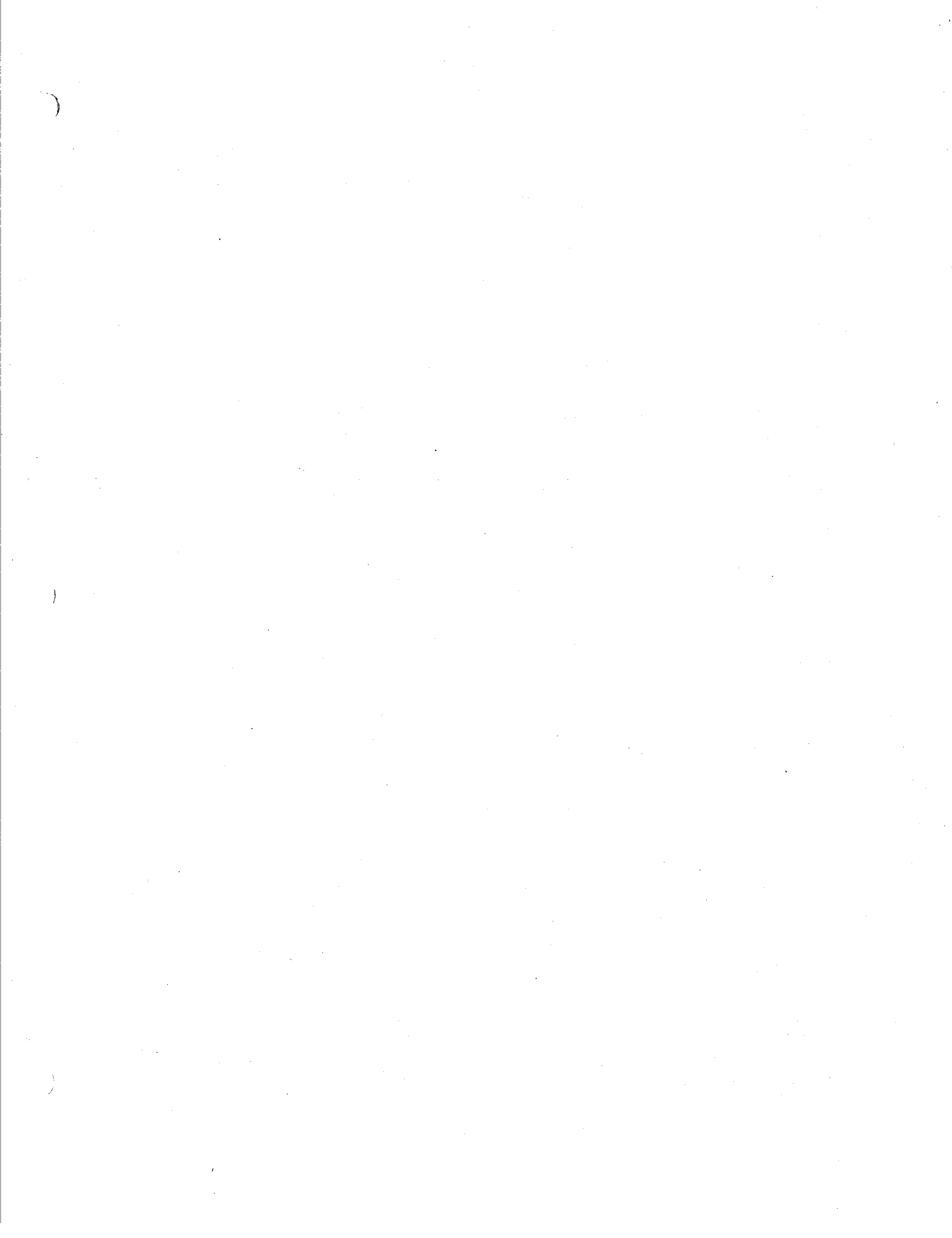
Sincerely,



A. Marvin Strait
Chairman of the Board



Philip B. Chenok
President



DEPARTMENT OF ACCOUNTANCY

BUDGETARY INITIATIVES

FOR THE FISCAL YEAR 1988-89

Accountancy Classroom PC Teaching Station:

Classroom microcomputer teaching station with network connections and overhead projection capabilities for explanation and demonstration of computing assignments for accountancy students.

Faculty Office PC's:

Placement of micromputers and appropriate software in 10 faculty offices for course development, course preparation, student assistance, and faculty research.

Accountancy Software:

Software for classroom use including the areas of financial, managerial, tax, auditing, governmental, not-for-profit, accounting systems, special testing and other applications.

Professional Development:

There have been no new monies since prior to 1981 to enable faculty to attend professional seminars and/or conferences to update themselves either in their field of expertise or in the area of teaching skills and methodologies.

Licensure Retention of Certified Faculty:

In November, 1987 a vote will be taken by the American Institute of Certified Public Accountants on a new Code of Conduct. The Michigan Association of CPA'S along with 40 other will adopt the same proposed Code if the vote passes, which it is expected will happen. Included in the proposal is a provision requiring CPA'S not in public practice to initially acquire 60 hours of Continuing Professional Education (CPE) for the first three years starting in 1989. Subsequent to the first three years, the provision will require 90 hours every three years. This provision will affect all of the CPA's on our faculty. Without the CPE, the professional certification will be lost. Not only our, but most schools who hire Master's degreed faculty require professional certification in addition and this is also true of a large percentage of the Ph.D. faculty hired. There must be monies to assist in the maintenance of the certification.

To : Academic Program Review Council (APRC)

From : David Anderson, Chairperson
Program Review Panel (PRP)
Master of Accountancy Program

Subject : Comments on initial report of the
Academic Program Review Council

Date : March 9, 1990

From a general standpoint, the PRP agrees with four of the five recommendations. We would ask, however, that you carefully review our comments that follow, particularly in relation to your recommendation number 2:

A comprehensive recruiting program be developed for the program

There is no question that a vigorous recruiting program needs to be conducted. To accomplish this, however, the PRP feels that there is a definite budgetary need as expressed in the APRC recommendation number 5.

As mentioned in our initial submission, there is no brochure currently available since the funds were withdrawn nine months after inception of the program. We have explored a number of possibilities for funding and received no positive support or assistance. This is evidenced by the fact that we submitted a request in the recent budgetary initiatives process, received a rather high ranking from the School of Business and this was not evidenced at all from that point forward in the process. Further discussion of this will be found with our comments regarding recommendation number 5.

In addition to recruiting our own students, there is a pool of largely untapped students graduating from four-year colleges and universities within the state such as Albion, Hope, Aquinas, etc. When the five-year requirement becomes law, the graduates from those schools intending to enter public accounting will be looking for an avenue into the fifth year. We should be starting a dialogue with those programs to both acquaint and ensure those graduates will look positively at the program here at Ferris. Unfortunately, this, again, requires brochures and budgetary support not only for the material but for travel and meetings with potential schools. We might want to consider a negotiated, guaranteed entry point for those schools' graduates assuming a commonly agreed upon undergraduate education.

The faculty consider changing the program to a 5 year B.S. degree program as the tuition rate for the Master's degree is a problem for students

Although we appreciate that the concern of recruitment for the program, expressed in the APRC recommendation number 1, and reiterated by recommendation number 2, is very genuine, the PRP definitely feels that this is not an approach which we can espouse.

The PRP realizes that there are a number of 5-year programs in various academic fields, but in looking at programs throughout the country we found no college or university with a 5-year program culminating in a Bachelor's degree in accounting.

The Department of Accountancy, if it adopted a 5-year Bachelor's degree, would be competing against every program in the State of Michigan which award the student a Master's degree at the end of the 5 years. The graduates of a 5-year program would not receive the financial benefit in entering the workplace that a 5-year graduate with a Master's degree receives and which, over a period of time, compensates the student for the extra year of study. That is, in effect, a detriment/penalty to students considering the fifth year of study and would seriously impair the program's ability to attract students.

The program, when it was initially designed, was intended to be a four plus one degree. This would have enabled a greater attraction of four-year graduates from other schools. Unfortunately, after years of work starting in the early 1970's, when the final result was presented to President Ewigleben, he directed that the program be an integrated 5-year degree. Most programs within the United States that were created as integrated 5-year degrees have changed or are changing to a four plus one concept or have designed a second entry point for four-year graduates especially from other institutions.

The program needs an entry point for students who already possess a Bachelor's degree. This point is discussed more completely with the comments in relation to recommendation number 4.

The PRP recognizes the monetary problem of students paying a graduate fee which is considerably higher than the fees paid at the undergraduate level. This is a problem, obviously, faced by all graduate program students including accounting.

One of the approaches proposed early in the first year of the program was that of graduate fellowships and/or assistantships. The proposal was never approved but it is noted that the CISM Master's does have graduate assistantships (2 or 3 per term). This approach not only would assist students in the program financially, but would aid in attraction of highly qualified students from other schools.

One problem that has occurred in the past is when a student is finishing their undergraduate courses and has room in their schedule, and desires, to enroll in their first graduate class. The current system charges them an undergraduate rate until they formally change their curriculum to the Master's program. Some students have deliberately held off some undergraduate classes with this potential of taking graduate classes at the undergraduate rate and thereby circumvent the system of paying graduate rates for courses counting in their graduate curriculum. The system needs work to possibly create a base that reads and bills graduate classes at the graduate rate and undergraduate classes at the undergraduate rate unless taken for graduate credit. If a student changes their curriculum to the Master's before they have obtained the Bachelor's, all future bills are at the graduate rate regardless of the class.

The School of Business increase efforts to obtain alumni support for the program

The PRP agrees that an effort must be made to obtain financial resources from outside of the University. Not only are alumni an important source of these dollars but there should be a concerted effort to attract grant dollars. Again, we need to have sufficient resources to produce materials, make mailings and travel to meetings of both alumni and grant resource groups.

The faculty of the program undertake a comprehensive review of course content directed towards addressing concerns identified in the PRP survey-as well as the AICPA's educational guidelines

The Head of the Department of Accountancy and the Graduate Committee of the Department have already identified a number of curriculum matters which will be addressed.

The review should take into account not only the AICPA's educational guideline (which is attuned to those entering public accounting) but also those of the American Association of Collegiate Schools of Business (AACSB-attuned to all business graduates), the National Association of Accountants (NAA-mainly accountants in industry), the Federation of Schools of Accountancy (FSA-undergraduate and graduate programs in accountancy) and the American Accounting Association (AAA-a much larger group composed of academicians and a modest number of professionals from all areas in accounting impacting on all accounting programs).

Each of the above organizations have published guidelines for 5-year programs. There is a large amount of common denominators but also some differences which can be traced to some extent to the organization's constituency. Since our program is, properly, not trying to graduate students who will fit in only a single mold but rather educate students who will be successful in any field of accounting or business, we have to review with a blend in mind.

To be a proper review, we will not only look at the undergraduate and graduate accounting courses, but the complete spectrum of courses and placement of courses in both the graduate and undergraduate portions including the current emphasis on non-accounting courses at the graduate level such as communication and interpersonal skills. This may also necessitate involvement of other departments which can provide some upper-level or graduate courses in the needed non-accounting areas.

As mentioned previously, there needs to be an entry point for individuals already possessing a Bachelor's degree. This entry point may need to differ for those applicants whose undergraduate degree is in accounting versus a business degree versus a non-business degree. To accomplish this approach, we will be looking at instituting appropriate 'crash courses' courses that will bring the non-accounting undergraduate up to speed within a year so they may progress in the Master's program and obtain the graduate degree within another year (a maximum two-year time frame). Our current program almost forces a three-year time frame which is definitely not competitive with other schools.

The University administration commit funding, should the legislation pending pass, to adequately staff and support the program.

The PRP could not agree more with the APRC that the University needs to look at its commitment. As mentioned, the removal of all the graduate budget moneys has done what we feel is a grievous harm to the program from a variety of aspects such as advertising, continued professional development of faculty, instructional supplies and materials, equipment, attraction of students and faculty and, most of all, growth and recognition of the program.

The Department of Accountancy has decimated its alumni funds and utilizes every penny of its undergraduate budget to support both graduate and undergraduate programs. This creates a problem that also impacts the undergraduate program in the areas of professional development, instructional supplies and materials and equipment.

We realize why the initial budget cuts were made, however, there has been no suggestion of returning any moneys to the program. We have attempted a variety of budget initiatives and gotten nowhere. We are not asking for large sums of money. If we received even the modest non-personnel \$15,000 requested this last budget initiative we could improve a number of areas of concern in the undergraduate program as that budget would no longer be forced to provide support to the graduate program. We would be able to properly promote the program and would be able to better utilize alumni moneys which now are basically going for program support rather than faculty professional development and equipment as was past practice and intent.

FERRIS STATE UNIVERSITY
DEPARTMENT OF ACCOUNTANCY
MASTER OF ACCOUNTANCY PROGRAM
PROGRAM REVIEW

Section I

The purpose of reviewing the Master of Accountancy program is to aid in making the following four determinations:

- 1) Is the purpose of the Master of Accountancy program (still) valid? If not, how should it be revised?
- 2) Are the courses currently offered consistent with the purpose of the program? If not, how might their content be improved? Should new course offerings be developed?
- 3) Are the financial resources, facilities, equipment, and faculty currently in place sufficient to carry out the purpose of the program? If not, what specific additions or reallocations are necessary or desirable?
- 4) Is the program being effectively promoted and supported? If not, what steps could be taken to improve its marketability?

Section II

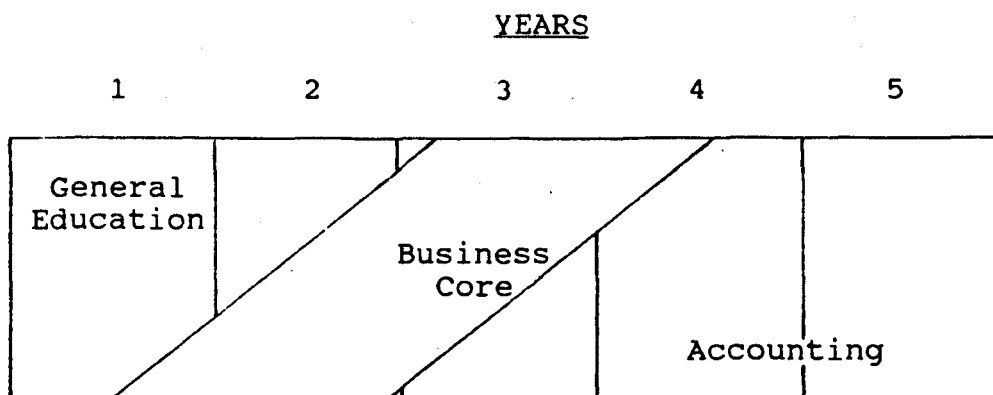
Unlike many advanced business degree programs, Ferris views accounting education as a five-year program and grants students both the B.S. in Business and Master of Accountancy degrees upon satisfactory completion of the Program. Students who satisfactorily complete four years will have earned the B.S. in Business with an accounting concentration. However, students need not present a baccalaureate degree for admission into the Program. We expect, however, that some persons applying to the Program will have already earned a degree at Ferris or at other colleges and universities. Prior course work, grades, and work experience will be evaluated to determine remaining degree requirements.

Students who exit after four years with the B.S. in Business degree will have sufficient accounting training to qualify for some entry-level positions. While these students may be eligible to sit for professional examinations, i.e., CPA, CMA; the generally low national passing rate indicates a lack of adequate preparation at that level. Hence, it is becoming more widely recognized that five years is the minimum academic preparation for careers as professional accountants.

The Program consists of an integrated body of knowledge grouped into three areas: general education and non-business electives, business core and accounting, culminating in the Master of Accountancy degree.

The first and second years' course work is the same for both four-year and five-year students and is largely devoted to general education and business core course requirements. The third, fourth and fifth years combine business core, accounting and elective courses.

The concept of an integrated program implies an interrelationship of courses into a meaningful sequence, and suggests that the arrangement of these courses be consistent with the maturation and development of the student.



Credit hours leading to the Master of Accountancy degree are distributed over the five years as follows:

		Years				
	Totals	1	2	3	4	5
General Education	75	50	18	7	--	--
Business Core	57	--	30*	19	8	--
Accounting & related electives	112	--	4	24	36	48
Free electives	6	--	--	2	4	--
TOTAL	250	50	52	52	48	48

in comparison with the four-year program with an accounting concentration:

		Years			
	Totals	1	2	3	4
General Education	75	50	18	7	--
Business Core	49	--	30*	15	4
Accounting	64	--	4	24	36
Free Electives	12	--	--	4	8
TOTAL	200	50	52	50	48

*The business core includes eight quarter hours of Principles of Accounting.

Section III

Data Collection Technique and Information Sources:

The panel assimilated information from four sources. The collection of data from each source was the responsibility of a separate member of the panel. The data was obtained as follows:

Industry & Profession - Contacts were established within the MACPA, AICPA, and other governing bodies by letter, telephone calls, interviews, etc. From these contacts, the member reported, and documented, to the panel what qualifications will be required and/or expected of future accounting graduates for professional certification or employment.

Employers - Information was obtained from prospective employers as to the marketability of the graduates of the Masters of Accountancy program.

Students - Students currently enrolled in the masters program and graduates of the program were surveyed. The questions included on the surveys were selected to be helpful in determining the following:

- 1) Are courses offered consistent with the purpose of the program. If not, how might their content be improved, or should new course offerings be developed?
- 2) Are the financial resources, facilities, equipment, and faculty currently in place sufficient? If not, what additions are necessary?
- 3) Is the program being effectively promoted and supported? What can be done to improved its marketability?

Surveys were mailed to the 18 graduates of the Master of Accountancy program. Replies were received from 11 of the 18, 1 survey was returned in the mail, and the other 6 graduates did not reply. The 11 surveys which were returned are included in this report. Surveys were also distributed to the students who are currently enrolled in the Master of Accountancy program. These surveys are also included in the report.

Faculty - Input from the Department of Accountancy faculty (full-time) was gathered. Information was obtained by written surveys, personal interviews, or both. Surveys included questions selected to determine all areas included in Section 1 of this report. The surveys filled out by faculty members are included in this report.

Section IV

MASTER OF ACCOUNTANCY PROGRAM

CONSENSUS OF ALUMNUS SURVEY

Responses to the survey questions were as follows:

1. The Masters of Accountancy degree has benefited me in obtaining and/or performing in my current job.

1 ② 3 4 5

2. The Masters of Accountancy program covers those topics most needed to pursue a career in accounting.

1 ② 3 4 5

3. The faculty members teaching in the program were adequate in number and technically qualified to teach the courses offered.

1 2 ③ 4 5

4. The Masters of Accountancy program possesses adequate physical facilities (computer hardware, classroom size, etc.) to realize its full academic and career placement potential.

1 2 ③ 4 5

5. Ferris State University has been too aggressive in their efforts to obtain alumni support for the program.

1 2 3 ④ 5

6. I would recommend the Ferris State University Master of Accountancy program to a student seeking to advance his/her education in accounting.

1 ② 3 4 5

7. All other things being equal, I would be more likely to hire a prospective employee with a Masters in Accountancy degree from Ferris State University than one without the degree.

1 ② 3 4 5

MASTER OF ACCOUNTANCY PROGRAM

CONSENSUS OF CURRENTLY ENROLLED STUDENTS SURVEY

Responses to the survey questions were as follows:

1. The Masters of Accountancy program has made be feel better prepared to pursue a career in accounting.

1 (2) 3 4 5

2. Having the Master of Accountancy degree will better enable me to compete in the job market.

1 (2) 3 4 5

3. The faculty now in place are sufficient in number and of adequate expertise to teach the courses offered in the curriculum.

1 (2) 3 4 5

4. The physical facilities (computer hardware, classroom size, etc.) are adequate for the current needs of the program.

1 (2) 3 4 5

5. The courses currently offered are consistent with the purpose of the program.

1 (2) 3 4 5

6. The Masters of Accountancy program is being adequately promoted by the University and the Accounting faculty.

1 2 (3) 4 5

7. I would recommend the Masters of Accountancy program to a friend who was planning to seek a career in accounting.

1 (2) 3 4 5

8. I feel the level of difficulty of the course material in the Masters of Accountancy program is:

Too Easy		About Right		Too Difficult
1	2	3	(4)	5

MASTER OF ACCOUNTANCY PROGRAM

CONSENSUS OF FACULTY SURVEY

Responses to the survey questions were as follows:

1. I feel well informed with regard to the content and purpose of the Masters of Accountancy program.

1 (2) 3 4 5

2. The program, as conceived, fulfills an emerging need for advanced academic studies in the accounting profession.

1 (2) 3 4 5

3. I actively promote the program through my contacts with students at the undergraduate level.

1 2 (3) 4 5

4. The administration of FSU actively supports and promotes the Masters of Accountancy program.

1 2 3 4 (5)

5. The Masters of Accountancy program will increasingly enhance FSU's ability to compete for prospective undergraduate accounting students.

1 2 (3) 4 5

6. The Masters of Accountancy program should be offered off campus.

1 2 (3) 4 5

7. The physical facilities (computer hardware, classroom size, etc.) are adequate for the current needs of the program.

1 2 (3) 4 5

8. The funds available are adequate for the current needs of the program.

1 2 3 (4) 5

Attachment D

PROGRAM REVIEW PANEL EVALUATION FORM

PROGRAM TITLE Masters of Accountancy

Instructions: Circle the number which most closely describes the program you are evaluating.

Student Perception of Instruction

5	4 XXXX	3	2	1
---	-----------	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high

Currently enrolled students rate the instructional effectiveness as below average

Student Satisfaction with Program

5	4 XXXX	3	2	1
---	-----------	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum

Advisory Committee Perceptions of Program

5	4	3 XXXXX	2	1
---	---	------------	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement

Demand for Graduates

5	4 XXXXX	3	2	1
---	------------	---	---	---

Graduates easily find employment in field

Graduates are sometimes forced to find positions outside of their field

Use of Information on Labor Market

5 XXXXX	4	3	2	1
------------	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program

The faculty and administrators do not use labor market data in planning or evaluating the program

Use of Profession/Industry Standards

5 XXXX	4	3	2	1
-----------	---	---	---	---

Profession industry standards (such as licensing certification accreditation) are consistently used in planning and evaluating this program and content of its courses

Little or no recognition is given to specific profession, industry standards in planning and evaluating this program

Use of Student Follow-up Information

5	4 XXXX	3	2	1
---	-----------	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program

Student follow-up information has not been collected for use in evaluating this program

Relevance of Supportive Courses

5	4	3 XXXX	2	1
---	---	-----------	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students

Supportive course content reflects no planned approach to meeting needs of students in this program

Qualifications of Administrators and Supervisors

5 XXXX	4	3	2	1
-----------	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability

Persons responsible for directing and coordinating this program have little administrative training and experience

Instructional Staffing

5	4	3	2 XXXX	1
---	---	---	-----------	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness

Staffing is inadequate to meet the needs of this program effectively

Facilities

5	4	3	2 XXXX	1
---	---	---	-----------	---

Present facilities are sufficient to support a high quality program

Present facilities are a major problem for program quality

Scheduling of Instructional Facilities

5	4	XXXX ³	2	1
---	---	-------------------	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction

Facilities and equipment for this program are significantly under- or over-scheduled

Equipment

5	4	3	XXXX ²	1
---	---	---	-------------------	---

Present equipment is sufficient to support a high quality program

Present equipment is not adequate and represents a threat to program quality

Adaptation of Instruction

XXXX ⁵	4	3	2	1
-------------------	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands-on" experiences, credit by examination)

Instructional approaches in this program do not consider individual student differences

Adequate and Availability of Instructional Materials and Supplies

5	4	XXXX ³	2	1
---	---	-------------------	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs

Section IV

Industry/Profession Responses to a 5 Year Requirement:

The major professional organizations in the field of accountancy are the American Institute of Certified Public Accountants (AICPA), the American Accounting Association (AAA), the National Association of Accountants (NAA). Another major organization having impact on accounting education is the Federation of Schools of Accountancy. In addition, in Michigan, the Michigan Association of Certified Public Accountants (MACPA) and the State Board of Accountancy are major organizations working with accounting education.

The AICPA conducted a national referendum on the 150 hour (Semester hours) requirement for entry into the accounting profession. One of the results of the voting was the passage (83%) of an educational requirement of 150 Semester hours of education to become a member of the AICPA after the year 2000. The MACPA vote on the 150 hours passed by an 84% margin.

Since the AICPA vote, the AAA, NAA and the FSA have all produced position papers supporting the 150 hour requirement.

The aforementioned votes and position papers were utilized as support for the Masters programs rather than replicating the same type of vote or survey.

There is further implication based on the aforementioned vote. Individual State Boards of Accountancy are now addressing the issue of whether this rule should be part of state law of the various states as a requirement to sit for the CPA examination. At the time of the vote, 3 states required, by law, the additional education. Since that point in time, the number of states with a legal requirement has increased to a total of 9 states. Ten more states, including Michigan, have written the legislation and are in the process of presenting it to their respective legislatures.

The Chairman of the MACPA Committee on the 150 requirement, Mr. Raymond Howard of Deloitte and Touche, recently stated that it is expected that 28 states will have this legislation passed by January of 1991. The effective dates in each state will vary, but most states seem to be targeting 1995. Mr. Howard felt Michigan would also select 1995.

The 150 hour requirement will have a major impact on enrollment in the various graduate programs in the State of Michigan. For students not interested in public accounting, they will still be able to obtain the bachelor degree, however, for those students planning on public accounting, they will most likely enroll in programs which include the 5th year and thereby meet the

educational requirement.

Approximately 45% of graduates in accounting in the state enter public accounting. For those schools without a fifth year or a channel to a fifth year program, the 150 hour requirement will dramatically reduce their majors.

Ferris needs to maintain its fifth year program to hold its well regarded position of providing quality graduates to the field of accounting. Failure to do so will also impact not only enrollments, but the ability to attract and keep quality faculty.

This section has not addressed the additional problems of:

- 1 - No budget for the Master of Accountancy program.
The budget was removed on June 30, 1984, 9 months after inception of the program, due to State budget constraints.
- 2 - The North Central Association request that the next few hires be terminally qualified.

Documentation for the comments contained in this section is available in the Department of Accountancy. The documents have not been attached as they would add 150 to 200 pages to your reading. Should any member of the committee desire to see the documents, please do not hesitate to make the request.

Section V

This section of the report addresses the four specific concerns of Ferris State University's Master of Accountancy program.

- 1) Is the purpose of the Masters of Accountancy program (still) valid?
- 2) Are the courses currently offered consistent with the purpose of the program?
- 3) Are the financial resources, facilities, equipment and faculty currently in place sufficient to meet the needs of the program?
- 4) Is the program being effectively promoted and supported?

As stated in our evaluation proposal we have assimilated information from various sources through surveys, phone calls, and personal interviews. This information has been gathered from the accounting profession, alumni of the Master of Accountancy program, currently enrolled students in the program, and Accountancy Department faculty. Each of the four areas are addressed separately below.

- 1) Is the purpose of the Masters of Accountancy program valid?

The American Institute of Certified Public Accountants (AICPA) is the national governing body for the public accounting profession. It sets and regulates accounting standards of practice and principle for the entire industry. It also prepares and grades the Uniform CPA Examination required for licensure in all 50 states. The AICPA has recently ruled that from the year 2000, all new memberships will require the completion of 150 semester hours of accounting (the effective equivalent of a 5 year degree).

While examination eligibility and licensure requirements are set by the individual states, a standard adopted by the AICPA, it will undoubtedly be reflected at the state levels as well. To date, eight states have enacted legislation requiring the equivalent of a five-year accounting degree to sit for the CPA Exam (Alabama, Colorado, Florida, Idaho, Hawaii, Utah, Texas, and West Virginia). California has stated that it will implement a five year requirement as soon as the various state universities can get programs into operation.

The President of the Michigan Association of Certified Public Accountants, at this fall's Accounting and Auditing Conference, stated that he fully expected all states to enact similar legislation by the end of 1992. Such a bill is anticipated to be introduced to the Michigan legislature during the 1990 session.

At this time, at least seven other schools in Michigan (University of Michigan, Michigan State, Grand Valley, Western, Central, Eastern, and Wayne State) have masters programs to meet this anticipated requirement.

The panel feels that it is a virtual certainty that a five-year degree will be required to meet professional and licensing standards in the very near future. In light of this, it appears that the demand for the Masters in Accountancy program at Ferris is about to increase. It is also reasonable to assume that incoming freshmen, interested in accounting, will wish to select a school that offers the full education necessary for professional certification and/or licensure. If such proves to be the case, the Masters in Accountancy program may well prove vital to the maintenance of a competitive undergraduate program.

2) Are the courses offered consistent with the purpose of the program?

Another way to state this question is, "are the courses offered preparing the students for the careers they may choose after graduation?" The course offerings are listed in the catalog. The faculty responsible for teaching a given course are permitted (and even encouraged) to make changes to the content and presentation of an offered class so long as they remain within the topic of the curriculum. Such constant changes are necessary to keep the courses up-to-date with the every-changing environment of the accounting profession. However, the acid test can only be met when a graduate goes out into the real world and puts his or her newly-acquired knowledge to work.

Graduates reported that the Masters in Accountancy curriculum did a good job of covering those topics most needed in their careers. Communications with employers indicate that Ferris graduates require very little preliminary training and are well founded in some of the skills usually only acquired by on-the-job experience. In not a single case did a graduate of the program or his employer indicate a dissatisfaction with the program's scope or depth of coverage.

Graduates indicated strongly that they would recommend the Masters in Accountancy program to a student seeking to advance his or her education in accounting and that the Masters degree from Ferris would be weighed heavily in favor of a prospective employee. These responses can only be interpreted as positive signs that the program is fulfilling a need and accomplishing its objectives.

3) Are the financial resources, facilities, equipment and faculty currently in place sufficient to meet the needs of the program?

The faculty teaching at any level are bound by the university's budgetary constraints. They work out their lesson plans to make the best possible use of the resources available to them. Hopefully, the students will not be conscious of any material shortcomings that might be felt by the instructors. Current students bore this theory out in their response to the survey. They had no opinion either pro or con regarding the adequacy of the facilities available, although they were all positive in the analyses of the faculty. With alumni, it was a different story. They had their job environments to use as a basis of comparison and felt that the Masters in Accountancy program needed more computer hardware and software.

The faculty were divided on the facilities question. Those faculty not teaching in the masters program felt the facilities were adequate, while those who have taught in the program feel the program is sorely in need of financial resources. More faculty appear to be required if all of the courses outlined in the brochure are to be offered in the future. Currently, there are some courses that have not been made available because of the lack of qualified instructors to teach them. This is perceived to be a problem in funding. While the program has gotten by for the past six years at a relatively low level of enrollment, faculty feel that the program's growth and future viability will require a higher commitment of financial resources.

4) Is the program being effectively promoted and supported?

All persons contacted responded to this question with a resounding "No!" The attitude of many faculty was "Why do we have this program if we're not willing to support it?" The feelings at the faculty level ranged from angry to puzzled as to the reason for the apparent lack of commitment to the program's promotion. Masters of Accountancy brochures are not available to give to prospective students. They were printed in 1983, when the program began. When the original supply ran out, the funds necessary to update and reprint the brochures had been withdrawn. Now, the only way to receive official information regarding the Ferris State University Masters of Accountancy degree program is by word of mouth. This is believed to hurt the credibility of the program itself. Several faculty members expressed ideas for promoting the program in the future should funds be made available for that purpose. The panel feels that all such ideas should be encouraged and suggests that a procedure be established, at the departmental level, to develop such strategies.

Summary

Ferris State University is currently second only to Michigan State University in the number of accounting graduates produced each year in Michigan. (The Auditor General's Office of the

State of Michigan reports that forty percent of its staff is composed of Ferris graduates.) Clearly, there is a recognized standard of excellence that should be preserved.

By all indications, the market is ripe for a masters program in accounting. Pending legislation is expected to greatly increase the demand for such a program in the near future. Ferris' Masters of Accountancy program appears to be positioned to command a major share of the market for such a degree if several things can take place.

First of all, the market must be made aware of what Ferris has to offer. The Masters of Accountancy program is in place and operating with a six-plus year track record. While it is acquiring a solid reputation with graduates and employers in the accounting profession, it is not well known to prospective candidates. It needs to be more vigorously promoted at the junior college, college, and even high school levels.

In addition, the current program needs strengthening. More funds are needed to provide adequate facilities, especially computers, given the expected increase in enrollment. Additional faculty should also be retained to assure that the full array of course offerings can be maintained at a superior level of academic instruction.

If the foregoing can be accomplished, it is the opinion of the panel that Ferris State University's Master of Accountancy program is assured of future success and will help to maintain Ferris' leadership role in accounting in the State of Michigan.

Respectfully submitted,

David B. Anderson

David B. Anderson, Chairman
Program Review Panel

NASBA STATISTICAL INFORMATION SERVICE

SUCCESSFUL CANDIDATE REPORT
 CANDIDATES TAKING ALL FOUR SUBJECTS AND PASSING ALL FOUR SUBJECTS

MAY 1997 UNIFORM CPA EXAMINATION

STATE	ALL CANDIDATES	CANDIDATES TAKING FOUR SUBJECTS	CANDIDATES PASSING FOUR SUBJECTS	% PASSING * FOUR SUBJECTS
Alabama	488	309	20	6.5
Alaska	598	534	26	4.9
Arizona	539	346	42	12.1
Arkansas	512	393	25	6.4
California	5,952	1,437	158	11.0
Colorado	731	517	90	17.4
Connecticut	541	362	25	6.9
Delaware	333	258	31	12.0
District of Columbia	131	103	7	6.8
Florida	647	407	69	17.0
Georgia	2,693	2,013	233	11.6
Guam	26	18	1	5.6
Hawaii	225	154	14	9.1
Idaho	192	140	14	10.0
Illinois	3,239	2,376	369	15.5
Indiana	1,064	767	75	9.8
Iowa	649	507	110	21.7
Kansas	722	600	28	4.7
Kentucky	709	526	36	6.8
Louisiana	626	405	13	3.2
Maine	154	103	10	9.7
Maryland	1,993	1,435	130	9.1
Massachusetts	1,341	882	79	9.0
Michigan	1,271	877	58	6.6
Minnesota	604	347	76	21.9
Mississippi	266	183	10	5.5
Missouri	1,048	752	72	9.6
Montana	466	347	41	11.8
Nebraska	462	368	27	7.3
Nevada	190	136	20	14.7
New Hampshire	129	85	11	12.9
New Jersey	1,617	1,080	45	4.2
New Mexico	324	166	8	4.8
New York	5,975	878	85	9.7
North Carolina	1,384	1,068	135	12.6
North Dakota	147	108	12	11.1
Ohio	2,180	1,499	138	9.2
Oklahoma	663	441	33	7.5
Oregon	315	193	24	12.4
Pennsylvania	2,909	1,750	61	3.5
Puerto Rico	847	615	13	2.1
Rhode Island	134	90	6	6.7
South Carolina	594	434	13	3.0
South Dakota	177	138	12	8.7
Tennessee	524	358	28	7.8

* PERCENT BASED ON NUMBER OF CANDIDATES TAKING FOUR SUBJECTS

REPORT NUMBER 04

40

NASBA STATISTICAL INFORMATION ICE

SUCCESSFUL CANDIDATE REPORT
 CANDIDATES TAKING ALL FOUR SUBJECTS AND PASSING ALL FOUR SUBJECTS

MAY 1997 UNIFORM CPA EXAMINATION

STATE	ALL CANDIDATES	CANDIDATES TAKING FOUR SUBJECTS	CANDIDATES PASSING FOUR SUBJECTS	% PASSING * FOUR SUBJECTS
Texas	5,280	3,922	281	7.2
Utah	158	98	19	19.4
Vermont	81	54	7	13.0
Virgin Islands	8	3	0	.0
Virginia	1,620	1,110	101	9.1
Washington	1,103	799	111	13.9
West Virginia	313	229	7	3.1
Wisconsin	631	474	104	21.9
Wyoming	69	49	3	6.1
	=====	=====	=====	
TOTAL ALL STATES	55,594	33,243	3,166	9.5

* PERCENT BASED ON NUMBER OF CANDIDATES TAKING FOUR SUBJECTS

Performance of First-Time Candidates by Jurisdiction

NOV 1997 UNIFORM CPA EXAMINATION

JURISDICTION	PERCENT OF TOTAL	NUMBER OF CANDIDATES	PERCENT PASSING						
			AUD	LPR	FARE	ARE	ALL *	NONE *	SOME *
Alabama	.7	177	52.5	39.0	34.5	40.1	19.2	36.7	44.1
Alaska	.1	39	20.5	17.9	28.9	21.1	15.4	59.0	25.6
Arizona	1.4	371	39.2	39.7	31.8	26.7	16.4	45.8	37.7
Arkansas	1.2	317	12.3	12.3	8.8	11.4	3.5	80.1	16.4
California	8.9	2,393	31.6	35.4	31.1	28.6	16.5	52.4	31.1
Colorado	1.1	308	40.1	39.4	36.4	31.8	17.5	43.2	39.3
Connecticut	1.2	312	31.4	30.2	25.6	23.4	13.1	56.7	30.1
Delaware	1.2	324	35.2	34.3	37.1	31.2	18.2	46.6	35.2
District of Columbia	.1	39	41.0	38.5	38.5	33.3	28.2	53.8	17.9
Florida	1.3	337	51.0	50.6	41.6	44.9	25.8	33.5	40.7
Georgia	8.8	2,372	18.8	21.2	18.5	16.4	9.1	69.6	21.3
Guam	.1	23	4.3	4.3	4.3	4.3	4.3	95.7	
Hawaii	1.4	388	9.3	17.3	26.1	19.2	6.2	67.0	26.8
Idaho	.3	84	20.5	14.6	16.9	27.7	10.7	66.7	22.6
Illinois	4.5	1,205	35.5	35.8	32.9	28.5	18.3	50.0	31.6
Indiana	1.4	384	30.4	34.3	28.6	25.3	15.9	54.2	29.9
Iowa	.6	158	24.1	27.2	29.7	30.4	12.0	53.8	34.2
Kansas	.1	25	44.0	40.0	36.0	40.0	32.0	52.0	16.0
Kentucky	.9	253	28.1	22.5	22.1	18.6	12.6	65.2	22.1
Louisiana	.5	127	29.4	40.2	23.0	22.8	12.6	52.8	34.6
Maine	.1	36	27.8	19.4	19.4	30.6	13.9	63.9	22.2
Maryland	3.4	926	30.9	36.1	30.8	26.7	16.5	53.2	30.2
Massachusetts	2.2	600	35.7	30.8	26.1	20.7	12.3	54.5	33.2
Michigan	1.9	500	35.2	30.7	30.4	31.5	17.2	52.0	30.8
Minnesota	1.7	454	43.5	44.3	42.0	36.3	22.2	39.2	38.5
Mississippi	.3	93	23.7	15.1	15.1	20.4	4.3	66.7	29.0
Missouri	1.8	480	27.9	28.2	24.2	23.2	13.8	59.6	26.7
Montana	.2	59	30.2	27.8	39.6	31.5	20.3	49.2	30.5

* The ALL, NONE & SOME columns are based on the actual subjects taken (may be fewer than four).

Performance of Repeat Candidates by Jurisdiction

NOV 1997 UNIFORM CPA EXAMINATION

JURISDICTION	PERCENT OF TOTAL	NUMBER OF CANDIDATES	PERCENT PASSING						
			AUD	LPR	FARE	ARE	ALL *	NONE *	SOME *
Nebraska	.8	301	28.3	31.3	19.2	22.2	23.9	49.2	26.9
Nevada	.4	143	37.7	40.2	25.5	35.2	25.9	44.8	29.4
New Hampshire	.2	75	35.2	31.9	10.9	28.6	26.7	46.7	26.7
New Jersey	3.2	1,261	29.0	32.4	19.3	24.1	20.0	48.8	31.2
New Mexico	.6	215	35.0	36.8	24.5	32.4	25.6	44.2	30.2
New York	13.1	5,095	39.4	40.6	37.3	37.3	33.7	44.1	22.3
North Carolina	2.4	919	34.1	30.8	22.8	25.8	21.7	45.4	33.0
North Dakota	.3	110	38.5	39.2	46.7	39.7	35.5	25.5	39.1
Ohio	3.9	1,501	35.8	34.0	22.9	27.0	24.2	44.5	31.3
Oklahoma	.8	310	34.4	39.2	29.3	34.0	30.0	36.8	33.2
Oregon	.6	228	44.8	50.3	36.2	50.7	32.9	27.6	39.5
Pennsylvania	6.2	2,427	33.6	30.8	20.7	24.4	22.1	47.2	30.7
Puerto Rico	1.7	661	22.9	24.9	18.1	14.6	15.6	58.4	26.0
Rhode Island	.3	118	33.3	33.3	21.3	25.3	22.0	48.3	29.7
South Carolina	1.3	517	23.6	23.5	15.8	20.7	14.1	54.5	31.3
South Dakota	.3	129	30.7	17.6	27.0	21.6	18.6	48.1	33.3
Tennessee	1.0	390	40.9	34.8	21.0	32.8	21.8	37.7	40.5
Texas	7.6	2,946	28.2	30.3	20.7	23.3	22.6	50.8	26.5
Utah	.3	104	50.7	45.7	43.1	61.0	40.4	23.1	36.5
Vermont	.1	57	45.7	47.7	19.0	45.0	33.3	24.6	42.1
Virgin Islands		6			33.3		16.7	83.3	
Virginia	2.8	1,078	35.2	34.3	26.9	29.2	25.1	41.3	33.6
Washington	1.7	656	36.2	37.1	30.6	27.6	26.4	42.4	31.3
West Virginia	.6	252	26.2	22.3	13.2	18.9	14.7	57.5	27.8
Wisconsin	1.0	390	50.5	50.7	35.6	41.4	37.9	28.5	33.6
Wyoming	.1	34	35.7	11.5	7.7	29.6	11.8	50.0	38.2
National Totals	100.0	38,923	35.8	35.1	26.2	29.3	26.5	43.6	29.9

* The ALL, NONE & SOME columns are based on the actual subjects taken (may be fewer than four).

NASBA STATISTICAL INFORMATION SERVICE

SUCCESSFUL CANDIDATE REPORT
 CANDIDATES TAKING ALL FOUR SUBJECTS AND PASSING ALL FOUR SUBJECTS

NOVEMBER 1997 UNIFORM CPA EXAMINATION

STATE	ALL CANDIDATES	CANDIDATES TAKING FOUR SUBJECTS	CANDIDATES PASSING FOUR SUBJECTS	% PASSING * FOUR SUBJECTS
Alabama	571	374	42	11.2
Alaska	180	83	10	12.0
Arizona	662	497	72	14.5
Arkansas	716	606	19	3.1
California	6,904	2,090	242	11.6
Colorado	767	561	69	12.3
Connecticut	726	572	50	8.7
Delaware	503	418	66	15.8
District of Columbia	132	98	11	11.2
Florida	860	601	105	17.5
Georgia	4,231	3,540	274	7.7
Guam	48	45	1	2.2
Hawaii	522	458	25	5.5
Idaho	217	160	16	10.0
Illinois	3,209	2,374	297	12.5
Indiana	1,138	864	98	11.3
Iowa	500	340	31	9.1
Kansas	392	266	25	9.4
Kentucky	784	609	50	8.2
Louisiana	654	486	33	6.8
Maine	133	101	8	7.9
Maryland	2,309	1,802	194	10.8
Massachusetts	1,585	1,160	94	8.1
Michigan	1,415	1,081	108	10.0
Minnesota	842	646	114	17.6
Mississippi	311	238	9	3.8
Missouri	1,207	897	88	9.8
Montana	266	158	10	6.3
Nebraska	961	850	19	2.2
Nevada	249	197	36	18.3
New Hampshire	123	84	8	9.5
New Jersey	1,902	1,397	85	6.1
New Mexico	304	133	5	3.8
New York	6,827	1,179	106	9.0
North Carolina	1,403	1,052	70	6.7
North Dakota	166	109	6	5.5
Ohio	2,465	1,803	189	10.5
Oklahoma	674	495	40	8.1
Oregon	469	356	73	20.5
Pennsylvania	3,345	2,157	91	4.2
Puerto Rico	1,149	899	31	3.4
Rhode Island	185	140	10	7.1
South Carolina	883	747	24	3.2
South Dakota	351	312	10	3.2
Tennessee	660	520	54	10.4

* PERCENT BASED ON NUMBER OF CANDIDATES TAKING FOUR SUBJECTS

SUCCESSFUL CANDIDATE REPORT
 CANDIDATES TAKING ALL FOUR SUBJECTS AND PASSING ALL FOUR SUBJECTS

NOVEMBER 1997 UNIFORM CPA EXAMINATION

STATE	ALL CANDIDATES	CANDIDATES TAKING FOUR SUBJECTS	CANDIDATES PASSING FOUR SUBJECTS	% PASSING * FOUR SUBJECTS
Texas	7,245	5,924	309	5.2
Utah	175	117	28	23.9
Vermont	92	65	8	12.3
Virgin Islands	9	3	0	.0
Virginia	1,833	1,392	161	11.6
Washington	1,320	1,014	137	13.5
West Virginia	356	287	13	4.5
Wisconsin	862	668	145	21.7
Wyoming	57	45	5	11.1
	=====	=====	=====	
TOTAL ALL STATES	65,849	43,070	3,824	8.9

* PERCENT BASED ON NUMBER OF CANDIDATES TAKING FOUR SUBJECTS

VITA

I. **Name:** David P. Anderson

Rank: Professor

Tenure/Non-tenure: Tenure

Department or Division: Accountancy

Year Joined the Institution: 1983

Teaching Experience:

Areas of involvement (in teaching)

Principles of accounting, Intermediate financial accounting, tax

II. **Education Background (include fields of specialization):**

- * 1983 - CPA Certificate
- * 1981 - M.S.T. - Taxation
- * 1975 - B.A. - Economics/Business Administration

III. **Prior Experience not in Education:**

- * 1980-83 - Tax Department Director, Dennis and Gartland, PC., CPAs
- * 1977-80 - Senior Tax Accountant, Alexander Grant & Co, CPAs
- * 1975-77 - Staff Accountant, Price Waterhouse & Co., CPAs

IV. **Professional Memberships (include offices held):**

- * American Institute of Certified Public Accountants (AICPA)
- * Michigan Association of Certified Public Accountants (MACPA)
- * Northwest Michigan Estate Planning Council
- * Omicron Delta Epsilon - Economics honorary - President, 1974-75
- * Sigma Gamma Epsilon - Geology honorary
- * Big Rapids Monthly CPA Group

V. **Professional Meetings Attended (include dates):**

- * Big Rapids CPA Monthly Meeting Group
- * MACPA Meetings
- * AICPA Tax Training Seminars

VI. **Papers Presented (include dates):**

VII. Publications:

VIII. Other Research Activity:

IX. Consulting

* Own and operate private CPA and tax practice.

X. Professional Growth Activities

* MACPA and AICPA Continuing education seminars and tax training seminars, annually.

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

XII. Professional Presentations, Speeches, etc.

* Speak on yearly Tax Updates to Big Rapids Area Monthly CPA Group

XIII. Institutional Services Performed:

* Served on departmental curriculum committees

* Served on departmental search committees

* Serve on College of Business Review Committee

* Serve on departmental graduate program review committee

XIV. Recognition and Honors

XV. Professionally Related Community Activities:

-- * Served as Treasurer, Executive Board Member and on Board of Directors of Northwest Michigan Alcoholism Treatment Services

RESUME

Margaret A. Etienne
216 East Grand
Mt. Pleasant, MI 48858
Phone: 517-773-9550

OBJECTIVE

College classroom instructor of financial accounting with an opportunity to teach other accounting subjects.

EDUCATION

Bachelor of Arts--Social Science, Michigan State University
Master of Science--Accounting, Central Michigan University, GPA 4.0

PROFESSIONAL COMPETENCY

CPA Certificate of Examination, May, 1980. Passed first sitting.
CPA Certificate No. 14207, Summer, 1983

WORK EXPERIENCE

Public School Teacher in English, Reading, and Math
Brighton Area Schools, Brighton, MI 4 years

Instructor of Financial Accounting, Central Michigan University, 4 years. Duties included:

- Teaching: Classroom instructor of Beginning and Intermediate Accounting.
- Administrative: Assistant Director of Undergraduate Business Studies for the School of Business.
- Counseling: Counsel all undergraduate business majors during freshman and sophomore years; accounting majors at all levels; transfer students.
- Other: Editor of the Department of Accounting Annual Report.

AWARDS

Outstanding Accounting Teacher academic year 1982-1983

REFERENCES

Dr. Edward Grant, Chairman, Department of Accounting, Central Michigan University, Mt. Pleasant, MI.

Dr. Leonard E. Plachta, Dean, School of Business Administration, Central Michigan University, Mt. Pleasant, MI.

Others available upon request.

VITA

I. **Name:** Richard B. Hanna

Rank: Associate Professor

Tenure/Non-tenure: Tenure

Department or Division: Accountancy

Year Joined the Institution: 1981

Teaching Experience:

Areas of involvement (in teaching)

Principles of accounting, Intermediate financial accounting, Advanced accounting, Fund accounting, Microcomputer applications

II. **Education Background (include fields of specialization):**

* CPA Certificate

* 1975 - M.S. - Accounting

* 1962 - General Business, Minor - Accounting

III. **Prior Experience not in Education:**

* CPA Practice

IV. **Professional Memberships (include offices held):**

* American Institute of Certified Public Accountants (AICPA)

* Michigan Association of Certified Public Accountants (MACPA):

* Continuing Professional Education Committee (Chair 1990-92, Vice Chair 1988-1990)

* Non-Profit Organizations Committee

* American Accounting Association (AAA)

V. **Professional Meetings Attended (include dates):**

* MACPA Annual Meetings

* Big Rapids CPA Monthly Meeting Group

* AAA Annual Meetings

* AAA Regional Meetings

* Midwest Business Administration Association (MBAA) Annual Meetings

VI. **Papers Presented (include dates):**

VII. **Publications:**

* Micro-Mash/AICPA: Accounting & Reporting for Non-Profit Organizations. A computerized C.P.E. program.

VIII. Other Research Activity:

IX. Consulting

- * Private CPA Practice
- * Consultant to Several Non-Profit Organizations

X. Professional Growth Activities

- * Numerous seminars and conferences of AICPA and MACPA and Michigan Accounting Educators Conferences.

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

- * Present several MACPA seminars annually.
- * Seminars for Ohio and Minnesota CPA Societies

XII. Professional Presentations, Speeches, etc.

- * MACPA Conferences: Anually present at least 4 to 8 conferences and present 15-25 times during these conferences.

XIII. Institutional Services Performed:

- * Served on Accountancy Department Curriculum committees
- * Served on College of Business Curriculum, Chair, 1993
- * Served on University Undergraduate Curriculum committee and University Curriculum Committee
- * Various Institutional and College of Business Search Committees
- * University Outsourcing Committee

XIV. Recognition and Honors

XV. Professionally Related Community Activities:

- * Treasurer, Big Rapids Big Brother/Big Sisters, 1985-1993
- * Consultant to Several Non-Profit Organizations

R E S U M E

NAME: Roy W. Johnston
1010 S. State Street
Big Rapids, Michigan 49307

TELEPHONE: 616 - 796-7308 or 796-8614

DATE OF BIRTH: January 6, 1932

EDUCATION: Graduate - University of Detroit
BS Degree - January, 1954
MBA Degree - June, 1962
(Major fields Accounting & Finance)

MILITARY EXPERIENCE: Two years served in Korea.

EMPLOYMENT RECORD:

JUNE 1973 TO PRESENT: Owner of my own business, Big Rapids Motel & Three Knights Inn Restaurant, Big Rapids, Michigan. Responsible for all activities of conducting a business.

OCTOBER 1968 TO JUNE 1973: Controller and Chief Financial Officer, Detroit Bolt & Nut Division, Whittaker Corporation, Los Angeles, California. Detroit Bolt and Nut Division was the fastener Division of Whittaker with sales volume of 45 million per year with customers all over the world. I was responsible to the Corporate Controller in Los Angeles and reported to the Division President. As Controller and Chief Financial Officer of the Division I was in complete charge of all financial activities. I was also one of the advisors to corporate officers relating to buying of other companies.

Reason for leaving: Purchased my own business.

JUNE 1962 TO OCTOBER 1968: Controller and Chief Financial Officer, Merchandising Directors, Inc., Detroit, Michigan. Merchandising Directors, Inc., is a Sales Promotion Agency doing work principally for Ford, General Motors, American Motors and Chrysler. As Controller and Chief Financial Officer I was in complete charge of all financial activities including cost control, budgeting, auditing, taxes, bank relations, systems setup, investment portfolios, pricing, liaison with our clients, attorneys and revenue agents. I served on the Board of Directors, and was directly responsible to the President of the Company.

Reason for leaving: Offered position as Division Controller for large National Corporation.

EMPLOYMENT RECORD: (Continued)

JUNE 1956 TO JUNE 1962: Senior Auditor, Rutten, Welling & Company, Certified Public Accountants, (now Haskins & Sells), Guardian Building Detroit, Michigan. As Senior Auditor I was responsible for audits of manufacturing companies, trucking concerns, construction firms and automotive dealerships; also retail sales organizations, hospitals and country clubs.

In addition to auditing, I worked with Revenue Agents during examination of tax returns and acted as liaison between agents and clients, which necessitated preparation of tax cases to be presented to Tax Courts. I became involved also in financial system analysis and initiating of new systems of data control. I began working after my service obligation as a Junior Accountant and advanced to the position of Senior Auditor.

Reason for leaving: Offered position of Controller by one of my clients.

VITA

I. **Name:** Carolyn S. Marcinkewciz

Rank: Associate Professor

Tenure/Non-tenure: Tenure

Department or Division: Accountancy

Year Joined the Institution: 1978

Teaching Experience:

Areas of involvement (in teaching)

Principles of accounting, intermediate accounting

II. **Education Background (include fields of specialization):**

* CPA Certificate of Examination

* 1969 - M.A. - Education

* 1963 - B.S. - Commerce

III. **Prior Experience not in Education:**

* 1974-75 - Secretary to North Central Accreditation Committee, Bay De Noc Comm. College

* Own and operate several rental properties and small businesses

* Own and operate accounting/tax service

* Work part-time for Steve Wales, Sr., CPA (to earn time required for CPA certification)

IV. **Professional Memberships (include offices held):**

* 1963-71 - Michigan Business Education Association

* 1963-71 - National Business Education Association

V. **Professional Meetings Attended (include dates):**

* 1990-92 - Attended MACPA Income Tax Updates

* 1989 - Attended Midwest Cooperative Education Seminar as Dept. Representative

* 1993-94 - Attended Big Rapids Area CPA Monthly Meeting Group Meetings

VI. **Papers Presented (include dates):**

None

VII. **Publications:**

None

VIII. Other Research Activity:

None

IX. Consulting

Private accounting/tax service with several clients

X. Professional Growth Activities

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

XII. Professional Presentations, Speeches, etc.

XIII. Institutional Services Performed:

- * Serve on Departmental Recruitment Committee
- * Advisor to Young Republicans - FSU Student Organization
- * Served on College of Business Co-op Advisory Committee
- * 1993, Traveled to High School locations in Michigan for student recruitment purposes
- * 1993, Volunteered to work Freshman Open House sponsored by College of Business Recruitment & Retention Committee
- * Serve on College of Business Student Recruitment & Retention Committee

XIV. Recognition and Honors

XV. Professionally Related Community Activities:

- * Involved with Republican Party/Campaign Manager

Patrick McNabb
4540 S. Rural Rd. G-7
Tempe, Arizona 85282
602-831-2860

Employment
Objective

Position in teaching in the area of accounting, insurance, or general business at a community college or university level.

Education

M.B.A. May 1978 - The George Washington University
Concentration in accounting with additional courses in finance, management, and marketing. Member of Society for the Advancement of Management and Association of MBA Executives. Worked full time. G.P.A. 3.4/4.0

Teaching and Vocational Certification January 1975 - Michigan State University

Major in distributive education; minor in marketing. Worked part time to help finance education.

B.A. December 1971 - Michigan State University

Major in risk and insurance (business administration degree with emphasis on risk and insurance). Course work also included accounting, finance, economics, marketing and management. 80% of education financed through summer and part time employment.

Honors

Passed the CPA exam in May 1980 and granted CPA Certificate Number 3001-E on September 22, 1980 by the state of Arizona.

Employment

International Micor Inc. 1979 - December 1980

Position: Supervisor of General Accounting

My responsibilities include supervision of seven accounting personnel and the overall activities of general accounting, including, accounts payable, accounts receivable, and payroll. Also responsible for the accurate and timely submission of data for interim and year end closings and the preparation of financial statements.

Mesa Community College Fall 1980 Position: Teacher

Taught Accounting Principles I on a part time basis during the Fall 1980 semester. The class consisted of 25 students, with a variety of backgrounds and abilities. This experience has been the most rewarding of my professional career.

Pomeroy & Company 1978 - 1979 Position: Staff Accountant

Responsibilities included auditing, both individual and corporate tax returns, preparation of financial statements, special reports, and federal, state and local tax reports for a variety of businesses. Also included monthly write up work, preparation of accounting work for EDP system input and supervision and training of bookkeeping staff.

U.S. Army Intelligence and Security Command 1975-1978

Position: Stock Control and Accounting Specialist

Received several letters of commendation and a certificate of achievement. Separated honorably in July 1978.

The Prudential Insurance Co. 1973 Position: Special Agent
Responsibilities were the sale of company products and customer service. Was top producer in the agency for one month. Obtained life, health, and property and casualty insurance licenses.

State Farm Insurance Co. 1972-1973 Position: Property and Casualty Underwriter

My responsibilities were the selection of new risks and the review of risks presently insured.

Professional Organizations

Arizona Society of Certified Public Accountants, AICPA, Association of MBA Executives, MENSA.

Interests

Most participation sports, backpacking, reading. Have participated in Big Brothers and worked for MSU Volunteer Bureau preparing tax returns for needy people.

REFERENCES FURNISHED UPON REQUEST

THOMPSON, CAROLYN LOUISE

June 6, 1971



Personal:

Mailing address: 5 South Hill--Apt. D, Fayetteville, Arkansas 72701

Phone: 501-442-8848

Permanent address: Rt. 2, Box 339-A, No. Little Rock, Arkansas 72118

Phone: 501-851-2321

Date and place of birth: September 18, 1945, No. Little Rock, Arkansas

Marital status: Single

Weight: 129 Height: 5' 4"

Physical disabilities: None.

Education:

BBA, State College of Arkansas, Conway, Arkansas, May 1967

MEA, University of Arkansas, Fayetteville, Arkansas, January 1969

PhD, University of Arkansas, Fayetteville, Arkansas--Course work will be completed by August 21, 1971. Tool requirements completed and comprehensive examinations in process.

Scholastic honors: Alpha Chi and Wall Street Journal Student Achievement Award as undergraduate. Beta Gamma Sigma.

Professional memberships: American Accounting Association

Teaching experience:

Instructor in Economics, Jacksonville State University, Jacksonville, Alabama, from September 1968 to June 1970--taught Principles and American Economic History.

Part-time instructor at the University of Arkansas, one semester, 1970-1971 academic year, while studying toward the PhD--taught Principles of Economics.

Business experience: During summers performed general office duties for an ambulance company, building contractor, and school district. Sales clerk one Christmas season.

Teaching interests:

Major interests are in management and accounting. Other interests are in economics and statistics.

Availability: August 21, 1971

References: A file of references may be obtained from Dr. R. C. Haring, Coordinator of Graduate Studies, College of Business Administration, University of Arkansas 72701.. Office phone: 501-443-4511

VITA

I. **Name:** William L. Townsend

Rank: Assistant Professor

Tenure/Non-tenure: Tenure

Department or Division: Accountancy

Year Joined the Institution: 1980

Teaching Experience:

Areas of involvement (in teaching)

Principles of Accounting, Cost/managerial accounting and International accounting
Have also taught Finance, Marketing, Intro to Business and Systems Analysis

II. **Education Background (include fields of specialization):**

* 1979 - M.B.A. - General Business

* 1966 - B.A. - Finance/Economics

* Post graduate coursework (approximately 40% of PhD coursework)

III. **Prior Experience not in Education:**

* 5 years internal audit with Fortune 500 companies

* 4 years consulting with business and government

IV. **Professional Memberships (include offices held):**

* National Accounting Association

* Institute of Internal Auditors

* Institute of Management Accountants

V. **Professional Meetings Attended (include dates):**

* Several Michigan Accounting Educators Conferences

* Michigan Taskforce on International Trade, 1990

VI. **Papers Presented (include dates):**

N/A

VII. **Publications:**

N/A

VIII. Other Research Activity:

N/A

IX. Consulting

Owned and oversaw operation of several small businesses since 1979.

X. Professional Growth Activities

- * Periodical reading
- * Book reviews
- * Reviewing teaching techniques

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

N/A

XII. Professional Presentations, Speeches, etc.

- * Served on Michigan Taskforce on International Trade, 1990

XIII. Institutional Services Performed:

- * Various committees served on at FSU
- * Ferris Faculty Association Bargaining Team

XIV. Recognition and Honors

XV. Professionally Related Community Activities:

- * Officer in neighborhood association (several times over the years)
- * Ran for public office several years earlier

Portfolio

I. Vita

A. Name: Herbert W. Voege
Rank: Professor
Tenure/Nontenure: Tenure
Department or Division: College of Business
Department of Accounting-
Computer Information Systems

Teaching Experience:

1982 to present Professor, Department of Accounting, Ferris State University
1981-82 Professor and Acting Head, Department of Accounting, Ferris State University
1972-81 Professor, Department of Accounting, Ferris State University
1970-72 Chairman, Division of Social Sciences, Adrian College
1964-70 Chairman, Department of Economics and Business Administration, Adrian College
1963-64 Assistant Professor, Department of Economics and Business Administration, Adrian College
1962-63 Instructor, Department of Economics and Business Administration, Adrian College

B. Education Background

Ph.D., The University of Michigan, December, 1971
Major field: Economic education

M.B.A., The Ohio State University, December, 1961
Major field: Accounting
Cognate fields: Economics and mathematics

B.Sc. in Bus. Adm. summa cum laude, The Ohio State University, July, 1956
Major field: Accounting

F. Papers Presented

Production Performance of the Firm: Linear Algebraic and Geometric Models for Overhead Analysis. Western Economic Association Conference, July, 1981.

G. Publications

The Impact of Keynesian Ideas on Secondary-School Economics Textbooks of the United States, 1936-1970. Ann Arbor: Malloy Lithoprinting, Inc., 1972.

A Theory of Change. Michigan Business Education News Bulletin, October, 1967.

H. Other Research Activity

In preparation: The Parallelity of Overhead and Breakeven Analysis: A General Formulation.

I. Consulting

C.P.A., certificate no. 1343, August 5, 1958, District of Columbia

C.P.A., certificate no. 337, April 27, 1960, State of Rhode Island

C.P.A., certificate no. 4135, January 24, 1964, State of Michigan

C.C.A., certificate no. 1579, May 14, 1984, Institute of Cost Analysis

Agent enrolled to practice before the U.S. Internal Revenue Service, March 30, 1959

Assignments in public accounting included: consolidation of domestic and foreign operations for statement, S.E.C., and annual report purposes; the evaluation, analysis, and conversion of data of foreign subsidiaries; the design and execution of audit procedures on Univac data processing equipment; the computation of consolidated inventory and property reserves; the development of historical life indices; the computation of coal inventories by survey methods; the systems survey of customer order processing and production scheduling; the fiduciary accounting for estates, trusts, and funded pension plans.

In case of large clients, such as The Carborundum Company, Moore Business Forms, Inc., Niagara Mohawk Power Company, Iroquois Gas Corporation, Bemis Brother Bag Company, National Casket Company, I was in charge of division, branch, or plant audits. I was in charge of the entire audit in case of medium or small clients, e.g., an outdoor advertising firm, a corporation producing thermostatic valves, a corporation assembling pumps and residential heaters.

J. Professional Growth Activities

Regular reading of: Journal of Accountancy, Accounting Horizons, Issues in Accounting Education, Accounting Review, American Economic Review, Barron's, Wall Street Journal, Journal of Accounting Research, The Michigan C.P.A., Journal of Systems Management.

K. Seminars, Training Programs, etc. Conducted for Business and Industry

- 1972 Conference on Short-term Investment of Governmental Funds, Ferris State University
- 1973 Conference of Cash Flow Optimization, Ferris State University
- 1974 Conference on Short-term Investment, Ferris State University

L. Professional Presentations, Speeches, etc.

- 1975 "The Role of Accounting for Small Business," address at Conference for Land Surveyors, Ferris State University
- 1971 "History and Principles of Taxation", address, Odd Fellows, Adrian, Michigan
- 1972 "Economics: Art or Science?", address, AAUW, Adrian, Michigan
- 1979 "The Politicization of Accounting," address, Ferris State Accounting Association

M. Institutional Services Performed

- 1974-75 Ferris State University Tax Shelter Annuity Committee
- College of Business Faculty Evaluation Task Force
- College of Business Research Committee
- College of Business Student Affairs Committee
- Five-Year Program Planning Committee
- Chairman, Committee on a Master's Degree Program
- Chairman, Committee on a Two-Year Accounting Program
- Dean's Faculty Advisory Committee

M. Institutional Services Performed (continued)

- 1976-77 Faculty Promotions Committee
Textbook Adoption Committee
- 1978-81 Accounting Five-Year Program Task Force
Research and Need Assessments
Subcommittee
Curriculum Subcommittee
College of Business Promotions Committee
Chairman, Promotions Committee
Department of Accountancy Head Search
Committee
- 1981-83 Coordinator, Cost Accounting
Ferris State University Library Committee
Promotions Committee
Department of Accountancy Head Search
Committee
Tenure Committee
College of Business Administrative Council
Long-Range Planning Task Force
College of Business Sabbatical Leave
Committee
College of Business Dean Search Committee
- 1983-84 Coordinator, Cost Accounting
Promotions Committee
Tenure Committee
Graduate Committee
Ferris State University Library Committee
- 1985-86 Coordinator, Cost Accounting
Chairman, Promotions and Merit Committee
Tenure Committee
Chairman, Promotions/Merit Review Committee,
College of Business
NCAA Self-Study Committee on Faculty Develop-
ment, Research, and Scholarly Activity,
Ferris State University
- 1984-88 Promotions Committee until 1987
College of Business Promotions Policy
Committee
Tenure Committee
Committee to Develop an Accounting Minor
Graduate Committee
Ferris State University Library Committee

M. Institutional Services Performed (continued)

- 1989-90 Chairman, Departmental Tenure Committee
Graduate Committee
Alternate Chair, Master of Accounting Program
Review Committee
Management Accounting Committee
Ferris State University Library Committee
- 1990-91 Chairman, College of Business Committee for
the Business Core
Chairman, Tenure Committee
Management Accounting Committee
Graduate Studies Committee
- 1991-92 Chairman, College of Business Promotions
Committee
College of Business Accreditation Committee
Management Accounting Committee
Graduate Studies Committee
Graduate Admissions Committee
Tenure Committee
- 1992-93 Library Committee
Promotions Committee
Graduate Studies Committee
- 1993-94 Library Committee
Graduate Studies Committee
Management Accounting Committee
- 1994-95 Library Committee
College of Business Graduate Steering
Committee
- 1995-96 College of Business Tenure Committee
Library Committee
Assessment Committee

Original design of the Master of Accountancy Program,
presentation to the then Educational Planning Committee,
assistance in the original presentation to the Board of
Control leading to its approval, assistance in its refine-
ment and implementation.

M. Institutional Services Performed (continued)

Student Advisement

Number of advisees: About twenty to sixty in a given year at Ferris State University. During 1981-82, responsibility for advising on the departmental level and therefore in charge of authorized program changes and requirements. Advisor to the Ferris State University Accounting Association: Ferris State University Accounting Association Advisor's Award.

Career counselling as students approach decisions in response to job opportunities in different industries or types of accounting, assistance for students in course and load selections.

N. Recognition and Honors

Beta Gamma Sigma, Scholarship Honor Society in Business Administration, 1955

Alpha Kappa Psi Scholarship Award, 1956

Beta Alpha Psi, Professional Honor Society in Accounting, 1956

Kaiser Aluminum and Chemical Corporation Fellow, 1960-61

University of Michigan Fellow, 1961-62

O. Professionally Related Community Activities

Involvement (meetings, fund raising, volunteer service) in Chippewa Hills Music Boosters; Mecosta Parents Association; A.S.T.A. Camp, Onsted, Michigan; Treasurer, First Universalist Church of Lyons, Ohio; The International Bond and Share Society.

.. II. Educational Background to Document Graduate Course Work in the Field of Accounting Sufficient to Support Doctoral-level Preparation

Department of Accounting, The Ohio State University

Quarter hours

Acctg 602	Advanced Principles of Accounting	5
Acctg 603	Cost Accounting I	5
Acctg 604	Cost Accounting II	5

II. Educational Background to Document Graduate Course Work in the Field of Accounting Sufficient to Support Doctoral-level Preparation (continued)

Department of Accounting, The Ohio State University

Quarter hours

Acctg 616	Financial Statement Analysis	3
Acctg 641	Federal Income Tax for Individuals	3
Acctg 642	Tax Accounting for Business Enterprises	3
Acctg 713	Accounting Practice	4
Acctg 735	Auditing Principles and Procedures	4
Acctg 804	Accounting Seminar	3
Acctg 805	Accounting Seminar	3
Acctg 806	Accounting Seminar	3
Acctg 950	Accounting Research	3
Econ 664	International Trade and Finance	3
Econ 665	International Trade and Finance	3
Econ 666	International Trade and Finance	3
Econ 707	Intermediate Analysis	3
Econ 708	Intermediate Analysis	3
Econ 709	Intermediate Analysis	3
Econ 801	History of Economic Thought	3
Econ 802	History of Economic Thought	3
Econ 803	History of Economic Thought	3
Math 635	Fundamentals of Mathematics	4
Math 636	Fundamentals of Mathematics	4
Math 637	Fundamentals of Mathematics	4

Department of Economics, The University of Michigan, 1961-62

Semester hours

Econ 611	Stabilization Policy I	3
Econ 612	Stabilization Policy II	3
Econ 615	International Finance	3
Econ 641	International Trade	3
Econ 653	Introductory Mathematical Economics	3
Econ 751	National Income II	3
Econ 752	Price System II	3

III. Teaching Experience Sufficient to Document Doctoral-level Expertise

Courses Taught at Ferris State University		Quarter hours
Acctg 201	Principles of Financial Accounting I	4
Acctg 202	Principles of Financial Accounting II	4
Acctg 203	Principles of Management Accounting	4
Acctg 205	Managerial Cost Accounting	4
Acctg 311	Financial Accounting I	4
Acctg 312	Financial Accounting II	4
Acctg 313	Financial Accounting III	4
Acctg 314	Financial Accounting IV	4
Acctg 321	Cost Accounting I	4
Acctg 322	Cost Accounting II	4
Acctg 323	Cost Accounting III	4
Acctg 415	Financial Accounting V	4
Acctg 416	Business Combinations	4
Acctg 451	Federal Income Taxation I	4
Acctg 461	Principles of Accounting for Nonprofit Organizations I	4
Acctg 525	Quantitative Methods in Business	4
Acctg 528	Contemporary Management Accounting Issues	4
Acctg 591	Professional Examinations I	4
Acctg 592	Professional Examinations II	4
Designed, developed, and implemented new courses:		
Acctg 525	Quantitative Methods in Business	4
Acctg 528	Contemporary Management Accounting Issues	

Course objectives and outlines as developed by the department head, the program coordinator, and the staff involved in teaching a given course furnish me with the specific objectives to be attained by students. Problem material and nature and content of examinations to be administered are explained in detail to students.

III. Teaching Experience Sufficient to Document Doctoral-level Expertise (continued)

To the extent possible, specific applications are shown as derivations from general, pervasive rules first introduced. Examinations on sections and details of the course precede comprehensive review examinations. New demonstration, problem and examination material is continuously being developed for each course to enhance both student and teacher motivation and interest. Examples from present and past personal experience in the practice of accounting prove helpful.

Materials are carefully gauged to combine a sufficient degree of difficulty and realism with student ability to learn and grasp concepts. Allowance is made for individual differences and self-pacing to the extent possible within the framework of course objectives.

Students participate in course decisions, such as examination dates and, to some extent, the nature and frequency of examination and problem material. Different viewpoints in accounting theory are considered, and students are encouraged to develop their own positions and to defend these.

Problem, demonstration, and audiovisual materials are selected with care to optimize the time input in terms of concepts, techniques, theories, and methods to be learned. Every effort is made to give students opportunity for questions and personal contact with the instructor. Students are provided with handouts of key ideas, concepts, and problems to be mastered.

Alternate procedures are explained, and students are encouraged to select approaches appealing and best fitted to their needs. The continuity of the learning process is stressed. Ideas mature frequently in indirect and gradual ways. Students are encouraged to keep trying until mastery becomes possible. Objectives are expressed in specific terms, so that the manner of testing and evaluation is evident from the beginning of each course.

IV. Documented Practical Experience

1958-60 Auditor, Price Waterhouse & Co., Providence, Rhode Island

1956-58 Auditor, Price Waterhouse & Co., Buffalo, New York

V. Consulting Experience

1970 Expert witness for Thomas Engine Company, Clinton, Michigan in the Federal District Court, Detroit

VI. Scholarly Activity

"The Development of the International Balance of Payments as an Accounting Statement." Unpublished M.B.A. thesis, Graduate School, The Ohio State University, 1961.

"The Impact of Keynesian Ideas on Secondary-School Economics Textbooks of the United States, 1936-1970." Ph. D. dissertation, Graduate School, The University of Michigan, 1971.

Areas of investigation and study for the Ferris State University Master of Accounting program:

The primal and dual linear programming problem in cost accounting.

The capital expenditure decision

Variance analysis for overhead: a symmetric model.

Input-output analysis in the setting of the business firm.

The pigatoric theory of financial income determination.

Deductive completeness of accounting axiomatizations.

The interaction of user-decision, information-economics, agency, and general systems theory in the development of accounting principles.

Forecasting methods in management accounting.

Selected major student course projects supervised in Acctg 528, "Contemporary Issues in Management Accounting":

Dietrich, Kenneth D., "Transfer Pricing: a textbook current analysis," 1984.

Selected major student course projects supervised in Acctg 528, "Contemporary Issues in Management Accounting" (continued):

Wiltse, Connie, "Joint Product and By-Product Costing Methods as Treated in Fourteen Cost Accounting Textbooks with Copyrights from 1963 to 1982," 1984.

Staffen, Carla Hanson, "Chronology of the Cost Accounting Standards Board from Its Inception to Its Demise," 1985.

Rudolph, Rex, "Two-Way Overhead Variance Analysis: a computational and terminological review," 1986.

Barnum, Mary McDonald, "Price Level Adjustments for Internal Planning and Control: an analysis of articles in Management Accounting from January 1978 through June 1984", 1986.

McCullick, Ronald Jay, "A Comparison of Scrap, Spoilage, and Waste Materials Treatment in Two Textbooks: a quantitative content analysis," 1986.

Moriarty, Deborah J., "A Comparison of Joint and By-Products Treatment in Two Textbooks: a quantitative content analysis," 1986.

Voshol, Ryan J., "A Study of the Dow Chemical Company within the Chemical Industry Focusing on the Nature of Chemical Products and Their Relationship in Influencing the Choice of Economic Market, Manufacturing System, and Cost Accounting System," 1987.

McCullick, Steven Louis, "A Study of Crown Zellerbach Corporation within the Paper and Pulp Industry: Cost Accounting, Manufacturing System, and Economic Environment," 1987.

Courtland-Willick, Kristie, "General Mills, Inc.: a study of a company in the flour milling industry," 1987.

BUSINESS AND GOVERNMENT EXPERIENCE:

7/1/76 to 9/1/78 - State auditor with the Michigan Auditor General

OTHER PART-TIME BUSINESS EXPERIENCE:

1969-1973 ACCOUNTING STAFF, MUSKEGON PISTON RING COMPANY, Muskegon, Michigan.

Responsibilities: Part-time special projects including year-end work papers and corporate division audit work papers.

. . . computerized depreciation schedule from manual operation.

1973 TUORI, JACOBSON & CO., CPA, Muskegon, Michigan

Responsibilities: Part-time bookkeeping, worksheet and other year-end work; financial statement preparation; individual, partnership and corporate tax returns.

1974 E. R. JONES ACCOUNTING SERVICE, Muskegon, Michigan.

Responsibilities: Part-time general bookkeeping; journalizing; posting; trial balancing; financial statement preparation.

TEACHING EXPERIENCE:

1968-1969 INSTRUCTOR, BALDWIN HIGH SCHOOL, Baldwin, Michigan

Responsibilities: Teaching of bookkeeping, shorthand, Algebra I, Geometry and basic mathematics.

1969-1976 HEAD, ACCOUNTING DEPARTMENT, Muskegon Business College, Muskegon, Michigan. (An educational institution specializing in the field of business education.)

Responsibilities: Teach all levels of accounting-- Principles, Intermediate, Advanced, Auditing, Cost, Tax and Payroll.

- 1975 INSTRUCTOR, MANAGEMENT ACCOUNTING, Grand Valley State Colleges, Allendale, Michigan. (Part-time)
- 1975- INSTRUCTOR, BECKER CPA REVIEW COURSE, Grand Rapids, Michigan. (A professional CPA Examination review course.)
Present
- 1978- ASSOCIATE PROFESSOR OF ACCOUNTANCY, Ferris State College.
Present

PROFESSIONAL ASSOCIATION:

At present, most of my professional development is associated with finishing my Ph.D. However, I am also involved in the following professional development activities:

- Received 40 hours of continuing education annually for my CPA license renewal.
- Membership in the following professional organizations:
 - National Association of Accountants (Muskegon Chapter)
Past director of Educational activities and community affairs.
 - Current assistant director of Institute Management Accounting for Muskegon Chapter.
 -earned maximum number of national points in educational field for National Association of Accountants, Muskegon, Michigan Chapter contributing to the success of No. 1 placement in the United States, resulting in receipt of the 1974-75 Stephenson Trophy.
 - American Institute of Certified Public Accountants
 - The Michigan Association of Certified Public Accountants
 -Member of Continuing Profesional Education Committee

COLLEGE SERVICE:

Represent Ferris as member of NAA
1978-79 Member of Department of Accounting Master Degree
committee.

1979-80 Member of School of Business Accountancy Task Force
Assist Ferris' Centennial Committee
Faculty Brother for Delta Sigma Pi

COMMUNITY SERVICE:

Member of Village of Baldwin Volunteer Fire Department.

Gerber Scout Camp, Twin Lakes, Michigan - Scout Craft Director
(1969).