

March 4, 2004

To: Jack Buss, Chair, Program Review Committee

From: Mohammed A. El-Saidi
Accountancy, Finance, Economics, and Statistics (AFES) Department Head

Subject: Accounting (A.A.S. and B.S.) Program Review

The following is information for the Accounting Program Review:

Budget

Surveys	\$500
Student Wage Support	\$300
Document Printing	<u>\$200</u>
Total	\$1,000

Program Review Panel

1. Charles Wolgamott, College of Business, Accountancy Faculty, Program Review Chair
2. Mohammed A. El-Saidi, College of Business, AFES Department Head
3. Patrick McNabb, College of Business, Accountancy Faculty
Stephen Jakubowski, College of Business, Accountancy Faculty
Adrienne Slaymaker, College of Business, Accountancy Faculty
Carolyn Thompson, College of Business, Accountancy Faculty
William Townsend, College of Business, Accountancy Faculty
4. Teresa Cook, College of Business, Accountancy Program Alumni
5. Robert Eastley, College of Technology, Construction Technology & Management Department Faculty

Questions for BS in Accountancy program Panel

The following questions or requests for information are the result of our discussion concerning specific statements or material within the BS in Accountancy Program Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.

1-1 Please discuss your off campus programs. How many students are enrolled in these courses? What is the advantage to Ferris State University of your program offering these classes off campus? Are these course taught by full time faculty or adjuncts? What impact does teaching these off campus courses have on your program on the Big Rapids campus?

15-1 response For the past five years the off-campus enrollment has been equal to 54% of our on-campus enrollment or about one third of our total accounting majors.

The programs were established approximately 30 years ago. The advantage has been the ability to serve areas of the state not served by other universities.

The courses are taught by both full time and adjunct faculty. If possible, the classes are taught by qualified adjunct faculty. But the difficulty in finding qualified adjunct faculty may require that full time faculty travel to the off-campus sites.

There are challenges in offering the off-campus programs. Finding qualified faculty can be difficult. Scheduling can be a problem with the current workload agreement. Maintaining consistent high quality course content can be difficult.

1-2 Please elaborate on the take over of Acct 665 by Criminal Justice faculty. Are they qualified to teach this course? Is this course restricted to Criminal Justice students? If so, why does it still have an ACCT prefix?

response This course was deleted from their program and the budgeting portion was incorporated into one of their other courses. They have had recent hires that have the qualifications to teach the content.

1-2 Mention is made of the 150 hour requirement for sitting for the CPA exam.
13-3 Comments in the document suggest that there is no formal direction of students into specific courses as they pursue the additional credits. Please elaborate on your plans to provide direction with respect to courses that students would take.

response In Michigan a CPA candidate can SIT for the CPA exam with a bachelor's degree. However, the candidate must have the 150 semester credit hours to become certified.

Questions for BS in Accountancy program Panel

Once students have a bachelor's degree, they can take anything to acquire the additional credit hours to reach the required 150. It would depend on the individual student. Some students change their major several times and actually have the 150 hours when they complete their bachelor's degree. A student could just take some extra classes in areas of their interest. They could take extra history, math or literature classes. Some students pursue a dual major. Some get a minor.

The national trend is to pursue a Master's degree in accountancy or business. We have an interest in developing graduate classes in accounting, but with the current financial conditions at Ferris we do not see this as a reality.

We are considering the possibility of establishing a connection with the MISM or MBA program at Ferris. Again, this is a process in progress.

1-2 You recently reintroduced the AAS degree. What are the employment prospects for a graduate with only this degree? Other than continuing on into the 4 year degree, what do students do with this degree?

response There are employment opportunities for these students; however our intent is to offer it as a stepping stone to the BS for those that need a sense of progress. Also, for some, it provides access to financial aid not otherwise accessible (i.e., only offered to those enrolled in AAS programs).

When the program was reintroduced our research found many employment opportunities for people with the associate degree. Most of the positions are described as bookkeeping and accounting clerk positions. The U.S. Department of Labor indicates that bookkeeping, accounting, and auditing clerks held about 2 million jobs in 2002. They are found in all industries and at all levels of government, with the most employed in local government and in the accounting, tax preparation, bookkeeping, and payroll services industry. The U.S. Department of Labor predicts a slower than average growth rate in this area over the next decade. However, they state that each year, numerous jobs will become available as these clerks transfer to other occupations or leave the labor force. The large size of this occupation ensures plentiful job openings, including many opportunities for temporary and part-time work.

1 3 Mention is made of the loss of faculty. The Administrative Program data 13-1 indicates that the FTE has actually risen while the enrollment in the 15-1 program has declined. Please clarify.

response The issue is not FTE. The issue is the loss of senior faculty who taught upper level classes being replaced with adjunct faculty teaching introductory classes. This requires the remaining faculty to teach more and more upper-level classes in areas outside of their area of specialization.

2-1 According to the survey of graduates, 2/3 graduates are in an accounting career. Due you have insights into what the other graduates are doing?

response It ranged from "retired" and "stay at home mom" to specialized areas like

Questions for BS in Accountancy program Panel

systems analysis. Several simply indicated they found a better paying job in another area.

**4-1
13-3
14-3** **Comments were made concerning internships. What plans with respect to internships? Do you plan to require internships? If not, why not?**

response We recently made minor changes in our curriculum to encourage students to use one of their accounting electives to do an internship. The extent to which they do this depends on the ability of the College of Business to develop the internship position. We currently do not plan to require internships because it is not possible to provide all students with an internship opportunity.

**5-1 to
5-5** **The ratings from other faculty appear to be lower than might be expected. Do you have any insights as to why this might be the case?**

response There was a general feeling that we placed too much emphasis on the recording function and too little on the analysis and use of financial information. We have addressed this issue in the restructure of our ACCT201 as a financial course and ACCT202 as a managerial course.

5-8 **Several comments were made about the focus of the program i.e., on the CPA vs. a managerial focus. Do you have any insights for the basis of this opinion? Do you think it is a valid criticism?**

response We only found two comments and we feel we are moving towards addressing this issue with the split of our introductory courses into the financial and managerial areas.

5-8 **What specialty accounting soft ware are you lacking?**

response This would include tax, general ledger, systems and auditing software. Again, the slowness of the computers in the classrooms has discouraged the use of accounting software in the classroom. This is an area that the faculty is working on.

7-1 **In this section there does not appear to be any information from the Occupational Outlook from the US department of Labor. Please look in the Occupational Outlook and submit the data.**

response In the introduction memo mention was made that the Department of Labor projects a 19.5 percent national increase in accountancy jobs this decade. This should have also been mentioned in section seven.

8-1 **Please elaborate on the concerns expressed about computers? What needs to be done to correct the problem?**

response The BTC is aware of the concerns and is working on it. However, financial constraints make it difficult to upgrade the computers as quickly as we would like.

9-1 **It appears that several 300 level courses are required in the AAS degree.**

Questions for BS in Accountancy program Panel

What is the rationale for this?

response This has been an issue for many decades. Our intent is to offer an associate degree similar to that offered by community colleges. The 300 level classes you are referring to are taught at the 200 level at the community colleges. They offer the introductory accounting classes as freshmen classes and the intermediate classes as sophomore classes. At four year institutions these are 200 and 300 level classes.

9-2 Please discuss in more detail the new capstone course. Is it designed specifically for your majors?

response The new capstone course is a business core class taken by all College of Business students. It is an integrating experience that exposes the students to the major functions of a business and uses a competitive computer simulation. The course objectives are stated as follows:

By the end of this course, student competence is required in several key areas of business strategy and policy. Collectively, the written reports, presentations, and/or simulations required for this course are intended both to develop as well as to demonstrate student's key competencies as follows:

- 1) Understanding fundamental strategic planning and implementation processes,
- 2) Understanding the value-enhancement prospects owing to the strategic alignment of a firm's functional strategies (i.e. marketing, finance, operations, legal/political, HR, R&D, etc...),
- 3) Appraising competitive conditions, assessing a firm's capabilities, identifying key strategic alternatives, and reasoning and/or modeling plausible business outcomes (e.g. profits, market share, etc...) associated with strategic choices and competitive dynamics,
- 4) Understanding the basics of corporate governance (including structure, responsibilities, and contemporary issues),
- 5) Performing effectively in time-pressured, collaborative problem solving and executive-level strategic decision making situations, and
- 6) Contributing value-adding input to executive-level, collaborative report writing and associated presentation preparation/delivery.

14-3 Please describe the forensic accounting courses? Do you currently have qualified faculty on staff to teach these courses? Does an instructor in these courses need to be a Certified Fraud Examiner?

response The introductory class is called the Principles of Fraud Examination. It covers the basics of criminology, law (related to fraud), fundamentals of investigation and fraudulent financial transaction schemes. The instructor does not need to be a Certified Fraud Examiner; however this certification would add value to the course. We currently have two professors with sufficient audit experience to teach such a course. However, specialized training would be required. The Association of Certified Fraud Examiners offers FREE courses and seminars to college professors to be qualified to teach this class.

Questions for BS in Accountancy program Panel

There are additional courses we could consider if we acquire the necessary training.

14-3 What steps have been taken to expand the accountancy resources in the Library?

response Recent efforts have been made to work with the library to acquire software for our accounting majors. We now use tax and financial accounting research software to replace hard copy material.

15-3 Administrative program review indicates that there were 3 on campus graduates in 2002-2003. Please give use your insight to this low number and discuss your attrition rate.

response	AY 01-02	Total #: 27	On-campus: 12	Off-campus: 15
	AY 02-03	Total #: 15	On-campus: 3	Off-campus: 12
	AY 03-04	Total #: 26	On-campus: 16	Off-campus: 10

It appears the numbers 12 (on AY 01-02) and 16 (on AY 03-04) may explain the low on-campus number of graduates (3) on AY 03-04. In addition in AY02-03 there were 4 Accounting/Finance dual major graduates and one Accounting/CIS dual major graduate.

MEMORANDUM

DATE: November 17 2004

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:

Associate of Applied Science Degree in Accountancy
Bachelor of Science Degree in Accountancy

CC: Charles Wolgamott, Mohammed El-Saidi, David Nicol, Thomas Oldfield, Michael Harris

IDENTITY OF PROGRAMS:

AAS Degree in Accountancy
BS Degree in Accountancy

RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

We recommend that these programs be Continued.

CATALOG ENTRY:

Why Choose Accountancy?

An accounting education can lead to a highly respected and rewarding career. Accountants routinely earn incomes that are in the top 5 percent the community in which they may live. If you elect to major in accounting, you may prepare yourself for a variety of accounting careers in industry, government, not-for-profit organizations, and public accounting. Many accountants are self-employed, operating their own business.

The Accountancy program at Ferris State integrates a liberal arts foundation with a professional field of study. The emphasis is on applied, hands-on training, including internships that prepare the student to step into a job immediately upon graduation. Because of this, Ferris graduates are readily able to apply what they have learned in the "real world", giving them an advantage over graduates from other universities.

Accountancy Concentrations

The Accountancy program offers two concentrations. The Public Accounting concentration prepares a student for a career in public accounting. The Professional Directed concentration is a flexible program that allows students to design their degree to fit their own particular interests.

Get a Great Job

The job market for Accountancy graduates remains strong, even during temporary economic downturns. Options include:

- Public accounting-auditing, taxation, and consulting
- Private/industrial accounting- financial and cost accounting
- Governmental/nonprofit accounting-fund accounting
- Forensic accounting-investigative accounting.

APRC Recommendations concerning:
Associate of Applied Science Degree in Accountancy
Bachelor of Science Degree in Accountancy

Accountants are in high demand by government agencies such as the IRS, FBI and CIA. Accounting also provides an excellent undergraduate background for a law degree.

Graduates are also prepared for advanced study in accountancy leading to career opportunities in accounting education. Accounting provides an excellent foundation for non-accounting business careers, including banking, consulting, and small business ownership.

Admission Requirements

Applicants must present evidence of graduation from high school or the GED. To enter a Bachelor of Science degree (B.S.) Program in Business, applicants are expected to meet two of the following: a minimum high school grade point average of 2.50 (on a 4.00 scale); ACT math score of 19 or higher; an ACT reading score of 19 or higher.

Graduation Requirements

The Accountancy program at Ferris leads to a Bachelor of Science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall.

BACKGROUND INFORMATION OBTAINED FROM THE ACADEMIC PROGRAM REVIEW PROCESS:

CRITERIA SUMMARY BASED ON THE CONCLUSIONS OF THE PROGRAM REVIEW PANEL:

- **Centrality to FSU Mission**
The mission of Ferris State University is to “be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.”
 - The Accountancy program is a professional career-oriented program. Our graduates qualify to take the professional accounting examinations (Certified Public Accountant, Certified Internal Auditor and Certified Management Accountant).
 - Eighty-eight percent of the College of Business Faculty felt that the accounting major fits the university mission.
- **Uniqueness and Visibility**
 - All business programs in Michigan have an accounting program. However, at Ferris we have a very good faculty-student personalized relationship due to small class size.
 - Students are taught by professors, not graduate assistants
 - Ferris State University faculty has practical business experience.
- **Service to State and Nation and World**
 - The Accountancy program services all three by providing graduates for the accounting profession.
- **Demand by Students**
 - The national trend shows an increase in the number of Bachelor degrees, but a significant increase in the number of Master’s degrees.
 - The Ferris accounting enrollment has increased slightly in the past three year. There are only five other College of Business Bachelor’s programs in Michigan that have a larger enrollment than the Accountancy program at Ferris State University.
- **Demand for Graduates**
 - The demand for accounting graduates is steady and increasing.
- **Placement Rate and Average Salary of Graduates**
 - The latest FSU data shows that 94% of the graduates of this program are either working in their field or continuing with their education. The average salary was \$33,826.
- **Service to Non-Majors**
 - The Accountancy program provides two classes for the College of Business Core that all business students take.
 - The Accountancy program also serves other business programs and other programs across campus with specialty classes.

APRC Recommendations concerning:
Associate of Applied Science Degree in Accountancy
Bachelor of Science Degree in Accountancy

- **Quality of Instruction**
 - The accountancy students rated the accounting faculty at 3.71 on a five point scale.
- **Facilities and Equipment**
 - The facilities and equipment available to the accounting program appear to be adequate for their needs, but “availability” does not always seem to be equivalent to “usability.” The panel evaluation rated facilities at 2.93 on a five point scale.
- **Library Information Resources**
 - The panel believes that although a good deal of effort has been made in the use of library resources, more effort need to be devoted to coordinating the library resources into the upper level accounting classes.
- **Faculty**
 - Quantity and Qualifications:**
 - In the fall of 2003 there were 10.25 Tenure Track FTE
 - All but two of the faculty have a Ph. D.
 - All but two of the faculty have a Professional Accounting Certification.
 - Professional and Scholarly Activities**
 - Many of the faculty are active in professional and scholarly activities.
- **Administrative Effectiveness**
 - The accountancy program has gone from a sole department with a professional accountant as Department Head to a diverse department with a Department Head from another academic discipline but with a professional accountant as a coordinator to a single department head from another discipline. The review panel evaluation of the administration and supervisor was 3.21.

COST INFORMATION:

According to the 2001-2002 report from institutional research:

Total cost per SCH

AAS Degree in Accountancy	\$175.60
BS Degree in Accountancy (Professionally Directed Track)	\$180.04
BS Degree in Accountancy (Public Accounting Track)	\$185.44

Total program cost

AAS Degree in Accountancy	\$10,536.11
BS Degree in Accountancy (Professionally Directed Track)	\$22,324.88
BS Degree in Accountancy (Public Accounting Track)	\$22,994.40

ASSESSMENT OF THE PROGRAM BY THE ACADEMIC PROGRAM REVIEW COUNCIL:

OBSERVATIONS:

- The Degree Program Cost Document for 2001-2002 published by Institutional Research and Testing lists all programs; 2 year, 4 year, graduate, and professional degrees in the same table.
 - The AAS Degree in Accountancy ranks 147/229 in programs at the University based on **total cost per student credit hour** ranked from high to low.
 - The BS Degree in Accountancy (Professionally Directed Track) ranks 135/229 in programs at the University based on **total cost per student credit hour** ranked from high to low.
 - The BS Degree in Accountancy (Public Accounting Track) ranks 125/229 in programs at the University based on **total cost per student credit hour** ranked from high to low.

APRC Recommendations concerning:
 Associate of Applied Science Degree in Accountancy
 Bachelor of Science Degree in Accountancy

- The AAS Degree in Accountancy ranks 160/229 in programs at the University based on **total program cost** ranked from high to low.
- The BS Degree in Accountancy (Professionally Directed Track) ranks 58/229 in programs at the University based on **total program cost** ranked from high to low.
- The BS Degree in Accountancy (Public Accounting Track) ranks 55/229 in programs at the University based on **total program cost** ranked from high to low.
- The program offers off campus degrees in Traverse City and Dowagiac requiring faculty travel time and travel cost reimbursement to service these programs.
- The panel reports that the program currently has 6 Tenure or tenure track faculty and 1 1-year temporary faculty.
- According to the Administrative Program Review, the capacity of the program is 205 students.
- The on campus enrollment in the program is summarized below

1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
149	117	96	94	95	88	75	77	81	71

- The off campus enrollment in the program is summarized below

1999	2000	2001	2002	2003	2004
44	46	42	42	44	

- The number of on campus graduates in the program:

1999	2000	2001	2002	2003	2004
12	19	23	12	3	16

- The number of off campus graduates in the program:

1999	2000	2001	2002	2003	2004
18	13	9	15	12	10

- The Administrative program indicates that there are 10.25 FTE's assigned to this program.
- The graduate survey was sent to 329 graduates. A total of 39 surveys were returned for a 11.8 % return rate
- The employer survey was sent to 50 individuals whose organizations have employed Ferris Accountancy graduates. A total of 0 surveys were returned for a 0 % return rate.
- A Students Survey was administered to 81 students. A total of 24 surveys were returned for a 29 % return rate.
- The Faculty survey was sent to 73 faculty. A total of 26 surveys were returned for a 35 % return rate.

STRENGTHS OF THE PROGRAM

- The faculty is enthusiastic
- The program has flexibility with more than option to obtain a degree in accountancy
 - The Public Accounting Track meets the requirements that allow graduates to sit for the Uniform CPA examination
 - Both tracks allow students to sit for the CIA and CMA exams
- Students perform at a level above the State of Michigan averages for performance/passage of the CPA exam
- The program attracts a large number of Honor students
- The demand for accountants remains constant and may increase

APRC Recommendations concerning:
Associate of Applied Science Degree in Accountancy
Bachelor of Science Degree in Accountancy

THE ACADEMIC PROGRAM REVIEW COUNCIL HAS THE FOLLOWING CONCERNS:

- There has been a decline in on campus enrollment over the last ten years
- According to the Administrative Program Review, there is a lack of faculty training in technology
- The distance learning operation of the program appears to be inefficient
 - There is limited capacity to provide distance learning to multiple sites
 - It is difficult to find adjunct faculty for the program in Dowagiac resulting in the expensive faculty work load of on campus faculty being devoted to instruction of relatively small numbers of students off campus
- The panel contends that there is an inadequate number of faculty to teach in the specialty courses in the program
- The program does not require internships
- The program does not require students to meet with advisors after the Freshman year
- The program faculty indicate that current graduation requirements allow students to graduate who do not meet the academic stands desired by the program

THE ACADEMIC PROGRAM REVIEW COUNCIL RECOMMENDS THAT THE FOLLOWING STEPS BE TAKEN TO IMPROVE THE PROGRAM:

- University Marketing and Advancement, the College of Business, and the Department of Accountancy - Finance - Economics & Statistics should develop strategies to identify appropriate target audiences and effectively market this program
- The College of Business and the faculty of the program should review their commitment to offering this program at off campus sites to determine if this is the most appropriate use of faculty time and expertise
- The faculty of the program should continue to develop their skills in the use of technology, particularly in distance learning situations
- The faculty of the program should document the needs in specialty areas in Accountancy and as tenure track faculty positions become available use that as a guide for hiring new faculty
- In view of the career orientation of the University, the program faculty should require internships and become actively involved in the supervision of these
- The program faculty should give strong consideration to requiring students majoring in the degrees in this program to meet with faculty advisors each semester
- The program faculty should give strong consideration to increasing the honor point requirement for their program to ensure that the quality of graduate is representative of the quality of education offered in the program

Memorandum

To: Academic Program Review Council, Academic Senate
From: Program Review Panel, Accountancy Major
Date: 10/1/2004
Re: Academic Program Review

The Program Review Panel for the Accountancy Academic Program at Ferris State University's College of Business, respectfully submits the following evaluations, conclusions and recommendations.

The Accountancy program at Ferris has a long history with course offerings dating back to the start of our institution well over one hundred years ago. In the spirit of Ferris, the accountancy programs are designed to integrate a liberal arts foundation with a professional field of study. The program serves its majors on-campus and in two off-campus sites. It also serves the College of Business with two business core classes and serves a number of other programs in the business college and across campus.

The Department of Labor projects a 19.5 percent national increase in accountancy jobs this decade. Job opportunities are found in public accounting, private/industrial accounting, governmental and nonprofit accounting and accounting education. Accounting also provides an excellent foundation for other business and non-business careers.

The panel strongly urges that the University implement our recommendations and provide the resources required to grow and enhance the strong Accountancy major.

For the Program Review Panel,

Charles W. Wolgamott, Ph.D., CPA, CIA, CMA

Panel Chair

Copy to: Dave Nicol

Mohammed El-Saidi

Accountancy

(B.S. and A.A.S)

Academic Program Review

October 1, 2004

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Accountancy Program

March 4, 2004

To: Jack Buss, Chair, Program Review Committee

From: Mohammed A. El-Saidi
Accountancy, Finance, Economics, and Statistics (AFES) Department Head

Subject: Accounting (A.A.S. and B.S.) Program Review

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Teresa Cook, College of Business, Accountancy Program Alumni
Robert Eastley, College of Technology, Construction Technology & Management Department
Faculty

Accountancy Program Review Panel

Charles Wolgamott - Chair

Professor of Accountancy

Accounting, Finance, Economics and Statistics Department

Mohammed El-Saidi

Academic Department Head

Accounting, Finance, Economics and Statistics Department

Teresa K Cook

Accounting Instructor

Accounting, Finance, Economics and Statistics Department

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Accounting, Finance, Economics and Statistics Department

Robert Eastley

Associate Professor

Construction Technology & Management Department

Section 1

Program Overview

The Accountancy Program

The Accountancy program at Ferris State University has a long history with course offerings dating back to the start of our institution well over one hundred years ago. In the spirit of Ferris State University, the accountancy program is designed to integrate a professional field of study with a liberal arts foundation

The Accountancy Program serves a large number of constituents. Accounting courses, both upper and lower level, are offered each semester on-campus and at two off-campus sites (Dowagiac and Traverse City) to serve the curricular needs of the accounting major. The business core, which consists of ten courses that are required by all College of Business students, includes two introductory accounting courses (ACCT 201 and ACCT 202). These two courses are considered essential for each student studying in any of the business fields. The Accountancy Program also offers special courses for other academic programs in the College of Business such as management and finance at both the graduate and undergraduate level. Furthermore, the program assists other academic programs across campus such as criminal justice and construction management by creating and offering, upon their request, special accounting courses unique to their program.

Off-campus, the Accountancy Program serves two sites in Michigan. The Accountancy Major is offered at the Northern Michigan Community College site in Traverse City, Michigan and at the Southwest Michigan Community College in Dowagiac and Niles, Michigan.

The diversity of the Accountancy Program course offering can be summarized as follows:

College of Business Core:

- ACCT 201 Principles of Accounting 1
- ACCT 202 Principles of Accounting 2

Accounting Major:

- ACCT 310 Intermediate Accounting 1
- ACCT 312 Intermediate Accounting 2
- ACCT 321 Cost Accounting I
- ACCT322 Cost Accounting 2
- ACCT 350 Fed Income Tax/Individual
- ACCT 410 Advanced Financial Accounting 1
- ACCT 412 Advanced Financial Accounting 2
- ACCT 431 Accounting Systems & Controls
- ACCT 414 Financial Accounting Theory
- ACCT 441 Auditing
- ACCT 450 Federal Income Tax/Corporate
- ACCT 461 Governmental Accounting

College of Business Graduate

ACCT 665 Accounting Systems

Courses Designed for Majors outside the College of Business

Undergraduate

ACCT205 Managerial Accounting – for some majors in business and teacher education

ACCT221 Principals of Construction Accounting

ACCT305 Intermediate Accounting Concepts (Finance and Business Administration majors only)

Graduate

ACCT665 Governmental Accounting (for Criminal Justice Masters majors)

Recently taken over by the Criminal Justice faculty.

The accountancy degree has two tracks the students can follow. One is “Public Accounting Concentration” and the other is “Professionally Directed Concentration.” The only difference is that the Public Accounting track is a little more rigid in the required courses and is designed to meet the Michigan requirements for the Certified Public Accounting (CPA) certification. The Professionally Directed track allows the student a little more flexibility in the selection of their advanced accounting classes and some of their electives. There is no distinction on their degree, with both being a Bachelor of Science degree in Business, with a major in Accountancy.

The associate in applied science degree was recently reinstated in 2001. It is a new program and there have only been 11 graduates. Several of these graduates are enrolled in the bachelor’s degree. Due to the small number of graduates in this program, we are not able to come up with meaningful conclusions and recommendations. Therefore the associate degree is embedded with the bachelor’s degree in this report.

The associate degree is designed to allow a student to get a two-year associate degree and become employable in a small business. However, one of our main objectives in reinstating this program was to allow these students to progress into our bachelor’s degree program. Over the years we have had some remarkable success stories about students who came to Ferris because of the associate degree offering and matriculated into the bachelor’s degree program. One such student went on to get a Ph.D. in accountancy and is a professor at a major university.

A Masters Degree in Accountancy was initiated in the 1980’s. However, due to low enrollment, the program was put on hold in the 1990’s. With a new state requirement for Certified Public Accountants to have 150 semester hours to become certified, the Accountancy program is challenged in deciding how best to proceed. The current financial condition at the university does not make it feasible to reestablish the Masters degree. We are considering the possibility of initiating an accounting track in the College of Business Masters program. However, the financial constraints will make even this option a difficult one.

The accounting profession has gone through some major changes in the past several years. The traditional bookkeeping function has been gradually replaced by the computer. This has accelerated with the development of the microcomputer and the availability of inexpensive

also on the use of the financial information and understanding and analyzing the financial statements. This has led to major changes in the content of the accounting classes.

To adapt to the change in the business world, the requirements and testing procedure for the Certified Public Accountant (CPA) certification was recently overhauled.

In June, 2003, the State of Michigan enacted a new law requiring a CPA candidate to obtain 150 semester hours to become certified. However, in Michigan a candidate can sit for the exam with a bachelor's degree. In addition, the work experience was reduced from two years to only one year. Our students have several ways to meet the 150 hour requirement form just taking more classes, getting a minor or a dual major or pursuing a master's degree like the MBA in the College of Business Master's program. The current financial condition at the university does not allow for an accounting track in the masters program. However, the student can sit for the CPA exam in Michigan and acquire the additional credit hours in different ways.

In January, 2004, the traditional paper and pencil exam was replaced with a new computer based exam (CBE). In addition the content of the CPA exam was changed with economics and finance being added. These topics have long been tested on the Certified Managerial Accounting (CMA) exam, but are new to the CPA exam. In addition, computer simulations have been added to the exam that can require the candidate to do accounting research on a small database that is provided.

These changes have necessitated the need to make a number of changes in the way the content of the upper level courses is delivered by the faculty and mastered by the students.

The College of Business has made several changes to the CORE classes required of all business graduates. These changes are discussed later in this report, but the Accountancy program has changed to accommodate the new requirements.

One of the biggest challenges facing the Accountancy program has been the decrease in the number of faculty due to retirements and death and not being allowed to have replacements. These retirements have been senior faculty who taught in specialty areas. We have been able to hire temporary personnel to help teach the lower level classes, but now fewer and fewer professors are being asked to cover the upper level classes both on-campus and off-campus. This has created some difficulties in developing expertise and in scheduling.

In spite of this, our students do well. The bellwether mark of any accountancy program is the success of its students on the CPA exam. The statistics have shown that for many years our Ferris Accountancy students do as well, if not better, on the CPA exam as students from any of our sister institutions in Michigan.

Section 2

Graduate Survey

In our effort to strengthen our Accountancy program, graduate surveys were sent to 329 program graduates from 1984, 1989, 1994, 1999 and 2001 – 2003. Twenty-two complete surveys were received from the 1984 & 1989 graduates (all are accountancy majors), 13 were received from the 1994 & 1999 graduates (all are accountancy majors), and only four were received from the 2001 – 2003 (all are accounting/CIS dual majors). A total of 39 graduates (11.8%) responded.

Key Findings:

- Twenty-six graduates (67%) rated Ferris academic courses as good or excellent; while 9 graduates (23%) rating was average.
- Twenty-five graduates (64%) rated the College of Business courses as good or excellent; while 15 graduate (38.5%) rating was average.
- Twenty graduates (64%) rated the college of Business faculty as good or excellent; while 15 graduate (38.5%) rating was average.
- Twenty-seven graduates (69.2%) rated the Ferris accounting curriculum as good or excellent; while 9 graduate (23%) rating was average.
- Twenty-five graduates (64%) rated the Ferris accounting faculty as good or excellent; while 10 graduate (25.6%) rating was average.
- Eight graduates (20.5%) rated the accounting sources at the Ferris library as good or excellent; while 7 graduate (18%) rating was average. Clearly this issue needs to be addressed.
- Twenty--seven graduates (69.2%) were satisfied or very satisfied with the education and training the received at Ferris, while 10 graduates (25.6%) felt neutral about some issue.
- Thirty-four graduates (87.2%) felt that the Accounting program at Ferris prepared them for the job market about the same or better compared to graduates of the accounting curriculum at other universities.
- Twenty-five graduates (64%) felt that additional computer courses need to be offered to make the accounting program more effective in preparing graduates for the job market.
- Thirty-seven graduates (94.9%) would recommend an accounting career to a young student about to enter college.
- Thirty-four graduates (87.2%) would recommend the Ferris accounting program to a student.
- Twenty-six graduates (66.7%) are currently employed in accounting careers.

Section 3

Employer Survey

As part of the Accounting Program's review, various constituent groups were asked to participate in this process by responding to a number of important questions that were sent to each group via surveys. Questionnaires were sent to students, faculty and staff, alumni, the accounting advisory committee and employers as a means of soliciting information and ideas on how the program can be improved. This section of the program review describes the results of the employer survey.

On September 1, 2004, a questionnaire was sent to fifty individuals whose organizations have employed Ferris State University accounting graduates. The questionnaire sent to these employers is shown in Exhibit 1. Unfortunately, there were no responses to this questionnaire as of September 27, 2004. Any responses obtained from employers after submission of this report will be communicated to the Program Review Committee at the October 21, 2004 meeting between the accounting faculty and the review Committee. A copy of the survey is in section 2.

In an effort to obtain information from the employer group, members of the accounting advisory committee and various alumni, who were also employers, were asked about the skills and competencies of Ferris State's accounting graduates. The feedback obtained from these discussions indicates that, while the technical competencies in accounting appear to be solid and strong, accounting graduates display some deficiencies in the areas of communication skills, both oral and written, and computer application skills. Similar responses were obtained from individuals whose organizations have employed accounting students as interns. No other significant deficiencies were conveyed.

Section 4

Student Evaluation

Survey Methods

All accounting majors were asked to participate in the student evaluations of the Accountancy program. The questionnaires were given to all upper level accounting classes (which only have accounting majors) and were given individually to only the accounting majors in core classes (ACCT201 and ACCT202). The students were asked to return the questionnaires to the departmental office. The students were asked to address the quality and effectiveness of the Accountancy courses, general business requirements, computer requirements and general education requirements on a scale of 1-5. A copy of the questionnaire is included in Appendix 1.

The survey was distributed very near the end of the Winter Semester in April, 2004. The students tend to be busy during this time of the year and only 24 students responded. This represents only thirty-two percent of the Accountancy majors.

Key Findings

1. As shown by the recap below, the students were generally satisfied with their general business requirements. They rated the general education requirements even higher and their accounting program courses higher yet.
2. The students were fairly satisfied with the quality of the accounting program and faculty.
3. However, they were less optimistic about their preparation for a career in accounting.
4. The computer requirements were rated the lowest. The lowest rating of all was given to the "software MS programs and accounting software." This same comment was received from our alumni and employers and is included in our recommendations.
5. There were several comments on the need to have more use of accounting software.
6. The specialty courses of accounting systems and governmental accounting had the highest ratings of all.
7. There were also several comments on the need for more internships.

	<u>Rating</u>
Accounting Program Courses	3.84
General Education Requirements	3.78
General Business Requirements	3.76
Computer Requirements and Use	3.58
Overall quality of program	3.75
Quality of accounting faculty	3.71
Preparation for a career in accounting	3.59

Student Evaluation of the Accounting Program							
Evaluation of FSU Preparation							
	Poor			Excellent			
<u>General Education Requirements</u>	1	2	3	4	5	Total	Average
Writing skills			7	10	3	20	3.80
Communication skills: Writing		1	6	12	2	21	3.71
Verbal		1	6	12	4	23	3.83
Problem solving/critical thinking skills		1	6	10	4	21	3.81
<u>Computer Requirements and Use</u>							
Use for statistical or other analysis		3	7	10		20	3.35
Software MS Programs & accounting software	1	4	4	7	1	17	3.18
Internet use		1	6	8	4	19	3.79
WEB CT use		2	4	10	5	21	3.86
Classroom use		1	6	11	3	21	3.76
<u>General Business Requirements</u>							
Finance skills and knowledge		1	9	8	2	20	3.55
Statistical skills and knowledge		1	6	11	3	21	3.76
Management skills and knowledge			5	10	6	21	4.05
Problem solving skills		1	5	9	2	17	3.71
<u>Accounting Program Courses</u>							
Financial Accounting knowledge			7	8	6	21	3.95
Managerial Accounting knowledge		3	3	8	5	19	3.79
Tax Accounting knowledge		1	4	8	1	14	3.64
Governmental Accounting knowledge				4		4	4.00
Accounting Systems knowledge		1		2	5	8	4.38
Assurance Services knowledge	1		1	4		6	3.33
<u>Overall Evaluation</u>							
Overall quality of program		1	6	15	2	24	3.75
Quality of accounting faculty		2	9	7	6	24	3.71
Preparation for a career in accounting		1	9	10	2	22	3.59

Student Evaluation of the Accounting Programs

Accounting Program: What Accounting Program have you chosen?

 2 Associate 6 Bachelors 3 Dual Accountancy/Finance 5 Dual Accountancy/CIS
 2 Accounting Minor

Class Standing:

 3 Freshman 5 Sophomore 8 Junior 8 Senior

ENTERING YOUR PROGRAM: How did you enter your major at Ferris State University?

 13 a. as a Freshman
 6 b. as a transfer from another college or university (non-degree)
 0 c. with an associate's degree from Ferris State University
 1 d. with an associate's degree from another college or university
 1 e. from another program at Ferris state University
 f. other: _____

FSU PREPARATION: Please evaluate the FSU courses you have taken by circling the appropriate number below. If you have not yet completed the class, you may leave the line blank.

(See Attached Evaluation)

	Poor		Excellent		
<u>General Education Requirements</u>					
Writing skills	1	2	3	4	5
Communication skills: Writing	1	2	3	4	5
Verbal	1	2	3	4	5
Problem solving/critical thinking skills	1	2	3	4	5
 <u>Computer Requirements and Use</u>					
Use for statistical or other analysis	1	2	3	4	5
Software MS Programs & accounting software	1	2	3	4	5
Internet use	1	2	3	4	5
WEB CT use	1	2	3	4	5
Classroom use	1	2	3	4	5
 <u>General Business Requirements</u>					
Finance skills and knowledge	1	2	3	4	5
Statistical skills and knowledge	1	2	3	4	5
Management skills and knowledge	1	2	3	4	5
Problem solving skills	1	2	3	4	5
 <u>Accounting Program Courses</u>					
Financial Accounting knowledge	1	2	3	4	5
Managerial Accounting knowledge	1	2	3	4	5
Tax Accounting knowledge	1	2	3	4	5
Governmental Accounting knowledge	1	2	3	4	5
Accounting Systems knowledge	1	2	3	4	5
Assurance Services knowledge	1	2	3	4	5
 <u>Overall Evaluation</u>					
Overall quality of program	1	2	3	4	5
Quality of accounting faculty	1	2	3	4	5
Preparation for a career in accounting	1	2	3	4	5

[Please continue on the reverse side]

EXTRACURRICULAR ACTIVITIES:

Are you a member of the Ferris Accounting Association? 9 Yes 15 No

In which other extracurricular activities have you participated?

Athletics, Band, Fraternity, Sorority, Golden Key, Red Cross, Big Brother/Big Sister

To what extent do you expect your extracurricular activities will enhance your business career preparation?

- 2 a. They contribute very little.
- 6 b. They are somewhat important.
- 7 c. They are moderately important.
- 2 d. They are extremely important.

COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE:

Do you expect to have a Cooperative Education or Internship Experience? 11 Yes 10 No
 Have you completed a Cooperative Education or Internship Experience? 2 Yes 19 No

PLANS FOR POST GRADUATE STUDY:

What is the number of hours of Undergraduate Coursework you anticipate having at graduation? Av. 135.4

Do you anticipate you will obtain a graduate degree? [Check all that apply]

- 3 a. Master of Business Administration (MBA)
- 5 b. Master of Accountancy (MSA)
- 1 c. Master of Taxation (MST)
- 1 d. Law Degree (JD, LLB)
- 1 e. Other Degree Teaching
- 12 No Advanced Degree

FOR SENIOR STUDENTS ONLY: The Accounting Program you are completing gives you a set of required courses for completion. Please evaluate both.

List 3 strengths of the program: The strengths listed are as follows: Faculty; broad class topics; more book and theory oriented; good variety of classes; auditing and upper level financial accounting courses.

List 3 improvements for program: The improvements listed are as follows: Faculty; help with job placement; require internship; need more employers coming to campus; need more faculty involvement in the accounting association; no computer work; clarity of explanation of various topics; faculty errors; not enough real world applications; no use of accounting software; cost and advanced financial accounting courses; listen to student viewpoints.

What accounting courses were MOST beneficial to you?

- Managerial Accounting
- Tax I
- Intermediate Financial Accounting I & II
- Auditing
- Accounting Systems

Why? Summarizing the responses: these courses are taught by good professors, who teach basic information; they are the backbone of the accounting program; and the students learned the most in the courses.

What accounting **courses** would you want to change or improve?

Cost
Intermediate I & II
Tax I & II
Theory
Advanced Accounting

Why? Summarizing the responses: these courses were not up to expectations; students did not believe they learned "a lot"; the big classes, like Tax I & II, need to be spread out over one year for better understanding and analysis of the material; presentations need to focus the information more toward business applications; the professor's teaching methods need to be improved.

What **courses** outside of accounting were most rewarding?

Economics I & II
Strategy and Business Policy
Advanced Business Writing
Technical and Professional Communications
Statistics
Human Sexuality
Teaching & Coaching Selected Sports

What **courses** outside of accounting would you want to change or improve?

Computer/ISYS Courses
Finance
Economics I & II
Principles of Marketing
Business Writing

The following general comments were added by one student:

"I feel the program could be greatly improved by better professors and a required internship. I don't feel I have gotten a very good education in this program. Need more help finding a job after graduation. Need more hands-on experience in classes, especially in acct software."

Section 5

FACULTY SURVEY RESULTS

The faculty survey was distributed to 73 College of Business full time faculty. Twenty-six surveys were returned for a 35.6% 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.

- 88% indicated a 5 or strongly agree
- 12% indicated a 4 or agree
- 0% indicated a 3 or neutral
- 0% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 0% indicated no opinion

100% of the respondents agree or strongly agree with the statement. This is a strong statement that the accounting program fits FSU's mission.

STATEMENT 2

FSU's accounting curriculum fits the need of students.

- 46% indicated a 5 or strongly agree
- 19% indicated a 4 or agree
- 15% indicated a 3 or neutral
- 8% indicated a 2 or disagree
- 4% indicated a 1 or strongly disagree
- 8% indicated no opinion

65% of the respondents agree or strongly agree with the statement. Only 12% disagree or strongly disagree. We believe the 23% of respondents who indicated neutral or no opinion may reflect a large number of the faculty who are unfamiliar with the specifics of the accounting curriculum and may feel unqualified to express an opinion.

STATEMENT 3

FSU's accounting curriculum fits the needs of employers.

- 31% indicated a 5 or strongly agree
- 23% indicated a 4 or agree
- 12% indicated a 3 or neutral
- 4% indicated a 2 or disagree
- 4% indicated a 1 or strongly disagree
- 27% indicated no opinion

54% of the respondents agree or strongly agree with the statement. 8% disagree or strongly disagree. As with Statement 2, we believe the high percentage (39%) of respondents who indicated neutral or no opinion may reflect a large number of the faculty who are unfamiliar with the specifics of 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.

- 69% indicated a 5 or strongly agree
- 19% indicated a 4 or agree
- 4% indicated a 3 or neutral
- 8% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 0% indicated no opinion

88% of the respondents agree or strongly agree with the statement. Only 8% disagree or strongly disagree.

STATEMENT 5

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

- 46% indicated a 5 or strongly agree
- 35% indicated a 4 or agree
- 8% indicated a 3 or neutral
- 0% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 12% indicated no opinion

81% of the respondents agree or strongly agree with the statement. The high number of faculty who agree indicates that the accounting program enhances the overall quality of the COB student population. 20% of the faculty indicated a neutral or no opinion response. This may indicate that these faculty are 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.

- 19% indicated a 5 or strongly agree
- 23% indicated a 4 or agree
- 8% indicated a 3 or neutral
- 4% indicated a 2 or disagree
- 4% indicated a 1 or strongly disagree
- 42% indicated no opinion

42% of the respondents agree or strongly agree with the statement; only 8% disagree/strongly disagree. 50% of the faculty indicated a neutral or no opinion response. As indicated previously, this probably indicates a large number of faculty unfamiliar with the accounting curriculum.

STATEMENT 7

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

- 8% indicated a 5 or strongly agree
- 23% indicated a 4 or agree
- 15% indicated a 3 or neutral
- 12% indicated a 2 or disagree
- 8% indicated a 1 or strongly disagree
- 35% indicated no opinion

31% of the respondents agree or strongly agree with the statement. 20% disagree or strongly disagree. 50% of the faculty indicated a neutral or no opinion response. This is a surprising response as faculty generally are of the opinion that the COB is under funded, but may be explained by our static enrollment.

STATEMENT 8

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

- 8% indicated a 5 or strongly agree
- 31% indicated a 4 or agree
- 23% indicated a 3 or neutral
- 0% indicated a 2 or disagree
- 12% indicated a 1 or strongly disagree
- 27% indicated no opinion

41% of the respondents agree or strongly agree; only 12% disagree. We speculate that this is again due to the static number of accounting students. Since this question was asked, the program lost another faculty member. If this was asked of the faculty today, the response may be different. As accounting faculty, we feel the teaching resources are currently just barely sufficient for the enrollment in the program, if there are no off-campus assignments.

STATEMENT 9

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

- 16% indicated a 5 or strongly agree
- 12% indicated a 4 or agree
- 24% indicated a 3 or neutral
- 16% indicated a 2 or disagree
- 4% indicated a 1 or strongly disagree
- 28% indicated no opinion

28% of the respondents agree or strongly agree with the statement. 20% disagree or strongly disagree. We are unsure how to interpret these results since traditionally the College of Business faculty feel that the technology for the entire College is under funded and the accounting program has higher technology needs than most programs. 52% 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.

- 58% indicated a 5 or strongly agree
- 31% indicated a 4 or agree
- 0% indicated a 3 or neutral
- 0% indicated a 2 or disagree
- 4% indicated a 1 or strongly disagree
- 8% indicated no opinion

89% of the respondents agree or strongly agree with the statement. Only 4% disagree and only 8% 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.

- 69% indicated a 5 or strongly agree
- 12% indicated a 4 or agree
- 4% indicated a 3 or neutral
- 4% indicated a 2 or disagree
- 8% indicated a 1 or strongly disagree
- 4% indicated no opinion

81% of the respondents agree or strongly agree with the statement; 12% disagree. 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.

- 81% indicated a 5 or strongly agree
- 19% indicated a 4 or agree
- 0% indicated a 3 or neutral
- 0% indicated a 2 or disagree
- 0% indicated a 1 or strongly disagree
- 0% indicated no opinion

100% 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.

- 25% indicated a 5 or strongly agree
- 21% indicated a 4 or agree
- 25% indicated a 3 or neutral
- 4% indicated a 2 or disagree
- 17% indicated a 1 or strongly disagree
- 8% indicated no opinion

45% agree/strongly agree; 21% disagree/strongly disagree. 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. We have made considerable progress since our last program review. We realize we can and should make continued 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?

- Accuracy
- Service courses-Need to meet needs of students in terms of analytical and thinking. decision making skills.
- 1. Managerial accounting topics 2. Budgeting and project budgeting 3. NPV concepts reinforced
- Accounting process, transaction analysis, financial statement preparation, auditing procedures, taxation coverage, managerial aspects of Accounting
- for non-majors: The ability to either run a small business's books or understand the accounting procedures in a larger business.
for Majors: I am not knowledgeable enough to comment.
- Basic skills and terminology and how to analyze and interpret accounting data
- The #'s
- Basic accounting concepts. Ability to read financial statements.
- Strong basics!
- Learn and apply quantitative measurements to evaluate financial activities
- All. The corporate accounting skills are as important-if not more important than the CPA skills. Systems & control very important
- How to read a financial statement
- Practical application. Sources/ uses of funds-statement
- Managerial accounting
- This is not a skill, but all students should have a basic understanding of accounting concepts and terms
- Basic accounting skills. Use of general ledger package and use of EXCEL. Ethical cases in some sections.
- How to design and keep clear and accurate accounts for businesses of various types and goals.

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

- Require more computer use in all 300-400 level courses. More emphasis on ethical standards. Case study(ies) on accounting fraud.
- Computerize the accounting department for all courses.
- Stop trying to produce CPA's. The industry needs managerial accountants.
- Retirements
- Practical application to the beginner. Don't teach Acc't. 201/202 as though they are all majors
- Better faculty
- Offer more evening and week-end courses for non-traditional students
- Require a level of knowledge for all business majors before taking upper level courses. A competency exam may be appropriate.
- Rigorous work to help them pass CPA exams
- Integrate business based Accounting software and computer systems into program at entry levels
- Service classes segmented to the non-accounting major
- Incorporate computer utilization into Auditing courses.
" " " " General Ledger and financial statement preparation
- Reorient program from CPA to business accounting needs. Completely rework service courses to make them more relevant.
- Add software commonly used by 1) Business firms in doing the accounting functions
2) Accounting firms (public) --same
- More hands-on with Accounting and Finance software.
- Strong recruiting

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

--Recruitment

--An Accounting computer lab would help!

--Shunt aside several faculty members who are doing serious harm. They are not relevant and hurt the program and COB graduates

--More computers and more knowledge of computer utilization in the program

--Update curriculum to present state of information systems and technology

--Emphasis on course content, preparation of students to take CPA or other accounting certifications, more time for faculty to upgrade skills, meet with prospective employers and participate in trade meetings or seminars

--More use of EXCEL and accounting software

--More managerial accounting faculty

--Need to be more computerized, computer programs for students and updated faculty skills

--Class size over 30 for Principles of Acc't is too many students to teach the class effectively

--Add software commonly used by 1) Business firms in doing the accounting functions
2) Accounting firms (public) --same

--Integrate business based Accounting software and computer systems into program at entry levels

Other comments: I do not understand why the program is so focused on producing CPA's and not other functions such as managerial accountants for firms other than accounting firms

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 – 20 No –2 No response – 4
1 class—3
2 classes—4
3 classes—2
4 classes—1
5 classes—3
“several times”
“through intermediate”
45+

5. How many years have you taught in college?

0 0 yrs 2 1-10 yrs 3 10-15yrs 18 15+yrs 3 No response

6. How many years have you worked in business?

7 1-10 yrs; 8 10-15 yrs; 6 15+ yrs

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

1 1-5yrs; 3 5-10 yrs; 20 10+yrs

8. You are a member of:

7 Mktg. Dept. 7 Mgmt. Dept. 3 CIS Dept. 4 AFES Dept.
0 COB staff 0 Arts & Sciences Faculty 0 FSU staff 1 Other

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.

The faculty are divided over the issue of the adequacy of the resources (financial/human/technological) provided to the accounting program, with approximately 50% expressing no opinion. As mentioned previously, since this survey was conducted, the program has lost an additional faculty member. The accounting faculty feel, in particular, that our human resources are stretched very thinly. Although our enrollment has decreased in recent years, the number of faculty has dropped dramatically through death, retirement and attrition. The program can barely provide the expertise to cover the upper level courses.

A large majority of the respondents agree that we need a strong recruiting effort. This is most likely due to the decrease in enrollment over the past few years. A stronger recruiting effort would be helpful and we are implementing some recruitment efforts. However, some of this decrease is cyclical in nature and has been experienced nationwide. 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. However, the numbers of dissatisfied faculty have decreased since the last survey as the program has made an effort to modify the Principles of Accounting courses to meet the needs of faculty. Some faculty are still not satisfied. We need to continue improvement.

Section 6

Advisory Committee Perceptions

Survey Methods

The May 7, 2004 advisory committee meeting was used to gather committee perceptions for the accountancy program review.

Presentations were made by the dean and various faculty in the college of Business to bring the committee up-to-date on the state of the university, the recruiting and retention efforts in the COB, the new MBA graduate program, the coop and internship programs. Department faculty made presentations on the new computer based CPA exam and what our faculty was doing to update our accounting courses to prepare our student for the new exam. Presentations were also made to inform the committee on the use of technology in the program and the new core BUSN499 class.

An extensive round table discussion took place regarding the program and ways to improve it. The following are key summary points made by the advisory committee.

Key Findings

- Our graduates need better writing and verbal communication skills.
- We need to develop a Forensic Accounting course for both our majors and non-majors.
- With the extensive number of accounting classes in the bachelor's degree the MBA would be recommended rather than more graduate accounting classes.
- The Bachelor's degree in accountancy has more accounting classes than many universities. (Note that in Michigan a candidate can sit for the exam with a bachelor's degree. In many other states the candidate needs the 150 semester hours to be able to take the exam).
- The coop/internship should be encouraged.
- The consistent use of technology should be used in the accounting classes.
- The changes in the physical appearance in the campus will be an advantage in recruiting students.
- There need to be a movement away from the debit/credit recording process and more time spent on the use of the financial statements.
- Class preparation is more difficult with the decreasing number of faculty.

Overall the committee feels that our accountancy graduates are getting a very good education at Ferris. However, additional effort need to be put into the continued improvement of the content of classes and the technology used to teach them.

The committee felt that the advisory group should meet at least once a year. It was suggested that subcommittees be formed to work with the faculty in their specialty areas such as tax, auditing and systems, managerial and financial accounting.

The Accountancy program is fortunate to have an advisory committee consisting of individuals from a wide employment background. The committee has membership from other educational institutions, government, public accounting and industry. The committee membership is presented in appendix 2.

Section 7 Labor Market Demand Analysis

A review of 3 newspaper employment classified advertisements (Grand Rapids Press, Detroit Free Press and Chicago Tribune) between April 4, 2004 and August 29, 2004 revealed a significant increase in the number of employment opportunities for Accounting. There was a 17.5% increase in these postings; with 80 posting at the beginning of the period, rising to 94 postings at the end of this time period. Salaries were not indicated in all advertisements, but for those indicated the high salary listings remained constant over this time period at \$60,000 for upper-level financial officers at small to medium organizations.

A review of several web-based job sites during August 2004 revealed a large number of accounting jobs at national web sites like "monster.com" with over 5000 job postings from around the USA; while a local web site at "grandrapidsclassified.com" posted 5 jobs in accounting.

A review of the FSU "Graduate Follow-Up Survey Report for 2001—2002" indicates that for FSU Accountancy graduates 94% are either working in their applicable field or continuing with their education. Further, among COB graduates the Accountancy grads enjoy the second highest average salary at \$33,826, second only to CIS graduates. This is up from \$32,452 for the 2000-2001 Graduate Follow-Up Survey.

The July 29 issue of the Wall Street Journal cites that nationwide, accounting degrees awarded in 2003 was up 11% over 2002. The University of Illinois saw a 66% increase in undergraduate accounting majors form 2001 to 2004 and the University of Michigan reporting a 76% increase during the last three years in accounting master's students.

The American Institute of Certified Public Accountants (AICPA) notes that accounting graduates are down 8% from 2001, but the number of Master's degrees awarded increased by 11% for the same period. This is probably the results of the national requirement of 150 semester hours to qualify for the Certified Public Accounting certification. Nationally, the enrollment in Bachelor degree programs decreased by 1% compared to 2000-2001 while enrollment Master's in Accounting programs increased by 21%. MBA in Accountancy programs increased by 1.6% and Master's in Taxation programs increase by 21%.

The AICPA also reported that the number of candidates for the CPA exam increased almost 3% with 108,955 candidates in 2002.

Section 8

Evaluation of Facilities/Equipment

The review of the facilities and equipment included the faculty offices as well as the classrooms in which they teach.

Faculty Offices

Each of the faculty members appear to have adequate office space. In addition, a review of their office computer equipment shows that all equipment has been purchased within the last four years and appears to have sufficient operating capabilities for their needs. All computers are connected to the school network and upgrades on software are now being handled automatically through the network in order to keep all computers running at the same software version. Laptops are available upon request for faculty travel or other school related projects. However, in recent years accounting program alumni development money has been used in order to provide new computers to some faculty because the college budget was not sufficient to purchase them.

Classrooms

The classrooms utilized by the accounting department appear to be sufficient, though often very full, to accommodate the appropriate number of students both in tables and seats available as well as overall size. This may need to be reviewed as enrollment in individual classes of ACCT 201 and ACCT 202 increases due to fewer sections offered.

All classrooms utilized by the accounting department are equipped with desktop computers that have Internet access, Microsoft Office 2003, Frontpage, and other software titles (see attached listing for BUS-314 that indicates all standard software with a checkmark). They are also connected to the school network. In addition, each room is equipped with an overhead projector, VCR, and LCD projector.

Unfortunately, concerns/complaints exist regarding the fact that the computers in the classroom do not work or are slow. This has affected the use of computers in the classroom as some faculty simply use the overhead projector and transparencies instead.

Each faculty member has the option/ability to request that course specific software be added to the computer in the classroom in which the course is being taught. The approval of such additions is subject to review for compliance with College of Business software requirements as well as any budgetary constraints.

Unfortunately, some software cannot be used because the student cannot use the CDs that come with their textbooks in the computer labs. A network version of the software needs to be available in some cases but the cost is prohibitive. In addition, a long lead time is required to install software in the computer labs. When teaching schedules change with

little notice, the new faculty member may not have time to have network software installed for use in the class.

In general, the facilities and equipment available to the accounting program appear to be quite adequate for their needs, but "availability" does not always seem to be equivalent to "usability." An accounting faculty survey showed that they are not positive about the resources the College of Business provides to the Accountancy program. Specifically, on a 5 point scale, the faculty rated this item at 3.17 (5 is strongly agree and 3 is neutral). When asked specifically if the technology the College of Business provides to its accounting program is sufficient, the rating was 3.38. A feeling exists that more resources need to be devoted to technology and more emphasis placed on the use of this technology in the classroom.

In many ways, the College of Business is ahead of other colleges in the area of computer equipment and software upgrades/consistency. In order to keep the technology current, the dean has made a commitment to upgrade a certain amount of equipment each year. As new equipment is purchased, the equipment being replaced is passed onto others or placed in classrooms (see attached action plan for the 2004-2005 schoolyear). However, concerns exist regarding the effects that recent budget cuts will have on the ability to maintain the high level of technology and quality of support found in the College of Business.

SOFTWARE PLANNING PROCESS

BUS-314 Software Load**Building**
Business Building**Technician**
Wilcox, Krista**College**
COB**Computer Count**
1 Print this page

Title	Version	Requestor	#	Requested Action			
				Keep	Remove	Upgrade*	N/A
1: Access	2003	THEDES	1				
2: Acrobat Reader	6.0	MEADOWL	1				
3: AntiVirus Corporate Edition	8.1	THEDES	1				
4: Client	4.9		1				
5: Data Analysis Plug-in	2002	ELSAIDIM	1				
6: Data Analysis Plus		EL-SAIDM	1				
7: Direct X	9.0	THEDES	1				
8: Excel	2003	THEDES	1				
9: Flash Player	7.0		1				
10: Frontpage	2003	THEDES	1				
11: Ghost Corporate Edition	8.0	THEDES	1				
12: Google Toolbar Popup Blocker	2.0.1	WILCOXK	1				
13: Hummingbird	7.1		1				
14: Info Path	2003	THEDES	1				
15: Instructors' Resource Kit (Course Labs)	2000	WOOLENJ	1				
16: Intermediate Accounting	1.3p	MEADOWL	1				
17: Internet Explorer SP1	6.0	THEDES	1				
18: IomegaWare	4.0.2	THEDES	1				
19: Java 2 SDK	1.4.1_03	HUHTALAJ	1				
20: Management Scientist	5.0	EL-SAIDM	1				
21: Messenger	6.2	WILCOXK	1				
22: MOCHA 3270	2.2	WOOLENJ	1				
23: MOCHA 5250	3.2	WOOLENJ	1				
24: Netscape	7.1		1				
25: Office Project Standard	2003		1				
26: PowerDVD	4.0.11	THEDES	1				
27: PowerPoint	2003	THEDES	1				
28: Publisher	2003	THEDES	1				
29: QuickTime	6.4	MEADOWL	1				
30: Shockwave Player	8.5.1	THEDES	1				

31: Software Update Services	1.0 SP1	WILCOXK	1				
32: SPSS	11.5		1				
33: SQL Server Client	2000	BORASB	1				
34: SQL Server English Query Hotfix	2000	BORASB	1				
35: SQL Server SP2	2000	BORASB	1				
36: TeraTerm (Telnet)	2.3	WOOLENJ	1				
37: Visio	2003		1				
38: Windows Media Player	9.0	THEDES	1				
39: Windows XP	XP SP1		1				
40: Winzip	8.1		1				
41: Word	2003	THEDES	1				
42: WS FTP LE	95	BORASB	1				
43: Zenworks Agent	4.0.1	WILCOXK	1				

Department Head(s) using this Lab / Area
--

El-Saidi, Mohammed - AFES

Smith, William - MGMT

One Bump									
New Computers Purchased for:				First Set of Displaced Computers goes to:				Second Set goes out of service	
Names	Barcode#	Processor	Ram	Names/Locations	Barcode#	Processor	Ram	Final Disposition	
Mark Brandly	10101497	800	256	ISM GA (Josh Church)	10101560	500	256	Disposal or Campus Distribution	
Jay Hettiarachchy	100144	800	256	BUS-216	10100779	600	256	BUS-Inventory	
Don Jackson	100174	800	256	BUS-210	10100654	600	256	BUS-Inventory	
Paul Jackson	100137	800	256	ISM GA (Bill Sinks)	10101308	500	256	Disposal or Campus Distribution	
Steve Jakubowski	10101297	1G	256	Bill Boras	10101595	500	256	Disposal or Campus Distribution	
Dave Kelson	10101399	800	256	BUS102 Handicap	10104018	600	256	BUS-Inventory	
Gayle Lopez	10101396	800	256	BUS-106	10100809	600	256	BUS-Inventory	
Roy McLean	10101515	800	256	BUS-106	10100810	600	256	BUS-Inventory	
Pat McNabb	10101292	800	256	BUS-106	10100811	600	256	BUS-Inventory	
Tom Mehl	10101265	800	256	BUS-106	10100812	600	256	BUS-Inventory	
Ahmed Mekky	10101341	800	256	BUS-202	10100648	600	256	BUS-Inventory	
Eric Panitz	10101300	800	256	BUS-204	10100650	600	256	BUS-Inventory	
Matt Pinter	10101650	800	256	BUS-211	10100655	600	256	BUS-Inventory	
Nate Tymes	10101302	800	256	BUS-208	10100651	600	256	BUS-Inventory	
Anita Fagerman	NA	NA	NA						
BUS116									
29 Computers	NA	800	256	IRC-206 (Quantity 20)	NA	400 or less	128	Disposal or Campus Distribution	
				BUS-121 (Quantity 9)	NA	600 or less	256	BUS-128	

Section 9

Curriculum Review

As part of the 1998 Academic Program Review and its follow up, several changes were made in the Accountancy Program and are summarized below.

Summary of New and Deleted Accounting courses

New Courses:

ACCT 231, Payroll Accounting
ACCT 241, Computerized Accounting
ACCT221, Principles of Construction Accounting
ACCT305, Intermediate Accounting Concepts
BUSN499, Integrating Experience

Deleted Courses

ACCT599, Microcomputer Applications in Accounting
ACCT635, Governmental Accounting (for Criminal Justice Masters majors)
Recently taken over by the Criminal Justice faculty.

An Associate Degree in Accountancy has been implemented in 2001 with two new courses (ACCT231 and ACCT241). However, many of the four-year majors take the classes as electives. In addition, two additional courses were added; (ACCT 221) to assist the Construction Management Program and (ACCT305) for the Finance and Business Administration majors.

Several revisions were made to required and recommended General Education and Business courses to meet changing knowledge and skills identified in the job market and to improve the overall quality of the curriculum.

The College of Business revised the required core classes which consists of ten three-hour courses required of all College of Business graduates. These changes were incorporated into the Accountancy major in the fall of 2001.

Included in the core revision was a change in the structure of the first two accounting classes to a financial/managerial model. Our Accounting 201 is still Financial Accounting. However, less emphasis is placed on the recording process for the entire semester and more use is placed on the use of the information in the financial statements. Our Accounting 202 class has been restructured into a Managerial Accounting class. We follow a national trend by also including two chapters from the Financial class in the Managerial class. The Statement of Cash Flow and Financial Statement Analysis chapters are covered in the Managerial section. These changes were incorporated in the fall of 2001.

A new capstone core class, BUSN499, Integrating Experience, has replaced individual major capstone courses. Starting in the fall of 2003 the accountancy capstone class, ACCT599, Microcomputer Applications in Accounting was replaced with the new business core class.

In addition, one accounting professor for the Accounting, Finance, Economics and Statistics Department has been given the opportunity to server on the development committee and teach the new capstone class rather than another accounting class.

The Accountancy Advisory Council was reestablished and meetings were held in 2002 and 2004. The last time this group met was in 1994. The council has given the Accountancy program some important advice and direction in these past two meeting. A summary of the last meeting is reported in Section 6 of this report.

The Course Descriptions for the accounting courses are as follows.

Principles of Accounting 1 ACCT201 3 hours
Introduction to accounting principles with an external reporting emphasis on the preparation and use of financial statements. Includes recording and adjusting accounts, the accounting cycle, accounting for merchandising operations, internal control and cash, receivables, inventories, assets, liabilities, corporate organization, stock transactions, dividends, and retained earnings and investments. Prerequisites – MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT

Principles of Accounting 2 ACCT202 3 hours
This is a continuation of ACCT 201. Introduction to management decisions in reliance on systems that provide historical and projected data to guide present and future operations. Includes managerial accounting, job-order costing, process costing, cost behavior, cost-volume-profit relationship, variable costing, activity based costing, profit planning, standard costing, flexible budgets, segment reporting, profitability analysis and decentralization, capital budgeting, service department costing, statements of cash flows and financial statement analysis. Prerequisite ACCT 201 - A with a grade of C- or better

Managerial Accounting ACCT205 3 hours
Designed for non-accounting majors who need or desire an understanding of how financial information is used in management decision making. Emphasis is on the uses of accounting data rather than its preparation. Not open to accounting majors. Prerequisite ACCT 201 - A with a grade of C- or better

Principles of Constructions Accounting ACCT221 3 hours
An introductory course for construction management major to learn the design, analysis, and output of construction accounting systems. Students also learn how to report the results of operations, analyze the financial statements produced and use the analysis to bid and budget future projects. Prerequisite MATH 126 with C-/better or ACT 26 or SAT 590; & Construction Mgmt students

Payroll Accounting ACCT231 3 hours
An elective course to learn how to prepare a payroll for a company. Students will also study the various tax rules and tax reports that form the core of a payroll accountant's responsibilities. Prerequisite ACCT 201

Computerized Accounting ACCT241 3 hours
Presents application software systems on the microcomputer that provide experience in computerized office accounting functions. Develops problem resolution skills in the automated office using microcomputer and application software packages and an understanding of automated applications and their relation to other office systems. Prerequisite ACCT201 and ISYS 105

Special Topics in Accounting ACCT290 1-3 hours
Special topics in accountancy – Experimental courses at the 200 level. Prerequisite – permission of instructor & department head

Special studies in Accounting ACCT297 1-3 hours
Special studies in accountancy – An independent study course at the 200 level.
Prerequisite – permission of instructor & department head

Fed Tax Concepts for BUS ACCT231 3 hours
Introduces Federal tax law and its impact on financial decision making: income concepts, taxable entities, tax aspects of selecting a business form, accounting method options, capital gains and losses, compensation considerations, non-taxable transactions, common tax traps, and family tax planning. Computer modeling to assist in choosing between tax alternatives. Prerequisite – ACCT202

Intermediate Accounting Concepts ACCT305 3 hours
The course covers Intermediate Accounting topics with the emphasis on understanding the account titles used, the formatting of account titles in financial statements, and the significance of the accounting information reported in the financial statements and footnotes. For non-accounting majors only. Prerequisite – ACCT202 non-accounting major

Intermediate Accounting I ACCT310 3 hours
Expands the student's exposure to financial accounting concepts introduced in the Principles of Accounting sequence. Deals with authoritative pronouncements from FASB and generally accepted accounting principles concerning the income statement, balance sheet, current and long-term assets, plant assets and depreciation. Prerequisite – ACCT202 with a C- or better

Intermediate Accounting I ACCT312 3 hours
Continues ACCT 310. Topics covered include current and long-term liabilities, pensions, leases, income tax accounting and the cash flow statement and stockholder equity. Prerequisite – ACCT310

Cost Accounting I ACCT321 3 hours
Deals with the manufacturing cycle and includes job-order and process costing, the control of material and labor costs, overhead standard costs, and variable costs. Prerequisite – ACCT202 with a C- or better

Cost Accounting 2 ACCT322 3 hours
Continues ACCT 321 and includes such topics as fixed and flexible operating budgets, responsibility accounting, statistics, probability and sampling, budgeting, cost-volume-profit analysis, distribution cost analysis, regression and correlation, PERT system and linear programming. Prerequisite – ACCT321

- Fed Income Tax/Individual** ACCT350 3 hours
Covers Gross income, adjustments, itemized deductions, personal exemptions, capital gains and losses, passive activities, the individual tax computations and credits.
Prerequisite - ACCT202
- Advanced Financial Accounting 1** ACCT410 3 hours
Expands a student's exposure to financial accounting concepts and GAAP procedures. Topics include: dilutive securities, revenue recognition, accounting changes, statement interpretation, interim reporting, partnerships, insolvency, segment reporting and S. E. C.
Pre requisite – ACCT312
- Advanced Financial Accounting 2** ACCT412 3 hours
Continues ACCT 410. Estates and trusts, foreign currency, business combinations, consolidated statements, and intercompany transactions. Prerequisite – ACCT312
- Financial Accounting Theory** ACCT414 3 hours
A study of the background and present state of accounting theory with an emphasis on recent accounting pronouncements. The course considers the history and development of accounting principles with an intensive study of theoretical problems related to the determination of income and the presentation of financial position. Prerequisite – ACCT312
- Accounting Systems & Controls** ACCT431 3 hours
The design and installation of accounting information systems and controls. Combines internal controls, financial reporting and flow charts of financial information with manual, mechanical, and electronic data processing techniques. The integration of financial and cost data into the information system and its relation to internal control is the objective of the course. Prerequisite – ACCT312
- Auditing** ACCT441 3 hours
Generally accepted auditing standards, audit procedures and programs, internal control, statistical sampling, proper work paper techniques, AICPA industry audit guides, SEC releases, ethics and legal liabilities of the auditor and other specialized problems of the attest function. Prerequisite – ACCT431
- Fed Income Tax/Corporate** ACCT450 3 hours
Continuing the federal income tax sequence, the course topics include the concepts of gross income, ordinary and necessary business expenses, property transactions, accounting periods and methods, and the alternative tax system for C-Corporations, S-Corporations, and Personal Service Corporations. In addition to income taxation, the course includes the tax consequences of corporate formation, distributions, and liquidations. Prerequisite – ACCT350

Governmental Accounting ACCT461 3 hours
A study of the fundamental accounting principles related to the operations of governmental entities. The course considers the accounting and financial reporting practices of governmental entities, and examines the standards that affect their accounting and financial reporting systems. Prerequisite ACCT312

Special Topics in Accountancy ACCT490 1-4 hours
Special topics in accountancy – Experimental courses at the 400 level. Prerequisite – permission of instructor & department head

Cooperative Education ACCT491 1-9 hours
Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the student's academic pursuits, personal development, and professional preparation. The work experience must last a minimum of 15 weeks with the total hours worked approved by the department head. Prerequisite - Completion of 60 semester hrs & department head approval

Special Studies in Accountancy ACCT497 1-4 hours
Special studies in accountancy – Independent study at the 400 level. . Prerequisite – permission of instructor & department head

Ferris State University - College of Business
ASSOCIATE IN APPLIED SCIENCE DEGREE

ACCOUNTING - 60/61 Credits

NAME: _____ **SS#:** _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
GENERAL EDUCATION - 21 / 22 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	
MATH	115	Inter. Algebra - (MATH 110 or equivalent)	3	
ECON	222	Principles of Microeconomics - (ECON 221)	3	
CULTURAL ENRICHMENT				
Select 1 course from the following subject areas: ARTH, ARTS, FREN, GERM, HIST, HUMN (except 217), LITR, MUSI, SPAN, THTR				
		Cultural Enrichment	3	
SCIENTIFIC UNDERSTANDING				
Select 1 course from the following subject areas: ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
		Scientific Understanding w/lab	3/4	
PROFESSIONAL COMPONENT - 18 Credits Required				
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3	
ECON	221	Principles of Macroeconomics - (MATH 110 or proficiency) SOCIAL AWARENESS	3	
ISYS	105	Microcomputer Applications or course competency	3	
BLAW	301	Legal Environment of Business - (None)	3	
OR		(See advisor before choosing)		
BLAW	321	Contracts and Sales - (None)		
MGMT	301	Applied Management	3	
STQM	260	Introduction to Statistics - (MATH 115)	3	
ACCOUNTING MAJOR - 15 Credits Required				
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3	
ACCT	205	Managerial Accounting - (ACCT 202 with a grade of C- or better)	3	
OR		(See advisor before choosing)		
ACCT	321	Cost Accounting 1- (ACCT 202 with a grade of C- or better)	3	
ACCT	301	Federal Tax Concepts for Business - (None)		
OR		(See advisor before choosing)		
ACCT	350	Federal Income Tax/Individual - (ACCT 202 with a grade of C- or better)		
ACCT	241	Computerized Accounting - (ACCT 201, ISYS 105)	3	
ACCT	310	Intermediate Accounting 1 - (ACCT 202 with a grade of C- or better)	3	
DIRECTED ELECTIVES - 6 Credits Required				
		Directed Electives - Advisor's approval required	3	
		Directed Electives - Advisor's approval required	3	
*Satisfied FSUS 100 requirement with				
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 GPA is required for the major and professional component, and a 2.00 cumulative GPA is required for completion of the Accounting Associate Degree.

Effective: Fall 2001

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

ACCOUNTANCY (Public Accounting Concentration) - 124 Credits **

NAME: _____ **Stu.ID#** _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE
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COMMUNICATION COMPETENCE - 15 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	
ENGL	325	Advanced Business Writing - (ENGL 250)	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 Elective w/lab	4	
		Scientific Understanding Elective	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

Select three courses from the following subject areas, including one at the 200 level or above:

ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (except 217), LITR, MUSI, SPAN, THTR

One course **MUST** meet the Global Consciousness requirement.

		Cultural Enrichment Elective - 200 level or above	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective	3	

*one of the cultural enrichment electives must meet race, ethnicity, gender requirement

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

ELECTIVES - 16 Credits Required

		General Education Elective - 300/400 level	3	
		General Education Elective	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	4	

* Satisfied FSUS 100 requirement with

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 MAJOR - (Public Accounting Concentration)

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE	GR. PT.
ACCOUNTANCY (Public Acct.Concentration) MAJOR - 35 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/Individual (ACCT 202)	3		
ACCT	410	Advanced Financial Accounting 1 - (ACCT 312)	3		
ACCT	412	Advanced Financial Accounting 2 - (ACCT 312)	3		
ACCT	431	Accounting Systems and Controls 1 - (ACCT 312)	3		
ACCT	441	Auditing 1 - (ACCT 431)	3		
ACCT	414	Financial Accounting Theory - (ACCT 312)	3		
ACCT	450	Federal Income Tax/Corporate (ACCT 350)	3		
ACCT	461	Governmental 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- (Equivalent of Math 110 with C- or better)	3		
ACCT	202	Principles of Accounting 2-(ACCT 201 w/grade of C- or better)	3		
BLAW	321	Contracts and Sales - (None)	3		
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and last semester senior)	3		
FINC	322	Financial Management 1 - (ACCT 202 and MATH 115)	3		
ISYS	321	Business Information Systems - (ACCT 202, MKTG 321, MGMT 301 & BLAW 321)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management - (STQM 260)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115 or MATH 116 or MATH 117)	3		

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

**** Note: You may sit for the CPA exam upon completion of this Bachelor's Degree but must complete an additional 26 hours of education to meet the State of Michigan 150 hr. requirement for certification.**

*****BE SURE TO EVALUATE THE REQUIREMENTS FOR ANY PROFESSIONAL CERTIFICATION WITH THE APPROPRIATE STATE BOARD.*****

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

ACCOUNTANCY (Professionally Directed Concentration) - 124 Credits

NAME: _____ **Stu.ID#:** _____

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE
COMMUNICATION COMPETENCE - 15 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	
ENGL	325	Advanced Business Writing- (ENGL 250)	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 Elective w/lab	4	
		Scientific Understanding Elective	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				
Select three courses from the following subject areas, including one at the 200 level or above: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (except 217), LITR, MUSI, SPAN, THTR One Course MUST meet the Global Consciousness requirement.				
		Cultural Enrichment Elective - 200 level or above	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective	3	
*one the cultural enrichment electives must meet race, ethnicity, gender requirement				
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 Macroeconomics - (MATH 110 or proficiency)	3	
ECON	222	Principles of Microeconomics - (ECON 221)	3	
		Social Awareness Elective - 300/400 level - non-economics, must be race, ethnicity or gender	3	
ELECTIVES - 18 Credits Required				
		General Education Elective - 300/400 level	3	
		General Education Elective	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	3	
* Satisfied FSUS 100 requirement with				

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 Concentration) MAJOR

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE	GR. PT.
ACCOUNTANCY (Professionally Directed Concentration) MAJOR - 33 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/Individual (ACCT 202)	3		
ACCT	431	Accounting Systems and Controls 1 - (ACCT 312)	3		
ACCT	441	Auditing 1 - (ACCT 431)	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		
		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					
ACCT	201	Principles of Accounting 1 - (Equivalent of Math 110 with C- or better)	3		
ACCT	202	Principles of Accounting 2-(ACCT 201)	3		
BLAW	321	Contracts and Sales - (None)	3		
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and last semester senior)	3		
FINC	322	Financial Management 1 - (ACCT 202 and MATH 115)	3		
ISYS	321	Business Information Systems - (ACCT 202, MKTG 321, MGMT 301 & BLAW 321)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management - (STQM 260)	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.

BE SURE TO EVALUATE THE REQUIREMENTS FOR ANY PROFESSIONAL CERTIFICATION WITH THE APPROPRIATE STATE BOARD.

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

ACCOUNTANCY/FINANCE - 135/137 Credits

NAME: _____ **Stu.ID#:** _____

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE
COMMUNICATION COMPETENCE - 15 Credits Required				
COMM	121	Fundamentals of Public Speaking - (None)	3	
COMM		COMM 221(none) COMM 310 (COMM 105) COMM 332 (COMM121)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
ENGL	325	Advanced Business Writing (ENGL 250 or 211)	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				
		Lab Science Elective	4	
		Science Elective	3/4	
QUANTITATIVE SKILLS - 6 Credits Required				
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or equivalent) If MATH ACT is 24 or higher, replace with a general education elective	3	
MATH	122	Mathematical Analysis for Business - (MATH 115 with a grade of C- or better)	3	
CULTURAL ENRICHMENT - 9 Credits Required				
Select courses from the following areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (except 217), LITR, MUSI, SPAN, THTR				
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective - 200 level or higher	3	
		* one of these cultural enrichment electives must meet race, ethnicity, gender requirement		
SOCIAL AWARENESS - 12 Credits Required				
ECON	221	Principles of Macroeconomics - (MATH 110 or proficiency)	3	
ECON	222	Principles of Microeconomics - (ECON 221)	3	
ECON		ECON 321, Money & Banking OR ECON 331, Labor Econ/Labor Relations OR ECON 431, Economics of Public Finance (ECON 222)	3	
		GEOG 100, Geography of World Regions (None) OR PSYC 150, Intro to Psychology (None) OR SOCY 121, Introductory Sociology - PSYC 150 or SOCY 121 can be chosen ONLY IF one of the cultural enrichment electives meets the global consciousness requirements.	3	

* Satisfied FSUS 100 requirement with

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 ()		S.H.	GRADE	GR. PTS
ACCOUNTANCY/FINANCE MAJOR - 56/57 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/Individual (ACCT 202)	3		
		Directed 300+ Business Elective - prior approval of advisor	3		
		Directed 300+ Business Elective - prior approval of advisor	2/3		
ACCT	431	Accounting Systems and Controls 1 - (ACCT 312)	3		
ACCT	441	Auditing 1 - (ACCT 431)	3		
ACCT	450	Federal Income Tax/Corporate (ACCT 350)	3		
ACCT	461	Governmental Accounting - (ACCT 312)	3		
FINC	300	Mathematics of Finance - (MATH 115 or MATH 116)	3		
FINC	312	Financial Markets and Institutions - (ACCT 202 and ECON 221)	3		
FINC	323	Financial Management 2 - (FINC 322)	3		
FINC	451	Investment Principles - (FINC 322)	3		
FINC	452	Financial Modeling (FINC 323, ISYS 105 or course competency)	3		
FINC	465	Problems in Finance - (FINC 323 or permission of professor)	3		
INTB	440	International Finance (INTB 310 of permission of professor)	3		
ISYS	200	Database Design & Implementation (ISYS 105 or course competency)	3		
STQM	322	Inferential Statistics - (STQM 260)	3		
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		
BLAW	321	Contracts and Sales - (None)	3		
BUSN	499	Interdisciplinary Integrating Experience (FINC 322, ISYS 321, MGMT 370, MKTG 321 and senior standing)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301, and	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management (STQM 260)	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.

BE SURE TO EVALUATE THE REQUIREMENTS FOR ANY PROFESSIONAL CERTIFICATION WITH THE APPROPRIATE STATE BOARD.

6/3/03

**FERRIS STATE UNIVERSITY -- COLLEGE OF BUSINESS
BACHELOR OF SCIENCE DEGREE
ACCOUNTANCY/COMPUTER INFORMATION SYSTEMS (138 Credits)**

NAME: _____

ID#: _____

COMMUNICATION COMPETENCE – 15 Credits Required					
REQUIRED		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
COMM	121	Fundamentals of Public Speaking (None)	3		
COMM	336	Technical and Professional Communications (COMM 121)	3		
ENGL	150	English 1 (None)	3		
ENGL	250	English 2 (ENGL 150 or equivalent)	3		
ENGL	325	Advanced Writing for Business (ENGL 250)	3		

SCIENTIFIC UNDERSTANDING – 7 Credits Required					
<i>Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS</i>					
REQUIRED		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
		Scientific Understanding with Lab	4		
		Scientific Understanding	3		

QUANTITATIVE SKILLS – 3 Credits Required					
REQUIRED		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
MATH	122	Mathematical Analysis for Business (Grade of C- or higher in Math 115)	3		

CULTURAL ENRICHMENT – 9 Credits Required					
<i>Select three courses (at least one course at 200 or higher level) from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (except HUMN 217), LITR, MUSI, SPAN, THTR. One choice must meet race, ethnicity, and gender requirements.</i>					
REQUIRED		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
			3		
			3		
			3		

SOCIAL AWARENESS – 9 Credits Required					
<i>In addition to the two ECON courses below, select one additional course at the 300/400 level from the following subject areas: ANTH, GEOG (except 111 & 121), PLSC, PSYC, SOCY, SSCI.</i>					
REQUIRED		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
ECON	221	Macro Economics (MATH 110 or proficiency)	3		
ECON	222	Micro Economics (ECON 221)	3		
		Social Awareness Elective	3		

GENERAL EDUCATION ELECTIVE – 5 Credits Required					
REQUIRED		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
HUMN	217	Introduction to Logic (sophomore standing)	3		
		MATH 110 or MATH 115 if needed	2		

NOTICE REGARDING GENERAL EDUCATION & ASSESSMENT REQUIREMENTS

1. Students must complete a minimum of 48 hours of General Education credits.
2. To meet graduation requirements, an assessment examination must be taken in both accounting and CIS.

**FERRIS STATE UNIVERSITY -- COLLEGE OF BUSINESS
ACCOUNTANCY/COMPUTER INFORMATION SYSTEMS MAJOR**

ACCOUNTANCY MAJOR – 27 Credits Required					
COURSE		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
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/Individual (ACCT 202)	3		
ACCT	431	Accounting Systems & Controls 1 (ACCT 312)	3		
ACCT	441	Auditing 1 (ACCT 431)	3		
ACCT	461	Governmental Accounting – (ACCT 312)	3		
ACCT		Directed Accounting Elective (300 or above level with advisor approval)	3		
ACCT		Directed Accounting Elective (300 or above level with advisor approval)	3		

BUSINESS CORE COURSES – 30 Credits Required					
REQUIRED		COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
ACCT	201	Principles of Accounting 1 (Equivalent of Math 110 with C- or better)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201)	3		
STQM	260	Introduction to Statistics (MATH 115)	3		
BLAW	321	Contracts and Sales (none)	3		
FINC	322	Financial Management 1 (ACCT 202 and MATH 115)	3		
ISYS	321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301))	3		
MKTG	321	Principles of Marketing (none)	3		
MGMT	301	Applied Management (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management (STQM 260)	3		
BUSN	499	Interdisciplinary Integrating Experience (Final Semester)	3		

COMPUTER INFORMATION SYSTEMS MAJOR – 33 Credits Required					
ISYS	COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE	G.R. PTS.
110	Fundamentals of Computer Information Systems (ISYS 105 or demonstrated competency)		3		
200	Database Design & Implementation (ISYS 105 or demonstrated competency)		3		
216	Introduction to Object-Oriented Programming (ISYS 110, MATH 115, HUMN 217)		3		
316	Advanced Object-Oriented Programming (ISYS 216)		3		
325	Networking Essentials (ISYS 105 or demonstrated competency)		3		
330	Systems Analysis & Design (ISYS 200 & ISYS 316)		3		
371	Adv. DB Design/Implementation (ISYS 200, ISYS 316, ISYS 330)		3		
411	Project Management (Senior status)		3		
470	Database Administration (ISYS 371 & ISYS 330)		3		
488	Systems Design & Implementation (ISYS 330 & ISYS 470; ISYS 489 co-req)		3		
489	Advanced Systems Design & Implementation (ISYS 488 co-req)		3		

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

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

NOTICE REGARDING GPA REQUIREMENTS

Students must maintain a 2.0 Cumulative GPA in all FSU courses, a 2.0 GPA in the Business Core, and a 2.0 GPA in the both the Accountancy & CIS Majors.

NOTICE REGARDING PROFESSIONAL CERTIFICATION

Be sure to evaluate the requirements for any professional certification with the appropriate **State Board**.

Section 10 Enrollment Trends

Enrollment in the Accountancy major on-campus has declined in the past five year. However, it has increased slightly in the past three years. The enrollment numbers for the off-campus sites have been stable. This has been possible despite the fact that University has not implemented the prior academic program review recommendation that release time for the administration of the program be given.

Accountancy Enrollment Fall Semester

	1999	2000	2001	2002	2003
On-campus	95	88	75	77	81
Off-campus	44	46	42	42	44
Total	139	134	117	119	125

In the same five years, enrollments increased in only five of the other 25 COB bachelor's programs and most of those were either new or relatively new program. There are only five other College of Business bachelor's programs that have a larger enrollment than the Accountancy program

The number of students enrolled in each of the College of Business bachelor's degree majors for the Fall Semester 2003 are shown below.

College of Business, Enrollment by Bachelor's Program
Fall Semester, 2003

Professional Golf Managements	281
Business Administration	206
Computer Information Systems	186
Marketing	118
Music Industry Management	113
Accountancy	81
Advertising	66
Public Relations	64
Small business and Entrepreneurship	52
Professional Tennis Management	50
Management	41
Resort Management	36
Visual Design And Web Media	35
Finance	35
International Business	26
Human Resource Management	23
Business Admin/Legal Assisting	23
Small Business Management	15
Hotel Management	13
CIS/Accountancy	9
Accountancy/Finance	7
Integrated Resource Management	5
CIS/Management	2
Insurance	1
CIS/Marketing	1

The enrollment in the Accountancy major by class year for our on-campus students is shown in the table below. The information for the off-campus students is not available. However, they would all be juniors and seniors.

Accountancy Enrollment by Class Year

	1998	2000	2001	2002	2003
Freshmen	24	33	25	20	23
Sophomore	21	13	20	21	19
Junior	17	16	11	14	15
Senior	33	26	19	22	24

This past year, the 24 accountancy majors graduated was the largest graduating class in five years.

College of Business

The table in Appendix 6 shows the enrollment trends for all majors in the College of Business (COB) for the fall semester of 1991 through fall semester of 2004. The enrollment statistics indicate the COB experienced significant declines in enrollment for each fall semester 1992 through 1997 (4,190 students in fall 1992 down to 2,205 in fall 1997), and again modest declines for each fall semester 2002 through 2004 (2,350 students in fall 2002 down to 2,151 in fall 2004).

The Accountancy program was not exception during the same time period. However, enrollment in the Accountancy program is almost flat (slight decrease) since fall 2001 through fall 2004 (76 students in fall 2001 up by one to 71 in fall 2004). During this same time the Accountancy Associate degree was initiated and started with 11 students in fall 2001 and has 12 in fall 2004. Also, the Accounting/Finance dual major increased significantly from fall 2002 (7 students) through fall 2004 (13 students).

The enrollment trends noted above indicate that there is significant evidence that the number of Accounting major and Accounting/Finance dual major will increase over time.

Please note that the above numbers and statistics apply only to the on-campus enrollment. The enrollment for the two off-campus Accountancy programs are grouped together with other COB off campus programs into one off-campus COB total.

Section 11

Program Productivity/Cost

The classroom productivity of the faculty in the Accountancy program has consistently been higher than that of the university as a whole. It has been higher than that of the College of Business for four of the five years. This has been due largely to the decrease in full time faculty as the results of retirements and death. One year temporary instructors have been hired to assist with the lower level classes, but more and more of the upper level courses are now being taught by fewer and fewer full-time faculty.

SCH/FTEF Productivity Measure

	1998-99	1999-00	2000-01	2001-02	2002-03
Ferris State	457.40	454.53	451.32	446.69	439.43
COB	476.24	485.89	497.97	490.67	475.89
AFES Dept	N/A	N/A	579.12	576.85	582.67
Accountancy	496.53	520.00	493.63	495.49	518.05

*N/A The current configuration of the department with Accounting, Finance, Economics and Statistics was formed in the 2000/01 academic year. Over the past ten years the Accountancy Department has gone from a stand alone department to the Accounting/CIS, to the Accounting, Economics and Statistics to the Accounting, Finance, Economic and Statistics department. This makes it somewhat difficult to gather departmental statistics.

The AFES department ranks seventh in the University in terms of student credit hour production. The Accountancy program ranks 46 out of 144 in the University for student credit hour production.

Student Credit Hours

	1998-99	1999-00	2000-01	2001-02	2002-03
Ferris State	228,547	229,277	243,185	260,521	268,592
COB	43,517	44,965	44,955	45,304	43,162
AFES Dept	NA	NA	10,209	10,167	11,058
Accountancy	4,866	5,083	4,956	4,893	4,884

The FTEF has remained fairly consistent. However, there have been several retirements and a faculty death in the past few years and these positions have not been filled. One-year temporary instructors have been hired to assist with the lower level classes, but more and more of the upper level courses are now being taught by fewer and fewer full-time faculty.

Full-Time Equated Faculty

	1998-99	1999-00	2000-01	2001-02	2002-03
Ferris State	449.67	504.43	538.82	583.23	611.23
COB	91.38	92.54	90.28	92.33	90.04
AFES Dept	N/A	N/A	17.63	17.63	19.25
Accountancy	9.80	9.78	10.04	9.88	9.76

The latest Degree Program Costs report data was obtained from the Office of Institutional Research and Testing. The latest data that was available is for the 2001-2002 academic year. The data shows that the Accountancy (BS) program costs are below the average for Ferris State University in all four categories and are slightly higher than the College of Business and AFES department cost.

Cost Per Student Credit Hour

	Avg. Instructor Cost/SCH	Avg. Dept Cost/SCH	Avg. Dean's Cost/SCH	Total Avg. Cost/SCH
Ferris State	\$153.93	\$34.70	\$17.08	\$205.71
COB	\$133.85	\$27.02	\$14.64	\$175.51
AFES Dept	\$145.17	\$23.81	\$14.70	\$183.68
Accountancy	\$147.47	\$23.78	\$14.79	\$186.04

The College of Business revised the required business core classes which consists of ten three-hour courses required of all College of Business graduates. A new capstone core class BUSN499, Integrating Experience, has replaced individual major capstone courses. Starting in the fall of 2003, the accountancy capstone class ACCT599, Microcomputer Applications in Accounting, was replaced with the new business core class.

At least one accountancy faculty will assist with the teaching of the new core capstone class. However, the course is housed in the management department. This will affect the credit hours production in the Accountancy program as reported by the university.

Section 12

Conclusions

Based on the information in this report it is our conclusion that we meet the mission of Ferris State University and the College of Business.

We are providing Michigan businesses, public accounting firms and governmental units a graduate that meets their need and expectations. The CPA examination results show that our graduates are as competitive on the national CPA exam as graduates from any of our sister institutions in the State of Michigan.

Our enrollment has stabilized. There is a national trend of an increase demand for accounting graduates while other programs are showing a national decrease.

However, our program can not rest on our 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 in this report to ensure the continued viability of our program and its support of the College of Business.

Section 13

Program Recommendations

Panel Recommendations

The Academic Program Review Panel for the Accountancy Program strongly recommends that Ferris State University and the College of Business provide expanded resources to enable the Accountancy Program to continue to grow and to reach its potential as a quality academic major that provides qualified accounting graduates to the employers in the State of Michigan. To achieve this objective, the Panel is making several recommendations for the Academic Program Review Committee's approval and endorsement. A brief summary of key data and background is included below for each recommendation that follows.

- 1. Recommend that an additional full-time tenure track faculty member be hired to reverse the expertise drain we are experiencing and to meet the teaching demands of both our on-campus and off-campus sites.**

One of the biggest challenges facing the Accountancy program has been the decrease in the number of senior faculty due to retirements and death without the authority to hire replacements. These retirements have been faculty who taught in specialty areas.

The specialty areas of accounting (financial, managerial, governmental, audit, systems, and tax) are each different from one another. In the past we have had faculty develop expertise in just one area. We have been able to hire temporary personnel to help teach the lower level classes, but now fewer and fewer professors are being asked to cover the upper level classes both on-campus and off-campus.

The off campus assignments add an extra dimension to the problem. Traverse City is 90 mile from Big Rapids and Dowagiac is 150 mile away. An assignment in Dowagiac will add almost one full day in just travel time to a schedule. This has created some difficulties in developing expertise and in scheduling.

- 2. Recommend that the College of Business provide adequate resources (travel money and release time) to work with both high schools and Michigan Community Colleges to attract more accountancy majors for both the bachelor's and associate degrees.**

In past years, Ferris State has had a very good working relationship with our Michigan Community Colleges. At one time we had between 30 and 40 accounting transfer students enrolled in our program at any given time. They made up about 10% of our enrollment, but represented about 30% of our honor students. We were able to receive a better quality transfer student than we recruited as a freshman FTIAC.

Many of the community colleges are working with their area career centers in attracting students. In some cases they are giving these students college credit when they successfully complete the career center courses and pass a special exam.

We have found that the best recruiting results are obtained when working relationships are built with the teachers at the high schools and community colleges.

3. Recommend that resources be provided to develop Forensic accounting classes.

One of the largest growing areas of accounting on a national scale is the area of forensic accounting. The Association of Certified Fraud Examiners (ACFE) has developed a national organization in the past decade that specializes in fraud detection and prevention. They have a professional certification (Certified Fraud Examiner) and have developed a strong program to reach out to college and university faculty. They provide free training courses in Austin, Texas. However, the university must pay for travel and lodging.

The ACFE has developed a program to help college professors initiate a Fraud Accounting class. This program has been prepared by academic professionals. In addition to the training course, they assist in everything from developing the syllabus to getting the course through a university senate process.

Release time and financial assistance must be given to appropriate faculty to attend the necessary training program.

4. Recommend that computer usage and specialized accounting software be integrated into the upper level classes.

Our results from surveys for this academic review process have indicated a need to integrate more computer usage and specialized accounting software into our upper level accounting courses.

Our alumni council, contacts with employers and the student survey all pointed to the need for more computer and accounting software exposure in our upper level courses.

The new computer based CPA exam is now a 100% computer examination. In addition to the traditional multiple choice questions a new emphasis is being placed on simulation questions where the candidate must do accounting research on a limited database that is provided to the candidate.

The accountancy faculty and the Ferris library have made contacts with software publisher and are integrating internet research accounting software into our Intermediate, Advanced, Tax, Governmental and Auditing classes. In addition, there needs to be more emphasis placed on the Microsoft products as well.

5. Recommend that the AFES Department Head and accountancy faculty work closely with the College of Business contact at FLITE to update, improve and expand the accountancy resources that are available to our accounting students.

A plan should be developed in coordination with the Ferris library staff to continue to improve the library's accounting references and resources. The Department Head should develop a plan with the library staff to achieve this recommendation. The Accountancy program must be enhanced to include the latest internet and accounting resources that are available to our Accountancy majors.

6. Recommend that additional emphasis be placed on internships.

Responses from our students, alumni, and advisory council emphasizes the need for our accounting graduates to participate in an internship.

In the past twenty years the College of Business has established a full time internship coordinator only to have the University eliminate the position because of budget constraints. A vacant tenured faculty position was converted to obtain the second coordinator, but it too was later eliminated.

The College of Business has recently reestablished an internship coordinator. However, this position is only staffed by a temporary faculty member. Additional efforts need to be made to reestablish the powerful internship program we once had in the College of Business.

The accountancy faculty recently made minor changes to the program check sheet to encourage students to take advantage of an internship. Comments we receive from students who have been out on an internship have been very positive.

7. Recommend that options for our students to complete the 150 hour requirement be formalized.

In the State of Michigan a CPA candidate can sit for the CPA exam with a bachelor's degree, but must have 150 semester hours of academic credit to become certified.

Currently, our Accountancy majors can meet the 150 hour requirement in several ways:

- Simply take additional classes (in anything)
- Academic minor
- Dual major
- Masters degree

Most of the Accountancy programs around the country are establishing a Masters of Accountancy program. The current financial constraints at Ferris do not make this possible. However, we need to give our students guidance in selecting an option to meet the 150 hour requirement.

Many of the major accounting firms are now hiring only students who meet the 150 hour requirement and place a preference on a Master's degree. We have an opportunity to revise our accountancy curriculum so that our major's can take graduate courses as electives in their bachelor's degree and have a head start on a Master's degree if they choose to pursue one.

Summary

A number of these recommendations will require the time and effort of the Accountancy faculty. Although there is a willingness to work on these recommendations only so much time is available. The serious constraints placed on the Accountancy faculty due to the retirements and death of senior faculty makes the approval of the first recommendation the most vital.

Section 14
Program Review Panel
Evaluation Form

**Program Review
Panel Evaluation
Form**

*(PRP: complete this
form and include with
your report)*

Program: Accountancy

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

Average Score 3.93

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program

Average Score 3.95

5	4	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.

3. Advisory Committee Perceptions of Program

Average Score 3.64

5	4	3	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.

4. Demand for Graduates

Average Score 4.21

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5	4	3	2	1
---	---	---	---	---

5. Use of Information on Labor Market

Average Score 3.57

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop program and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

**Program Review
Panel Evaluation
Form (page 2)**

6. Use of Profession/Industry Standards

Average Score **4.43**

5	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.

7. Use of Student Follow-up Information

Average Score **3.64**

5	4	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.

8. Relevance of Supportive Courses

Average Score **3.71**

5	4	3	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.

9. Qualifications of Administrators and Supervisors

Average Score **3.21**

5	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.

10. Instructional Staffing

Average Score **2.36**

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

Program Review
Panel Evaluation
Form (page 3)

11. Facilities

Average Score **2.93**

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score **2.93**

5	4	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 are significantly under-or-over scheduled.

13. Equipment

Average Score **2.93**

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score **3.79**

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 no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score **3.79**

5	4	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 15
Administrative Program
Review: 2004

ADMINISTRATIVE PROGRAM REVIEW 2003

Program/Department: ACCT BB/ AFES DEPT.

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment:

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Tenure Track FTE	9.75	9.30	10.08	10.00	10.25
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	95	88	75	77	81
Freshman	24	33	25	20	23
Sophomore	21	13	20	21	19
Junior	17	16	11	14	15
Senior	33	26	19	22	24
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	44	46	42	42	44
Traverse City	28	26	22	28	29
Grand Rapids					
Southwest	16	20	20	14	15
Southeast					

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

205 students

What factors limit program capacity? Number of qualified faculty

Financial:

Expenditures*	FY 99	FY 00	FY 01	FY 02	FY 03
Supply & Expense			0		
Faculty Prof. Development			0		
General Fund			6,628.	7,327.	3,249.
Non-General Fund			1,916.	4,436.	500.
UCEL Incentives			3,722.	2,267.	765.
FSU-GR Incentives			196.	339.	
Equipment					
Voc. Ed. Funds			0		
General Fund			0	3,700.	2311.
Non-General Fund			0	15,343.	
UCEL Incentives			7,731.	1,737.	
FSU-GR Incentives			407.	548.	

*Use end of fiscal year expenditures.

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

Revenues	FY 99	FY 00	FY 01	FY 02	FY 03
Net Clinic Revenue					
Scholarship Donations	5,275.	3,807.	1,550.	50.	1150.
Gifts, Grants, & Cash Donations	5,275.	3,807.	1,500.	125.	167.
Endowment Earnings		1,783.	1,877.	1,998.	
Institute Programs/Services			150.		
In-Kind					

Other:

	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Number of Graduates* - Total	30	32	32	27	15
- On campus	12	19	23	12	3
- Off campus	18	13	9	15	12
Placement of Graduates	100%	100%	95%	94%	
Average Starting Salary			\$32- \$35,000.	\$33,826.	
Productivity - Academic Year Average	496.53	520.00	493.63	495.59	518.05
- Summer	276.67	266.13	242.50	211.50	168.00
Summer Enrollment	31	22	21	21	

* Use total for full year (S, F, W)

1. a) Areas of Strength:

- Stable enrollments (slightly increasing)
- Use of Web CT courses
- Innovative teaching methods – PowerPoint presentations
- Two career tracks within program
- Availability of minor integration with Accounting major
- Public accounting track majors meet requirements of State of Michigan to sit for Uniform CPA examination
- The two tracks meet requirements to sit for CIA and CMA examinations
- High placement percentages, above State of Michigan averages for performance/passage of CPA examination
- The program attracts relatively strong students with stronger academic credentials than most other academic programs in the COB.
- The demand for accountants remains constant and with the recent accounting scandals, the perceived need for accountants is expected to increase.
- The 150 semester hour rule to become a CPA will extend many students stay at the university by one year.

b) Areas of Concern and Proposed Actions to Address Them:

- Age and health of current faculty indicates a continuing shrinkage of faculty and expertise.
- Enrollment is an obvious concern, Student interest in the profession has dropped sharply in the past 10 years. We should develop an effective strategy to establish good relations with Michigan high schools and community colleges.
- Lack of faculty training in technology
- Lack of distance learning capabilities, especially to multiple sites. Inability to utilize distance learning to multiple sites is causing ineffective methods of delivery or non-cost effective methods of delivery of program content.
- Lack of support for release time for faculty to develop professionally and technologically
- Lack of budget to support programmatic concerns that affect enrollments, delivery of and perceptions of programs.
- The national organization (AICPA) and the state organization (MACPA) are working hard to stimulate interest. This strong public relations effort should eventually have a positive effect on enrollments.
- The 150 hr. rule is implemented effective July 1, 2003. I expect that students, who do not want to pursue a CPA Certificate, will be looking for alternatives to the Masters Degree option. Ferris will continue to offer a 4 year degree and a dual degree in ACCT/CIS or ACC/FINC. We think these students will be attracted to Ferris for these alternative programs.
- This author has serious concern about the teaching effectiveness of one of the faculty

2. Future goals (please give time frame):

Academic Year 2003-2004

- Implement a faculty rotation for professional development involving distance learning, the internet and technology in the classroom
- Implement additional courses via distance learning
- Establish a plan for courses on the Internet, with a timetable
- Review recruitment and retention plans covering both high schools and community colleges
- Evaluate faculty at schools near off-campus sites for recruitment to teach in the off-campus programs
- Create articulation agreements with other schools on distance learning and shared courses
- Analyze utilization of tracks in the accounting major
- Implement any changes necessary in the undergraduate program due to the 150-hour law and "substantial equivalency" of the Uniform Accountancy
- Offer alternatives to meet the 150-hour law (ISM and MBA existing graduate programs)
- Implement a post-graduation survey aimed at 3-, 5-, and 10-year alumni
- Implement an employer survey
- Promote internships for accounting students

Academic Year 2004-2005

- o Implement course offerings on the Internet per timetable
- o Establish a faculty internship program with public accounting and industry in State of Michigan
- o Create and establish cross-curriculum programs and courses

Academic Year 2005-2006

- o Increase enrollment in the future 5 years by 20%
- o Establish a comprehensive 5-year plan for the Program based on alumni and employer surveys
- o Evaluate curriculum changes made during the last three years
- o Evaluate off-campus sites, support, enrollments and program results such as employment, professional certification and satisfaction
- o Evaluate technology needs (both hardware and software) of current program, including off-campus and project for 5 years

3. Other Recommendations:

- o Increase enrollment
- o Attract highly qualified students to the accounting program
- o Increase faculty participation in professional organizations and related professional activities

4. Does the program have an advisory committee? Yes

- a) If yes, when did it last meet?
May 2002
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?
- c) When were new members last appointed?
2002
- d) What is the composition of the committee (how many alumni, workplace representatives, academic representatives)?
13 members – 3 workplace, 5 academic – 5 are alumni
- e) Please attach the advisory committee charge, if there is one.

5. Does the program have an internship or other cooperative or experiential learning course? Yes

- a) If yes, is the internship required or recommended?
Highly recommended
- b) If no, what is the reason for not requiring such an experience?
- c) How many internships take place per year? What percentage of majors has internships?
4-5 per year (about 6%.)

6. Does the program offer courses through the web? No

- a) Please list the web-based courses (those delivered primarily through the internet) the program offered last year?
None
- b) Please list the web-assisted courses the program offered last year.
ACCT 201, 310, 350, 312, 412, 441, and 450

7. What is unique about this program?

Faculty-student personalized relationship due to small class size.

a) For what distinctive characteristics is it known, or should it be known, in the state or nation?

- Small class size
- Students taught by professors, not grad assistants
- Faculty have practical business experience.

b) What are some strategies that could lead to (greater) recognition?

- An increased passage rate on the CPA examination followed by performance of individuals within their respective positions
- Increased participation by faculty in state and national professional organizations
- Meeting with high school students around the state

8. Is the program accredited? By whom? If not, why? When is the next review?

Yes, North Central.

9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?

- We have Ferris accounting graduates working for all of the Big 4 accounting firms, many in upper management positions.
- Our pass percentage on the CPA exam has been competitive and better than several schools in Michigan.
- The feedback from employers who hire our graduates is generally very positive.

10. Questions about Program Outcomes Assessment/Assessment of Student Learning at the Program Level (Attach additional sheets, if necessary.)

a) What are the program's learning outcomes?

- To provide students with the knowledge and skills to enter accounting and related professions
- Encourage more students to seek professional certification(s)
- Increase the number of graduates who pass professional examinations
- Students are able to use current technologies utilized in the practice of accounting
- Increase student and faculty participation in professional and other community organizations and related activities

b) What assessment measures are used, both direct and indirect?

- Students – tests, practice sets, cases, presentations, projects, etc. and surveys
- Courses – students evaluations, evaluation of trends in accounting education
- Major – exit surveys, graduate surveys and employer surveys

c) What are the standards for assessment results?

Faculty and peer review

d) What were the assessment results for 2003-04?

We have given the Business Major Field Test since 2001; I am not aware of the recent results.

- e) How will / how have the results been used for pedagogical or curricular change?
- Continuous course improvement
 - Involvement of faculty in numerous professional development events offered by CTL & FD

11. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes?
Yes
- b) If not, how do you plan to address discrepancies?
- c) Do you keep all course syllabi on file in a central location?
Yes, the Department Office

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by: Mohammed A. El-Saidi, Head, AFES Department / Feb 11, 2004
Name and Title / Date

Reviewed by Dean _____
Name / Date

Comments by Dean:

ADMINISTRATIVE PROGRAM REVIEW 2003

Program/Department: Acct AAS/ AFES Dept.

Purposes of Administrative Program Review:

1. to make deans and department heads/chairs aware of important quantitative and qualitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

Enrollment

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Tenure Track FTE					See BS degree
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	0	4	11	11	11
Freshman	0	3	4	5	6
Sophomore	0	0	5	4	1
Junior	0	0	0	1	3
Senior	0	1	2	1	1
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*					
Traverse City					
Grand Rapids					
Southwest					
Southeast					

*Use official count (7-day)

If there has been a change in enrollment, explain why:

Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

85 Students

What factors limit program capacity? Number of faculty

Financial

Expenditures*	FY 99	FY 00	FY 01	FY 02	FY 03
Supply & Expense					See BS degree
Faculty Prof. Development					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					
Equipment					
Voc. Ed. Funds					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					

*Use end of fiscal year expenditures.

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

Revenues	FY 99	FY 00	FY 01	FY 02	FY 03
Net Clinic Revenue					See BS degree
Scholarship Donations					
Gifts, Grants, & Cash Donations					
Endowment Earnings					
Institute Programs/Services					
In-Kind					

Other

	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Number of Graduates* - Total	0	0	0	1	7
- On campus	0	0	0	1	7
- Off campus					
Placement of Graduates					
Average Starting Salary					
Productivity - Academic Year Average					See BS degree
- Summer					See BS degree
Summer Enrollment	0	0	5	4	

* Use total for full year (S, F, W)

1. a) Areas of Strength:

b) Areas of Concern and Proposed Actions to Address Them:

2. Future goals (please give time frame):

3. Other Recommendations:

4. Does the program have an advisory committee?

- a) If yes, when did it last meet?
- b) If no, why not? By what other means do faculty receive advice from employers and outside professionals?
- c) When were new members last appointed?
- d) What is the composition of the committee (how many alumni, workplace representatives, academic representatives)?
- e) Please attach the advisory committee charge, if there is one.

5. Does the program have an internship or other cooperative or experiential learning course?

- a) If yes, is the internship required or recommended?
- b) If no, what is the reason for not requiring such an experience?
- c) How many internships take place per year? What percentage of majors has internships?

11. Questions about Course Outcomes Assessment:

- a) Do all multi-sectioned courses have common outcomes?
- b) If not, how do you plan to address discrepancies?
- c) Do you keep all course syllabi on file in a central location?

*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

Form Completed by Mohammed A. El-Saidi, Head, AFES Department / Feb. 11, 2004
Name and Title / Date

Reviewed by Dean _____
Name / Date

Comments by Dean:

6. Does the program offer courses through the web?

a) Please list the web-based courses (those delivered primarily through the internet) the program offered last year?

b) Please list the web-assisted courses the program offered last year.

7. What is unique about this program?

a) For what distinctive characteristics is it known, or should it be known, in the state or nation?

b) What are some strategies that could lead to (greater) recognition?

8. Is the program accredited? By whom? If not, why? When is the next review?

9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?

10. Questions about Program Outcomes Assessment/Assessment of Student Learning at the Program Level (Attach additional sheets, if necessary.)

a) What are the program's learning outcomes?

b) What assessment measures are used, both direct and indirect?

c) What are the standards for assessment results?

d) What were the assessment results for 2002-03?

e) How will / how have the results been used for pedagogical or curricular change?

Appendix

- Appendix 1 Survey Cover Letters and Questionnaires
- Appendix 2 Accountancy Advisory Council
- Appendix 3 Course Syllabi
- Appendix 4 Faculty Vita
- Appendix 5 CPA Examination Results and Michigan CPA Requirements
- Appendix 6 Enrollment Trends – College of Business

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 2003**

	Strongly Agree				Strongly Disagree	No Opinion
The Accounting major fits FSU's mission.	5	4	3	2	1	N/O
FSU's Accounting curriculum fits the needs of 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. ___CIS Dept. ___AFES Dept.
 COB staff ___Arts & Sciences Faculty ___FSU staff ___Other

July 15, 2004

Dear Accounting Graduate:

Ferris State University is continually striving to improve the education we offer our students. This effort includes an academic program review that all of our university programs go through on a rotating basis. The Accountancy Program is being reviewed this year.

Part of this process includes gathering information from a sample of our graduates. Please help us by completing the enclosed questionnaire. The information you provide is confidential and will be used to help us improve our program. Your participation can help us make changes to the content of courses and consider the mix of courses to include in the program.

Please return the questionnaire by **August 20** so we will be able to meet our deadlines.

Thank you for your help.

Charles Wolgamott, Ph.D., CPA, CIA, CMA
Accountancy Program Review Committee Member
Professor of Accountancy
Ferris State University

ACCOUNTING PROGRAM REVIEW GRADUATE SURVEY

*Please help us strengthen our Accounting Program at Ferris State 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 18 to 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 accounting? (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 and 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
- 2 \$20,000 to \$29,999
- 3 \$30,000 to \$39,999
- 4 \$40,000 to \$49,999
- 5 \$50,000 to \$70,000
- 6 more than \$70,000

30. How satisfied are you with your present job?

very satisfied 5 4 3 2 1 very unsatisfied

31. Additional comments or suggestions:

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

Date

Dear Employer:

Each academic major at Ferris State University conducts a detailed Program Review every six years to measure the effectiveness of the particular curriculum and to solicit information and ideas on how the coursework and related activities should be revised to better prepare our graduates for their professional careers. The Accountancy major in the College of Business is now conducting its Program Review and, as part of this effort, we are surveying our students, faculty and staff, alumna, advisory committee and employers.

As an employer of one of FSU's accountancy alumni, we would like to have your responses to the survey questions carried on the back of this letter. We've kept the questionnaire short (It should take less than 10 minutes.) but please feel free to expand on your answers and to offer additional information and suggestions on an extra sheet of paper. We'll be happy to receive the detailed comments and feedback. Please return the completed questionnaire to us in the enclosed, stamped envelope by July 25.

The final report on our study will be rather lengthy but we would be happy to forward a summary of the results and analysis when it is available. If you would like to receive this summary, just insert your business card into the envelope with the questionnaire.

It is critical that Ferris State constantly adjust and improve its academic curricula to meet the changing needs of employers. Your responses and advice will help us achieve that with the accountancy major.

Thank you for your time, cooperation and ideas.

Sincerely,

**Ronald H. Greenfield, APR
Assistant Professor and
Coordinator - Public Relations Major**

Exhibit 1

FERRIS STATE UNIVERSITY ACCOUNTING PROGRAM EMPLOYER QUESTIONNAIRE

Based on your experience with Ferris State University (FSU) accounting graduates that you have hired, please rate these employees in terms of the following professional skills and personal traits. Using the scale shown below, please circle your choice.

	Excellent		Average		Poor	No Opinion
1. Accounting proficiency	5	4	3	2	1	N/O
2. Computer application skills	5	4	3	2	1	N/O
3. Critical thinking/analytical skills	5	4	3	2	1	N/O
4. Speaking/oral communication skills	5	4	3	2	1	N/O
5. Ethical and moral values	5	4	3	2	1	N/O
6. Ability to work successfully in a team	5	4	3	2	1	N/O
7. Independence/ability to work without supervision	5	4	3	2	1	N/O
8. Leadership	5	4	3	2	1	N/O

	Much Better		Same		Much Worse	
9. How would you rate the preparedness of FSU accounting graduates to enter the accounting profession?	5	4	3	2	1	N/O

in terms of the following skills and traits, how does the preparedness of FSU's accounting graduates compare to the accounting graduates from other colleges?

10. Accounting proficiency	5	4	3	2	1	N/O
11. Computer application skills	5	4	3	2	1	N/O
12. Critical thinking/analytical skills	5	4	3	2	1	N/O
13. Speaking/oral communication skills	5	4	3	2	1	N/O
14. Ethical and moral values	5	4	3	2	1	N/O
15. Ability to work successfully in a team	5	4	3	2	1	N/O
16. Independence/ability to work without supervision	5	4	3	2	1	N/O
17. Leadership	5	4	3	2	1	N/O

	Very		Somewhat		Not at all	
How important are your accounting recruit's knowledge and skills in the following functional areas of business?						
18. Marketing	5	4	3	2	1	N/O
19. Management	5	4	3	2	1	N/O
20. Finance	5	4	3	2	1	N/O
21. Information Systems	5	4	3	2	1	N/O
22. International Business	5	4	3	2	1	N/O

Please answer Yes or No to the following questions?

- | | | |
|--|-----|----|
| 23. In the past year, did you find an adequate number of qualified applicants for your accounting positions? | Yes | No |
| 24. Would you be interested in serving on the Accounting Program's Advisory Committee? (This committee usually meets twice a year) | Yes | No |
| 25. Would you be interested in hiring FSU accounting student interns? | Yes | No |
| 26. Would you be interested in hiring FSU faculty interns? | Yes | No |
| 27. Would you be interested in having FSU accounting faculty provide on-site instructional classes? | Yes | No |
| 28. Would you be interested in having access to an online student resume bank? | Yes | No |

Use the space below to answer the following question:

28. In your opinion, what issues or trends will most significantly affect the accounting profession over the next 5 years?

29. Please feel free to provide any additional comments based on your experience with Ferris State University accounting graduates.

Please return the completed questionnaire in the enclosed, stamped envelope. Remember to enclose your business card if you would like to receive a summary of the results program review. Thank you for your time and cooperation.

Student Evaluation of the Accounting Programs

Accounting Program: What Accounting Program have you chosen?

Associate Bachelors Dual Accountancy/Finance Dual Accountancy/CIS
 Accounting Minor

Class Standing:

Freshman Sophomore Junior Senior

ENTERING YOUR PROGRAM: How did you enter your major at Ferris State University?

- 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: _____

FSU PREPARATION: Please evaluate the FSU courses you have taken by circling the appropriate number below. If you have not yet completed the class, you may leave the line blank.

(See Attached Evaluation)

		Poor		Excellent	
<u>General Education Requirements</u>					
Writing skills	1	2	3	4	5
Communication skills: Writing	1	2	3	4	5
Verbal	1	2	3	4	5
Problem solving/critical thinking skills	1	2	3	4	5
 <u>Computer Requirements and Use</u>					
Use for statistical or other analysis	1	2	3	4	5
Software MS Programs & accounting software	1	2	3	4	5
Internet use	1	2	3	4	5
WEB CT use	1	2	3	4	5
Classroom use	1	2	3	4	5
 <u>General Business Requirements</u>					
Finance skills and knowledge	1	2	3	4	5
Statistical skills and knowledge	1	2	3	4	5
Management skills and knowledge	1	2	3	4	5
Problem solving skills	1	2	3	4	5
 <u>Accounting Program Courses</u>					
Financial Accounting knowledge	1	2	3	4	5
Managerial Accounting knowledge	1	2	3	4	5
Tax Accounting knowledge	1	2	3	4	5
Governmental Accounting knowledge	1	2	3	4	5
Accounting Systems knowledge	1	2	3	4	5
Assurance Services knowledge	1	2	3	4	5
 <u>Overall Evaluation</u>					
Overall quality of program	1	2	3	4	5
Quality of accounting faculty	1	2	3	4	5
Preparation for a career in accounting	1	2	3	4	5

[Please continue on the reverse side]

EXTRACURRICULAR ACTIVITIES:

Are you a member of the Ferris Accounting Association? ____ Yes ____ No

In which other extracurricular activities have you participated?

Athletics, Band, Fraternity, Sorority, Golden Key, Red Cross, Big Brother/Big Sister

To what extent do you expect your extracurricular activities will enhance your business career preparation?

- ____ a. They contribute very little.
- ____ b. They are somewhat important.
- ____ c. They are moderately important.
- ____ d. They are extremely important.

COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE:

Do you expect to have a Cooperative Education or Internship Experience? ____ Yes ____ No

Have you completed a Cooperative Education or Internship Experience? ____ Yes ____ No

PLANS FOR POST GRADUATE STUDY:

What is the number of hours of Undergraduate Coursework you anticipate having at graduation? Av. 135.4

Do you anticipate you will obtain a graduate degree? [Check all that apply]

- ____ a. Master of Business Administration (MBA)
- ____ b. Master of Accountancy (MSA)
- ____ c. Master of Taxation (MST)
- ____ d. Law Degree (JD, LLB)
- ____ e. Other Degree _____
- ____ f. No Advanced Degree

FOR SENIOR STUDENTS ONLY: The Accounting Program you are completing gives you a set of required courses for completion. Please evaluate both.

List 3 strengths of the program:

List 3 improvements for program:

What accounting courses were MOST beneficial to you?

Why?

What accounting courses would you want to change or improve?

Why?

What courses outside of accounting were most rewarding?

What courses outside of accounting would you want to change or improve?

The following general comments were added by one student:

Accountancy Advisory Committee

<i>Name</i>	<i>Title</i>	<i>Company Name</i>	<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Phone</i>	<i>Fax</i>	<i>Email</i>
Brinkman	AI								
	Director of Internal Auditing	Meijer, Inc	Internal Auditing 2929 Walker, NW	Grand Rapids	MI	49544-	(616) 791-3500		brinkman@meijer.com
Harvey	Steve								
		BDO Seidman	1030 Oak Lane	Grand Haven	MI	49417-	(616) 774-7000		sharvey@bdo.com
Hubert	Mike								
	Deputy Superintendent	Lansing Community Schools	519 W. Kalamazoo	Lansing	MI	48933-	(517) 325-630	(517)325-6144	mhubert@isd.k12.mi.us
McGee	Jackie								
		Quixtar, Inc.	5101 Spaulding Plaza Mailcode SC1J	Ada	MI	49355-	(616) 787-7093		Jacqueline.Mcgee@quixtar.com
Monroe	Wait								
		Monroe, Sweeris & Tromp, PC	6617 Crossings Dr. SE	Grand Rapids	MI	49508-73	(616) 554-5800	78	wmonroe@mstpc.com
Neubecker	Jim								
		Office of the Auditor General-retired	P.O. Box 397 teaching at CMU	DeWitt	MI	48820-	(517) 669-5569	(517) 247-0157 cell	jim2243@msn.com
Niemi	Gordon								
		Northwestern Michigan College	1701 E Front Street	Traverse City	MI	49686-	(231) 995-1159	(231) 995-1546	gniemi@nmc.edu

<i>Name</i>	<i>Title</i>	<i>Company Name</i>	<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>	<i>Phone</i>	<i>Fax</i>	<i>E-mail</i>
Schefke	Alan	State of Michigan	State of Michigan Department of Consumer & Industry Services P. O. Box 30018	Lansing	MI	48909-75	(517) 241-9227	(517) 241-9280	aschef@michigan.gov
Schmitzer	Floyd	Michigan Department of Treasury	Treasury Building PO Box 30477	Lansing	MI	48922-	(517) 373-2922		schmitzerf@michigan.gov
Smith	Pamela	Northern Illinois University	Department of Accountancy	DeKalb	IL	60115-28	(815) 753-8673		M20PAS1@wpo.cso.niu.edu
Williams	Madonna	Black and Williams LLP	PO Box 1960	Traverse City	MI	49685-	(231) 946-2710		madonnaw@sbcglobal.net
Wittenbach	Jim	University of Notre Dame	310 Mendoza College of Business	Notre Dame	IN	46556-	(219) 631-7147	(219) 631-5255	jwittenb@nd.edu
Young	Jim	Northern Illinois University	Department of Accountancy	DeKalb	IL	60115-28	(815) 753-6382		M20JCY1@wpo.cso.niu.edu
Goolsby	Lisa	Southwestern Michigan College	Chair, Business Dept. 58900 Cherry Grove Rd.	Dowagiac	MI	49047-9726	(800)456-8675	(269)782-1212	lgoolsby@swmich.edu

SYLLABUS
Fall 2004
ACCT 201(009) – Principles of Accounting 1
M & W 3 :00 – 4:15pm

Instructor: Dr. Stephen T. Jakubowski, CPA

Telephone: 591-2988

e-mail address: jakubows@ferris.edu

Office: College of Business, Room 337

Office Hours:

Monday, Wednesday, & Friday: 10:00-11:00am

Monday, & Wednesday : 1:30-3:00pm

and by appointment

Prerequisite Policy

It is the student's responsibility to be aware of and meet all of the course prerequisites. By remaining in the course beyond the regular registration period, the student certifies that he/she has met all prerequisites. The dean's office reserves the right to administratively withdraw students from courses if the prerequisite(s) have not been met. The prerequisite for ACCT 201 is MATH 110.

Text Required:

Accounting 6th Edition, by Horngren, Harrison, & Bamber

Course Objectives:

This course focuses on financial accounting. Financial accounting is economic information provided by businesses to individuals outside of the business (investors and creditors). The objectives of the courses are to: 1. provide the student with an understanding of the financial accounting concepts, practices and procedures, 2. help the student develop an understanding of how business transactions are evaluated and how to read and analyze financial statements and 3. provide the student with an understanding of the ethical issues involved in analyzing, and communicating financial information.

Attendance: Your successful completion of this course requires that you attend class. I expect each of you to attend each class session. Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered (unless the absences become so numerous as to make meeting the objectives of the course impossible). The following events would not likely to be considered exceptions: 1.) Day care problems, 2,) Employment commitments, etc. I expect all students to be on time for class. Coming in late is a distraction to everyone. Both absence from class and tardiness affect your final grade.

Withdrawal Policy:

Make sure you are aware of the University's withdrawal policy. The last official day to withdraw is Thursday, November 4, 2004.

Accommodations for Students with Disabilities:

Any student who has a learning disability or a physical handicap should schedule an appointment with me during the first week of class to discuss accommodations for the classroom and/or assignments and examinations.

Syllabus Revisions:

There may be minor changes to the assignment schedule during the semester. The changes will be announced in class and all students are responsible for being aware of such changes.

Exams:

Exam will be given only on the dates described on the assignment schedule. Please take careful note of the date on the assignment schedule. THERE ARE NO MAKE-UP EXAMS. The exams are given during the regular class period.

Quizzes:

Short quizzes will be given in class during the semester at the start of the period. Expect to take one quiz on each chapter we cover. Your lowest quiz score will be dropped and the remaining quiz points will be factored into your final grade. Under no circumstances can a quiz be made up so make sure you are in class on time.

Recommended Study Procedures

The essential factor necessary for you to reach the course objectives is to make sure you spend adequate time studying the material, both before and after it is discussed in class. Some of you may have to spend more time with it than others. The important thing is to study the material until you understand it. Do not consider any of the assigned homework problems until you have adequately read the material in the chapter. For most of us, each chapter requires more than one reading. You will generally know when you understand the material and you will also know when you do not understand the material. Everyone in the class is capable of mastering the material we cover. I'll do everything I can to help you.

For your own benefit and the benefit of the whole class, ask questions when you don't understand what you are reading or what we are discussing in class. I promise you the accounting areas we cover in this class are not only very important for someone entering the field of accounting, but very interesting as well. I hope this becomes evident to you as you study and learn about these areas of accounting.

Homework:

Be prepared every day. The assignment schedule (attached) describes the material we will be covering this semester. You must have each chapter read at least once by the time the material is first presented in class. This is required for your successful completion of this course. You should be prepared each day to either ask questions about the areas that you don't understand, or be ready to discuss what you have learned or answer any questions that either I or your classmates raise.

I will evaluate your progress in this class by examining your work on the exams, and assigned homework. The exams, for the most part, are composed of questions similar to those assigned for homework. The homework problems provide for you a means of testing your understanding of material covered in each chapter. This is why I assign them. I will be glad to help you through a problem if you have a question. If you need help come and see me before the homework is collected. I do examine your homework. I may collect only one of the assigned problems or I may collect all of the assigned homework for any given chapter. With the exception of the first week, homework for a given chapter will be collected on the last day that chapter is covered in class. I don't expect you to always have the correct solutions to the requirements in the problems, but I do expect COMPLETE AND NEAT solutions. I do examine your homework. The homework credit that you have earned will be factored into your final grade.

Grade Computation:

Your final grade will be based on your overall class performance. It will be based on the following components:

The following scale can be used to approximate letter grades.

	%	points		
	-----	-----		
Examinations	70%	400	A	= 90 - 100
Quizzes	15%	86	B	= 80 - 89
Homework	10%	57	C	= 70 - 79
Attendance/Promptness	5%	28	D	= 60 - 69
	-----	-----	F	= < 60
Total	100%	571		

There are four exams in this class. Take careful note of the exam dates. Exams will only be given at the regular class meeting times. Everyone will take the exam at the regular time and on the assigned date.

There are no extra credit assignments, no make-up quizzes nor make-up exams. The final grade is based on the total points that you have earned on the four components listed above.

Assignment Schedule				ACCT 201 11:00 AM Fall 2004			
DATE	DAY	CHAPTER	HOMEWORK	DATE	DAY	CHAPTER	HOMEWORK
Aug. 30	M	CH 1 - Acct. and the Business Environment	S1,2 E9,12 P2,5 EI 1,2	Nov. 1	M	CH 10 - Plant Assets and Intangibles	E 1,4,8,9,10,11 P 4 EI
Sept 1	W	CH 1		3	W	CH 10	
3	F	CH 2 - Recording Business Transactions	E 3,5,6,11 P 3 EI	5	F	CH 10	
6	M	CH 2		8	M	CH 11 - Current Liabilities and Payroll	E 2,4,5,7 P 1,3 EI
8	W	NO CLASS		10	W	CH 11	
10	F	CH 2		12	F	CH 11	
13	M	CH 2		15	M	Exam 3	
15	W	CH 3 - The Adjusting Process	S 1 E 1,7 P 3,5 EI	17	W	CH 13 - Corporations	S 1,2 P 2,3,4,7,8 EI
17	F	CH 3		19	F	CH 13	
20	M	CH 3		22	M	CH 13	
22	W	CH 4 - Completing the Accounting Cycle	S8,12 E 1,2 P 3,4,5 EI	24	W	CH 14 - Retained Earnings/Treasury Stock	E 4,7,8,14 P 4,5 EI
24	F	CH 4		26	F	NO CLASS	
27	M	CH 4		29	M	CH 14	
29	W	Exam 1		Dec. 1	W	CH 14	
Oct. 1	F	CH 5 - Merchandise Operations & Apdx.	E1,2,3,4 P 3,4,5 2App.	3	F	CH 15 - Long term Liabilities	E 3,4,5,6 P 4,5 EI
4	M	CH 5		6	M	CH 15	
6	W	CH 5		8	W	CH 15	
8	F	CH 6 - Merchandise Inventory	E 1,2,3,4 P 1,2,3,4 EI	10	F	CH 15	
11	M	CH 6		Finals Week		Exam 4	
13	W	CH 6		* AT THE END OF EACH CHAPTER, DO ALL OF THE MULTIPLE CHOICE			
15	F	CH 8 - Internal Control and Cash	S 1,2,3 E 5,11 P 1,3 EI	** S - Starter Problems			
18	M	CH 8		E - Exercises			
20	W	CH 8		P - Problems			
22	F	Exam 2		EI - Ethical Issue SOLUTIONS MUST BE TYPEWRITTEN!			
25	M	CH 9 - Receivables	E 1,2,3,4,7,8,9 P 3,7 EI				
27	W	CH 9					
29	F	CH 9					

Accounting 201 Syllabus

Professor: Bill Townsend (Functioning as facilitator)

Office: BUS 344

Phone: Ext. 2464

E-mail: BillTownsend@hotmail.com

Language Rating: PG-13

Course Description: Introduction to financial accounting; accrual and cash basis, end-of-period adjustments, and the closing process. Assets, depreciation, liabilities, payroll, inventories, stockholders equity, bad debt expense and other accounting principles and concepts will be covered with emphasis on the corporate form of ownership.

Prerequisite: Math 110 or equivalent, with a grade of C- or better.

A. Course Objectives:

I. General Objectives:

1. To develop a knowledge and appreciation of the purpose of accounting and its function in business.
2. To develop a knowledge of accounting methods as an orderly means of classifying, summarizing and presenting useful economic mass data.
3. To develop a knowledge of accounting as the basic language of business. This understanding must include knowledge of elementary accounting principles, concepts, standards and procedures used in measuring the results of business efforts.
4. To develop knowledge and appreciation of the values of accounting to management, investors, government, and the general public. To develop the idea that accounting is a basis for management decisions.
5. Efforts in this course shall be directed toward general business information needed by all students, including the needs of non-accounting majors.

II. Specific Objectives:

1. To develop an adequate technical knowledge and appreciation of general business and accounting information through the following accounting areas:
 - Introduction and evaluation of accounting transactions
 - Basic structure of accounting, particularly as it pertains to a corporation
 - Accounting for a merchandising enterprise
 - Receivables, payables, and inventories
 - Deferrals, accruals, plant assets, and intangible assets
 - Liabilities and stockholders equity

B. Course Outline:

- I. Basic concepts of accounting
- II. Recording process
- III. Adjustment accounts
- IV. Completing the accounting cycle

- V. Merchandising operations
- VI. Accounting principles
- VII. Internal control
- VIII. Receivables
- IX. Inventories
- X. Long Term Assets
- XI. Liabilities
- XII. Stockholders Equity

C. Methods:

- I. Active learning approach involving reading and applying course content to problem solution using the computer. (See Assignment Sheet & Group Problem)
- II. Lectures and discussion, with all germane questions welcomed.
- III. Tests review principles and methods of accounting. (Make-up exams require written excuse).

D. Attendance & Comportment:

- I. Class attendance is expected. Each and every unexcused absence, beyond 2 unexcused absences, will lower the grade one notch on the grading scale. (E.g.: The semester grade of B+, earned by points accumulated from homework and exams, would be lowered to a B upon the 3rd unexcused absence, and lowered to a B- upon the 4th unexcused absence, etc.)
- II. Two instances of tardy for class constitute one unexcused absence. Sleeping in class shall be considered an absence!
- III. Leaving/exiting the classroom during the session shall be considered an absence.
- IV. No food and/or drink, and, outside reading material allowed during class session.
- V. No health/beauty products use allowed during class session.
- VI. No personal grooming allowed during class session. No hat wearing in class.
- VII. Turn off electronic devices during class (cell phones, pagers, pc's, etc.)
- VIII. Any behavior considered disruptive by the Instructor, shall be grounds for lowering the earned grade, or expulsion from the class.
- IX. All germane questions are welcomed and encouraged.

E. Evaluation Basis:

- Tests will constitute 50% of the grade. (Incomplete Homework = No Exam)
- Homework, individual and group, will constitute 50% of the grade.
- Positive classroom participation will add to the semester grade.
- One unexcused absence or less will add to the semester grade.
- (See Assignment for homework and due dates, plus testing dates, mid-term grades will not be issued).
- Grading scale is: 90-100%= A's; 80-90%= B's; 70-80%=C's; and 60-70%= D's

F. Teaching Materials (Required):

- 1. Text: Horngren, Harrison, & Bamber; **Accounting** ; 6th edition; by, Pearson-Prentice Hall.

FERRIS STATE UNIVERSITY DEPARTMENT OF ACCOUNTANCY FALL 2004
INSTRUCTOR: TERESA K. COOK **COURSE NUMBER:** ACC 202
OFFICE NO: 362, Ext. 2475
EMAIL: cookt@ferris.edu
OFFICE HOURS: M,W 2:00 – 4:30, or by appointment

TEXT BOOKS AND MATERIAL REQUIRED:

FINANCIAL & MANAGERIAL ACCOUNTING, Warren, Reeve, & Fess, 7th edition
Student workbook is encouraged (not required).
Four column accounting paper for homework is STRONGLY encouraged.

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser & notebook paper

ALWAYS bring to class your textbook, calculator, pencils and erasers

Note: If you choose to use a programmable calculator, you will be asked to remove the batteries, which will erase the memory, before you are allowed to take an exam.

COURSE DESCRIPTION AND PURPOSE OF COURSE:

The course introduces accounting principles and how they are used to fairly present the financial conditions of a business entity. It includes an analysis of the basic principles of accounting relating to such topics as the accounting cycle, financial statements, internal control and ethics in accounting and business.

The primary objective of the course is to develop basic skills in recording business transactions and preparing financial statements according to Generally Accepted Accounting Principles. The course may include the use of journal entries, general ledger postings, financial statement preparation, worksheet preparation and basic ratio analysis.

HOW TO STUDY FOR ACCOUNTING:

Accounting can best be learned by active participation in class. Regular attendance is required of all students. Accounting courses require more **STUDY TIME** than many courses, so it's important that you budget your time accordingly. The subject matter of accounting is cumulative by nature. It is very difficult to catch up if you fall behind. Ten to fifteen hours of work outside of the classroom each week is the general rule to obtain a decent grade.

If you want to be successful, you **MUST** be prepared for each class session. Read the Chapter **BEFORE** it is discussed in class and work all homework assignments **PRIOR** to class session.

Get a "study partner" that you can contact outside of the classroom to share information and questions relating to class work and assignments. Tutors are available to help you (one-on-one) in our Tutoring Lab.

For the CPA exam, the Becker review course suggests using index cards as a flash card study method. It works **GREAT!** On one side put the term, calculation or accounting principle that you need to know and the definition on the reverse. Carry these cards with you and when you have a few moments – prompt yourself.

You are the college's most important asset. We are concerned about your success and ask that when problems arise affecting your class performance (or for any other reason) to stop by my office or call me and leave a message as to when and where I can reach you.

Any student who is learning disabled should contact the Disabilities Services Office located in Arts & Sciences Commons 1017K, ext. 3772. Have the office notify me if any special arrangements need to be made.

If you have trouble taking tests, or needs help with other classroom and study skills, please contact the Academic Support Center, ASC 1017, ext. 3543.

I want you to pass this class! I will do whatever I can to help, but ultimately it is up to you.

FERRIS STATE UNIVERSITY DEPARTMENT OF ACCOUNTANCY FALL 2004
INSTRUCTOR: TERESA K. COOK COURSE NUMBER: ACC 202
OFFICE NO: 362, Ext. 2475
EMAIL: cookt@ferris.edu
OFFICE HOURS: M,W 2:00 – 4:30, or by appointment

TEXT BOOKS AND MATERIAL REQUIRED:

FINANCIAL & MANAGERIAL ACCOUNTING, Warren, Reeve, & Fess, 7th edition
Student workbook is encouraged (not required).
Four column accounting paper for homework is **STRONGLY** encouraged.

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser & notebook paper

ALWAYS bring to class your textbook, calculator, pencils and erasers

Note: If you choose to use a programmable calculator, you will be asked to remove the batteries, which will erase the memory, before you are allowed to take an exam.

COURSE DESCRIPTION AND PURPOSE OF COURSE:

This course is meant to provide a basic understanding of the application of accounting principles as related to Managerial Accounting, Manufacturing Accounting, Statement of Cashflows, Decision Making, and Financial Statement Analysis. It includes an introduction to cashflows, job order and process costing, segment accounting, budgeting and standard costs.

HOW TO STUDY FOR ACCOUNTING:

Accounting can best be learned by active participation in class. Regular attendance is required of all students. Accounting courses require more **STUDY TIME** than many courses, so it's important that you budget your time accordingly. The subject matter of accounting is cumulative by nature. It is very difficult to catch up if you fall behind. Ten to fifteen hours of work outside of the classroom each week is the general rule to obtain a decent grade.

If you want to be successful, you **MUST** be prepared for each class session. Read the Chapter **BEFORE** it is discussed in class and work all homework assignments **PRIOR** to class session.

Get a "study partner" that you can contact outside of the classroom to share information and questions relating to class work and assignments. Tutors are available to help you (one-on-one) in our Tutoring Lab.

For the CPA exam, the Becker review course suggests using index cards as a flash card study method. It works **GREAT!** On one side put the term, calculation or accounting principle that you need to know and the definition on the reverse. Carry these cards with you and when you have a few moments – prompt yourself.

You are the college's most important asset. We are concerned about your success and ask that when problems arise affecting your class performance (or for any other reason) to stop by my office or call me and leave a message as to when and where I can reach you.

Any student who is learning disabled should contact the Disabilities Services Office located in Arts & Sciences Commons 1017K, ext. 3772. Have the office notify me if any special arrangements need to be made.

If you have trouble taking tests, or needs help with other classroom and study skills, please contact the Academic Support Center, ASC 1017, ext. 3543.

I want you to pass this class! I will do whatever I can to help, but ultimately it is up to you.

GRADING CRITERIA:

Your final grade will be based on the points earned (maximum 600) from the following:

- A. HOMEWORK/CLASS ASSIGNMENTS** will be collected **unannounced** throughout the semester. They will be graded based on the amount of work completed by the student. **Late homework/class assignments will NOT be accepted. If you know you are going to miss a class, you may turn in the homework to my office before the start of class that day.** All homework must be done in pencil and it will be collected at the beginning of the class for which it has been assigned. Please do not ignore homework points. Every point not earned must be earned on quizzes or exams.

The assignments collected (value of 10 points each) will total 100 POINTS.

- B. QUIZZES** will be given **unannounced** throughout the semester. I will give a total of 7 quizzes throughout the semester. There will be **NO** make-up for missed quizzes. 2 quiz scores will be dropped. **If you happen to be absent on the day a quiz is given, it will count as 1 of your dropped quizzes.**

The scores from your 5 HIGHEST quiz grades (value of 20 points each) will total 100 POINTS.

- C. EXAMS** will be given four times throughout the semester. Each exam will be worth 100 points. Exams **MUST** be taken when scheduled and missed exams will be counted as a zero. Please note that there is **NO SUCH THING** as an excused exam after the fact. Arrangements to take an exam early **MUST** be made in advance.

The scores from your exams will carry up to 400 POINTS.

- D.** An optional comprehensive **FINAL EXAM** will be given at the end of the semester. If you do take the final, it will replace your lowest test grade. If you miss an exam, the comprehensive final is required and will be the makeup exam. The final exam will not be given before finals week. This exam is taken directly from quizzes and exams given throughout the semester. Therefore, it would be a good idea to get the right answers for all quizzes and exams and keep these papers throughout the semester. The only day you will be able to get this information from me is the class period after the quiz or exam is given. **DO NOT expect to be able to come to me at the end of the semester to get copies or answers to quizzes or exams – it is up to you to keep track on your own!**

Attendance Policy:

Attendance will be taken. There is a direct relationship between attendance and success in this course. If you are absent from class, it is your responsibility to learn of any assignment(s) or handout(s) prior to the next class period. Failure to attend classes will most likely affect your grade, and it may affect your future financial aid. If you are registered in an SLA section, please read the attendance policy for the SLA lab in the handout on SLA courses.

GRADING SCALE:

A 93%	B+ 87%	C+ 77%	D+ 67%	F <60%
A- 90%	B 83%	C 73%	D 63%	
	B- 80%	C- 70%	D- 60%	

If applicable, you must pass ACC 202 before being allowed to take FIN 322.

ACADEMIC DISHONESTY: Evidence of academic dishonesty during an exam will result in a zero grade for the exam and probable course failure.

RECORDS OF MY GRADES (BASED ON 600 POINTS)

HOMEWORK/CLASS ASSIGNMENTS (10 @ 10 pts ea.)

____ + ____ + ____ + ____ + ____
____ + ____ + ____ + ____ + ____ = _____ (Max. 100 pts)

QUIZZES (5 Highest Scores @ 20 pts ea.)

____ + ____ + ____ + ____
____ + ____ + ____ = _____ (Max 100 pts)

SCHEDULED EXAMS (4 @ 100 pts ea.)

____ + ____ + ____ + ____ = _____ (Max 400 pts)

TOTAL POINTS _____ (Max of 600)
=====

Accounting 202
Principles of Financial Accounting II
3 Credit Hours

Instructor: Bill Townsend – Office: BUS 344 – Phone: Ext. 2464 – E-Mail: BillTownsend@hotmail.com

A: General Objectives:

1. To develop a knowledge and appreciation of the purpose of accounting and its function in business.
2. To develop a knowledge of accounting methods as an orderly means of classifying, summarizing and presenting useful economic mass data.
3. To develop a knowledge of accounting as the basic language of business. This understanding must include knowledge of elementary accounting principles, concepts, standards and procedures used in measuring the results of business efforts.
4. To develop knowledge and appreciation of the values of accounting to management, investors, government, and the general public. To develop the idea that accounting is a basis for management decisions.
5. Efforts in this course shall be directed toward general business information needed by all students, including the needs of non-accounting majors.

B: Specific Objectives:

1. To develop an adequate technical knowledge and appreciation of general business and accounting information through the following accounting areas:
 - ◇ A basic understanding of the application of generally accepted accounting principles and financial accounting standards as related to the following accounting areas:
 - a. Statement of Cash Flows
 - b. Schedule of Cost of Goods Manufactured
 - ◇ A basic understanding of the application of generally accepted methods used to analyze financial statements.
 - ◇ A basic understanding of the managerial accounting concept and how it differs from the financial accounting concept.
 - ◇ A basic understanding of methods and systems used by management to capture and report essential cost data in manufacturing and non-manufacturing environments.
 - ◇ A basic understanding of the fundamental concepts of Material, Labor and Overhead as used in various manufacturing environments.
 - ◇ A basic understanding of how Actual Costing, Normal Costing, and Standard Costing function in various business environments.

C: Course Outline:

- I. Cash Flow Statement
- II. Financial Statement Analysis
- III. Cost of Goods Manufactured Schedule
- IV. Job order Cost Environment]
- V. Process Costing
- VI. Budgeting in Manufacturing Environment
- VII. Standard Costing
- VIII. Cost Volume Profit

D: Methods:

1. Active learning approach involves reading and applying the materials to problem solutions. (See Assignment Sheet)
2. Lecture and discussion (all germane questions welcomed).
3. Test review principles and methods of accounting. (Make-up exams require written excuse).
4. Language = PG-13

E: Attendance/Comportment:

1. Class attendance is expected. Each and every unexcused absence, beyond 2 unexcused absences, will lower the grade one notch on the grading scale. (E.g.: The semester grade of B+, earned by points accumulated from homework and exams, would be lowered to a B upon the 3rd unexcused absence, and lowered to a B- upon the 4th unexcused absence, etc.)
2. Two instances of tardy for class constitute one unexcused absence. Sleeping in class shall be considered an absence!
3. Leaving/exiting the classroom during the session shall be considered an absence.
4. No food and/or drink, and, outside reading material allowed during class session.
5. No health/beauty products use allowed during class session.
6. No personal grooming allowed during class session. No hat wearing in class.
7. Any behavior considered disruptive by the Instructor, shall be grounds for lowering the earned grade, or expulsion from the class.
8. Turn off electronic devices during class (cell phones, pagers, pc's, etc.,)
9. All germane questions are welcomed and encouraged.

F: Evaluation Basis:

1. Tests will be equal to 50% of the semester grade. Mid-term grades will not be assigned. Completed homework and exams will constitute your grade.
2. Homework will be equal to 50% of the semester grade.
3. Positive classroom participation will add to the semester grade.
4. One unexcused absence, or less, will add to the semester grade.
5. See the Assignment Sheet for homework assignment. Homework will be collected. (Assignments may be changed or added to during the semester- mid-term grades will not be issued).
6. Periodic testing with testing dates on Assignment sheet.
7. Grading scale is – 90-100%=A's; 80-90%= B's; 70-80%=C's; 60-70%=D's.

G: Adopted Text:

Warren, Reeve & Fess; **Financial & Managerial Accounting**, 7th Edition, Southwestern Publishing Inc.

Accounting 205
Date: Fall 2004
Instructor: Thompson, Carolyn

Office BUS 340--Ext. 2460 thomsoc@ferris.edu
Office hours -T_1:15—3:15_____

R_2:30—4:30_____

COURSE OUTLINE OBJECTIVES:

- To become familiar with the concepts of cost/managerial accounting.
- To gain a working knowledge of the fundamentals of standard costing.
- To acquire an understanding of the cost-volume profit analytical model.
- To work with basic budgeting concepts.
- To work with incremental analysis.

METHODS:

- Problem solving.
- Readings/ discussion.
- Lecture/ discussion.

GRADING:

Your grade will be based on the best four of five scheduled exams (50pts. each) and your practice work.

Homework and all practice work done in class (problems, exercises, quizzes, etc. will count the equivalent of one exam.

Total possible points for the course is 250. A grade of A requires 90% of total points; B requires 80%; C requires 70% ; D requires 60%; Earning below 60% of required points is failing.

Work to be turned in for credit is done almost every day in class. This work must be done in class and submitted on the announced due date for maximum credit. Homework for each unit is due on the scheduled test day for the unit. Late homework will be assessed a 50% penalty. Homework more than one class days late is not acceptable..

IMPORTANT: A written, verifiable excuse must be furnished to make up any scheduled work-- in class practice assignments or exams..

TEXT: □ Managerial Accounting ,by Garrison & Noreen, 10th ed., published by Irwin.

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FALL 2004—SCHEDULE OF HOMEWORK AND EXAMINATIONS

(The right to make appropriate adjustments is reserved.)

Aug 30 Ch. 9 Prs. 13,17,19,20

Sept 1

6 No classes

8

13

15

20

22

27 Exam 1

29 Ch. 10 Prs. 10,13

Oct 4

5 Ch. 11 Prs. 15,20

11

13

18 Exam 2

20 Ch. 22 Prs. 17,21

25

27 Ch. 13, Prs. 12,15

Nov 1

3

8 Exam 3

10 Ch. 14 Prs. 18, 19

15

16 Ch. 15 Prs. 12,13

22

24 xxx

29

Dec. 1 Exam 4

Dec. 6 Ch. 8 Prs. 14,17

8

FINAL EXAM—(Exam 5—per official
Final exam schedule)

**FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS
PRINCIPLES OF CONSTRUCTION ACCOUNTING**

ACCT 221

Fall 2004

Adrienne E. Slaymaker, DBA, CPA

Office: 344 Business Building

Phone: (231) 591-2464

Email: slaymaka@ferris.edu

Office hours: 1:00-3:00 Monday, Wednesday
or by appointment

PREREQUISITE: MAT 110 with at least C- or consent of instructor **COURSE HOURS:** 3

COURSE MATERIALS:

Required Text: *Accounting*, 6th edit. by Horngren, Harrison & Bamber, Prentis-Hall, Inc.
2005 (the RED book).

Required Material: Computer with access to the Internet and FSU Campus Pipeline

COURSE OBJECTIVE:

Principles of Construction Accounting introduces students to the use of accounting systems prevent errors, control construction projects, and generate the financial statements necessary to obtain financing in the construction industry. On successful completion of the course the student should understand how to: 1) establish an accounting system to manage a construction project; 2) keep records; 3) correctly measure the income and expenses at the end of the period; 4) translate the accounting records into formal financial statements to obtain financing; 5) use financial statements to prevent errors; 6) manage the flow of cash through the business; and 7) control construction projects through price and quantity variance analysis.

ATTENDANCE AND HOMEWORK:

Regular attendance is a necessary condition for success in college study and is extremely useful to students as a means of acquiring knowledge and clarification. This policy recognizes that the course content includes classroom lecture and discussion, certain aspects of which may be covered on projects, homework, or other assignments. Occasionally, changes of the course schedule and other announcements are made in class and the student is responsible for these regardless of his/her presence in the classroom.

The course homework policy requires all students to be adequately prepared for each class in accordance with the Assignment Schedule on the last pages. Solutions to various practice projects and other homework will be available on the course WebCT site after all papers for that project or homework have been collected. The homework that will be covered in class is necessary to understand how to complete the Projects. If you are having difficulty with the

assigned homework you should request additional homework and post your questions in the chat area of the course WebCT site. All questions regarding the homework should be asked on the date covered in class.

Throughout the semester you will be completing 11 Projects. These projects are specially designed to emphasize the application of the topic to the construction industry. The financial statement, Monopoly projects you will complete as an individual, even though you will be working in a randomly assigned group. For the construction project you will be graded as a group. Unlike the financial statement, monopoly projects the group members for the construction projects will be self selected. The absence of one member of a group from a financial statement / monopoly project will require the absent member to complete the project using the data collected by the remaining group members that are in class. The absence of one member of a group from the construction project will require all the remaining group members to complete the project, and will lower the overall grade of the absent member. All individual and group projects will be submitted within the following two class periods. Any project submitted AFTER the collection date will have the point value reduced by 10 percent per class period.

POINTS: Each project is given the number of points which reflect its difficulty at the time the project is completed. Grades are assessed based on the total points:

PROJECTS:

10 Small Projects @ 50	500 points
1 Large Projects @ 100	<u>100</u>
Total Points Possible	600

GRADES:

	<u>Total Points</u>	<u>Grade</u>
	540 - 600	A
	480 - 540	B
	400 - 480	C
	350 - 400	D
Below	350	F

INCOMPLETE:

The mark of "I" (incomplete) is appropriate when the student has not completed all of the course requirements during the semester **AND** when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course work **SUCCESSFULLY** without again attending regular class sessions.

ACCT 221 ASSIGNMENT SCHEDULE

DATE	CHAPTER / PAGES	LECTURE TOPIC or PROJECT (points)
August 30		Overview of the Course
September 1	1 / p. 1-8	Organization of a Business
September 3	1 / p. 9-12	Accounting Principles & the Accounting Equation
September 6		Labor Day Holiday
September 8	1 / p. 13-24 2 / p. 42-46	Record Keeping and the Balance Sheet
September 10		Balance Sheet – Monopoly Project Round 1 (50 points)
September 13	3 / p. 91-100 3 / p. 102-106	Measuring Income
September 15	3 / p. 109-110 4 / p. 152-153	The Owner's Capital and Income Statements
September 17		Financial Statements– Monopoly Project Round 2(50 points)
September 20	fs Handout	A Review of the Accounting Cycle
September 22		Financial Statement Project (50 points)
September 24	7 / p. 280-287	Using Accounting Systems for Business Control
September 27	7 / p. 288-299	Special Journals and Accounting Memorandums
September 29	8 / p. 322-329 8 / p. 336-339	Internal Control of Business Cash and Other Assets
October 1	8 / p. 329-336	Bank Reconciliations for Control of Cash
October 4		Bank Reconciliation Project (50)
October 6	17 / p. 656-661	Statement of Cash Flows, Operating, Investing & Financing
October 8	17 / p. 671-678	Direct Method of Preparing the Cash Flow Statement
October 11		Financial Statement – Monopoly Project Round 3 (50 points)
October 13	cfs Handout	Using a Cash Flow Statement to Uncover Business Errors
October 15	10 / p. 398-403	Purchase of Long Term Assets
October 18	10 / p. 403-410	Depreciation of Long Term Assets
October 20		Financial Statement – Monopoly Project Round 4 (50 points)
October 22	11 / p. 434-439	Short Term Debt and Straight Line Interest
October 25	mtg Handout	Long Term Mortgage Debt and Effective Interest
October 27		Financial Statement – Monopoly Project Round 5 (Part 1)
October 29		Financial Statement – Monopoly Project Round 5 (100 pts)
November 1	18 / p. 704-715	Horizontal and Vertical Financial Statement Analysis
November 3	18 / p. 715-722	Using Financial Ratios to Analyze Business Progress
November 5		Financial Statement Analysis Project (50 points)
November 8	19 / p. 750-757	Introduction to Management Accounting
November 10	19 / p. 757-766 20 / p. 796-802	Identifying the Costs of a Construction Project
November 12	20 / p. 802-806 5 / p. 186-190	Material Purchases and Costs
November 15	5 / p. 185-186 6 / p. 256-258	Material Inventory Methods
November 17		Construction Project – Material Purchases (50 points)
November 19	20 / p. 806-810	Construction Labor: Employees or Subcontractors?

DATE	CHAPTER / PAGES	LECTURE TOPIC or PROJECT (points)
November 22	11 / p. 442-450	Introduction to Employee Payroll Costs
November 24		Construction Project – Scheduling Labor (50 points)
November 26		Thanksgiving Holiday
November 29	20 / p. 810-819	Manufacturing Overhead
December 1	20 / p. 819-821	Noninventoriable Costs
December 3		Construction Project – Build the Project (Part 1)
December 6	9 / p. 360-364 9 / p. 372-374	Construction Project – Build the Project (100 points)
December 8		Managing Construction Receivables
December 10		Review of the Course

December 13, 12:00-1:40 COMPREHENSIVE FINAL EXAMINATION

DEPARTMENT OF ACCOUNTANCY
ACCOUNTING 231

Professor Wolgamott, Ph.D, CPA
Office: B-303, Ext 2417
E-mail: Charles_Wolgamott@Ferris.edu
Office Hours:

Text: Payroll Accounting 2002 Ed., South-Western publish.

Your grade will be based on the results of three exams, projects, homework, quizzes and an optional comprehensive final. If you do take the final, it will replace your lowest test grade! However, there are NO MAKEUP exams. For a missed exam, the comprehensive final is required and will be the makeup exam.

Exam Schedule
(Subject to Change)

EXAM	I CH 1 & 2	100pts		
	II CH 3 - 5	100pts	A 93%	A- 90%
	III CH 6	100pts	B+ 87%	B 83%
	CH 7 Project	100pts	B- 80%	C+ 77%
	Appendix A	200pts	C 73%	C- 70%
	Homework, Quizzes	100pts	D+ 67%	D 63%
			D- 60%	F <60%
	TOTAL POINTS	700pts		

Homework will be collected at the start of class as assigned. Homework
TURNED IN LATER WILL ONLY RECEIVE 50% CREDIT!

I want you to pass! I want you to receive a good grade! I will do what I can to help, but you will receive the grade you EARN! You must do your part - attend class and do your homework!

Attendance Policy:

Attendance will be taken. There is a direct relationship between attendance and success in accounting. Failure to attend classes will most likely affect your grade.

Homework:

There are 100 points assigned to homework and quizzes. Your name, seat number and problem number must be on all pages turned in. It is preferable that multiple pages be stapled. Please do each problem on a separate sheet of paper.

My students usually have a better grade on their homework than on their exams. This is a good way to improve your grade. Expect homework to be due almost every day. Quizzes are usually not announced. If you miss a quiz, there will be no make-up allowed and a grade of zero will be recorded.

Tests:

There will be three tests of 100 points each. Test dates will be announced in advance. Remember, if you miss an exam the make-up test will be the comprehensive final.

Miscellaneous:

Evidence of academic dishonesty during an exam will result in a zero grade for the exam and probable course failure.

It is not appropriate to bring children to class. Do not bring cell phones or beepers to class that go off during class. My job is to maintain the learning environment of the classroom. In general, behavior that is disruptive to the class is not appropriate.

In short, come to class, do your homework and act like you want to be here.

DEPARTMENT OF ACCOUNTANCY
ACCOUNTING 241

Professor Wolgamott, Ph.D, CPA, CIA, CMA

Office: B-303, Ext 2417

E-mail: Charles_Wolgamott@Ferris.edu

Office Hours:

TEXTBOOK AND SUPPLEMENTARY MATERIALS:

Text: Integrated Accounting, Klooster & Allen, 4e, South-Western.

10 blank, formatted 3.5" disks.

COURSE OBJECTIVES:

1. Develop the skills necessary to do general ledger computer accounting for service and merchandising businesses. Exercises will include using cash, accounts receivable, accounts payable, invoicing, payroll, inventory, Fixed Assets and departmentalized accounting.
2. Complete the computer accounting cycle for a sole proprietorship, partnership and corporations.
3. Complete exercises to use data exchange with Excel and export reports to a word processing program.
4. Prepare financial statements and complete financial statement analysis.
5. Complete Internet activities and Going to the Web exercises.

GRADING POLICY:

Your grade will be based on the results of exams, projects, homework, quizzes and an optional comprehensive final. If you do take the final, it will replace your lowest test grade! However, there are NO MAKEUP exams. For a missed exam, the comprehensive final is required and will be the makeup exam. Homework will be collected at the start of class as assigned. Homework TURNED IN LATER WILL ONLY RECEIVE 50% CREDIT!

I want you to pass! I want you to receive a good grade! I will do what I can to help, but you will receive the grade you EARN! You must do your part - attend class and do your homework!

**GRADING INSTRUMENTS
(SUBJECT TO CHANGE)**

EXAM	I CH 1 - 4	100pts	A 744	A- 720
	II CH 5 - 9	100pts	B+ 696	B 664
	III CH 10-12	100pts	B- 640	C+ 616
	Comp. Problems	150pts	C 584	C- 560
	Homework & Quizzes	350pts	D+ 536	D 504
	TOTAL POINTS	800PTS	D- 480	F <480

Attendance Policy:

Attendance will be taken. There is a direct relationship between attendance and success in accounting. Failure to attend classes will most likely affect your grade.

Homework:

There are 350 points assigned to homework and quizzes. Your name, seat number and problem number must be on all pages turned in. It is preferable that multiple pages be stapled. My students usually have a better grade on their homework than on their exams. This is a good way to improve your grade. Expect homework to be due almost every day. Quizzes are usually not announced. If you miss a quiz, there will be no make-up allowed and a grade of zero will be recorded.

Tests:

There will be three tests of 100 points each. Test dates will be announced in advance. Remember, if you miss an exam the make-up test will be the comprehensive final.

Miscellaneous:

Evidence of academic dishonesty during an exam will result in a zero grade for the exam and probable course failure. It is not appropriate to bring children to class. Do not bring cell phones or beepers that go off during class. My job is to maintain the learning environment of the classroom. In general, behavior that is disruptive to the class is not appropriate.

In short, come to class, do your homework and act like you want to be here.

Acct 301
Federal Tax Concepts for Business
Fall 2004

Instructor: Patrick McNabb
Office: BUS 307 **Phone:** 231-591-2445
Office Hours: M 10:00 - 11:00 a.m.
 T Th 8:30 - 9:30 a.m.
 T 2:45 - 4:00 p.m. **E-mail:** mcnabbp@ferris.edu

Text: Taxation for Decision Makers, 2005 Ed., Dennis-Escoffier

Course Description: Introduces federal tax law and its impact on financial decision making.

<u>Week</u>	<u>Topic</u>	<u>Text</u>	<u>Problems</u>
1	Introduction to Taxation	Chapter 1	To be assigned
2	The Tax Practice Environment	Chapter 2	
3&4	Determining Gross Income	Chapter 3	
	EXAM #1		
5	Employee Compensation	Chapter 4	
6	Business Expenses	Chapter 5	
7&8	Property Acquisitions & Cost Recovery	Chapter 6	
	EXAM # 2		
9	Property Dispositions	Chapter 7	
10	Tax-Deferred Exchanges	Chapter 8	
	EXAM # 3		
11&12	Corporate Taxation	Chapter 9	
13-14	Sole Proprietorship & Flow-thru Entities	Chapter 10	
15	Individual Income Tax	Chapter 11	
	EXAM # 4		
	COMPREHENSIVE EXAM		

NOTES

1. Textbook and homework assignments are subject to change as circumstances require.

2. Your final grade will be based on the following criteria:
 - a. Examinations (4 exams - 100 points each) - 400 points
 - b. Homework, class participation - 60 points
 - 460 points
 - c. Attendance is required.

3. Examinations
 - a. Examinations will consist of multiple choice, problems, and/or short essay. Students may use the text, notes and calculator during exams.

 - b. **NO MAKE UP EXAMS WILL BE GIVEN.** Absence from an exam will result in a ZERO grade. If a student is unable to take an exam for a legitimate reason, the student must notify the instructor in advance, if possible. For medical emergencies, notification **must** be made **no later than** end of exam day. If the absence is **approved** by the instructor, a **COMPREHENSIVE** exam, given at the end of the term, may be taken in lieu of the missed exam.

4. Assignments

Reading and problem assignments must be completed PRIOR to the class the class period in which they are discussed. Selected homework will be collected and evaluated by the instructor as follows:

 - +5 - Complete and substantially correct solution
 - +3 - Inadequate solution but significant attempt made
 - +0 - No significant attempt to solve problem

No late homework will be accepted.

5. Students are encouraged to ask questions at any time during the class period and to seek help from the instructor during office hours if the need arises.

6. Grading Policy - Final grades for the class will be based on a straight percentage scale.

100 - 93%	= A	79 - 77%	= C+
92 - 90%	= A-	76 - 73%	= C
89 - 87%	= B+	72 - 70%	= C-
86 - 83%	= B	69 - 67%	= D+
82 - 80%	= B-	66 - 63%	= D
		62 - 60%	= D-

ACCT 305
Intermediate Accounting Concepts
Fall 2004

Instructor: Patrick McNabb, CPA
Office: BUS 307 **Phone:** 591-2445
Office Hours: M 10:00 -11:00 a.m.
 T R 8:30 - 9:30 a.m.
 T 3:00 - 4:00 p.m.
E-mail: mcnabbp@ferris.edu

Required: Fundamentals of Intermediate Accounting, Kieso, Weygandt & Warfield, 2003

Course Objective: This course is an upper level intermediate accounting course designed exclusively for non-accounting majors. The major course objective is to enhance your understanding of financial accounting concepts and procedures as well as your understanding of financial reporting. The topics included should enhance your understanding of the challenges facing public corporations in financial reporting to external users. In addition, it should increase your comprehension of general purpose financial statements.

Upon successful completion of this course, the student will:

1. understand how to analyze and report business transactions
2. understand the behavioral, economic, and ethical consequences of business transactions.
3. more fully comprehend the usefulness of accounting and financial statements in making effective business decisions

Week	Chapter& Topic	Assignments
1	Chapter 1 Financial Accounting Standard Development	Q 1, 2, 5, 7, 12, 13, 15, 16, 24, 26, 27 C 12, 13, 14, 15, 16
2	Chapter 2 Conceptual Framework Of Financial Acctg	Q 1, 3, 8, 9, 15, 26; E 2, 3, 4, 5; FRP, CAC
3	Chapter 3 Accounting Cycle	Q 2, 3, 7, 8, 14, 15, 17 E 1, 5, 11, 21; P 1, 2; FRP, CAC
4	Chapter 4 Balance Sheet	Q 3, 6, 7, 13, 16, 21-23, 25 E 2, 5, 12, 14; P 2; C7; IRC, FSAC2
EXAM # 1		
4&5	Chapter 5 Income Statement	Q 4, 6, 7, 9, 13, 14, 16, 25, 27, 28, 30 E 4, 5, 7, 8, 12, 15; C5, 9; P4; FSAC, CAC, IRC
6	Chapter 6 Revenues & Cash Flows	TO BE ASSIGNED LATER

<u>Week</u>	<u>Chapter& Topic</u>	<u>Assignments</u>
7	Appendix A Time Value of Money	TO BE ASSIGNED LATER
		EXAM # 2
8	Chapter 13 Investments	
9&10	Chapter 11 Current & LongTerm Liabilities	
11	Chapter 14 Accounting for Income Taxes	
		EXAM # 3
12	Chapter 15 Accounting for Compensation	
13&14	Chapter 16 Leases	
15	Chapter 12 Stockholder's Equity	
		EXAM # 4 COMPREHENSIVE EXAM (optional)

NOTES

1. Textbook and homework assignments are subject to change.
2. Your final grade will be based on the following criteria:
 - a. Examinations (4 exams - 100 points each) - 400 points
 - b. Homework, attendance, class participation - 65 points
 - c. Quizzes - 15 points
 - 480 points
 - d. Attendance is required.
3. Examinations
 - a. Examinations will consist of problems, multiple choice, and/or short essay.
 - b. **NO MAKE UP EXAMS WILL BE GIVEN.** Absence from an exam will result in a ZERO grade. If a student is unable to take an exam for a legitimate reason, the student should notify the instructor in advance, if possible. For medical/family emergencies, notification **must** take place by the end of the exam day. If the absence is approved by the instructor, a **COMPREHENSIVE** exam, given at the end of the semester, may be taken in lieu of the missed exam.
4. Daily assignments
 - a. Reading and problem assignments must be completed **PRIOR** to the class period in which they are discussed.
 - b. Selected homework will be collected and evaluated by the instructor as follows:
 - +5 - Complete and substantially correct solution
 - +3 - Inadequate solution but significant attempt made
 - +0 - No significant attempt to solve problem
 - c. No late homework will be accepted.
5. Students are encouraged to ask questions during the class period and to seek help from the instructor during office hours if the need arises.
6. Grading Policy - Final grades for the class will be based on a straight percentage scale.

100 - 93%	= A	79 - 77%	= C+
92 - 90%	= A-	76 - 73%	= C
89 - 87%	= B+	72 - 70%	= C-
86 - 83%	= B	69 - 67%	= D+
82 - 80%	= B-	66 - 63%	= D
		62 - 60%	= D-
7. Important Dates
 - Last day for "W" grade: November 4
 - Midterm grades October 25

ACCT 310
Intermediate Accounting I
Winter 2004

Instructor: Patrick McNabb
Office: BUS 307 Phone: 591-2445
Office hours: M W F 10:00 - 11:00 a.m. E-mail:
mcnabbp@ferris.edu
T 8:30 - 9:30 a.m.

Required Material: Intermediate Accounting, Kieso & Weygandt, 11th Edition; 2003
Rockford Corporation Practice Set, 11th Edition
Excel & Access for Accounting, Glenn Owen

Course Philosophy: Accounting theory (as well as procedure) is emphasized throughout the course. Students will learn why information is recorded and presented in a certain manner, as well as how the accounting procedures are accomplished. A solid understanding of the reasons why accounting procedures are performed allows students to think a problem through to a logical solution rather than merely performing a mechanical function.

Course Objectives: 1. To review the basic accounting cycle.
2. To introduce students to financial accounting concepts concerning the income statement and balance sheet and the items appearing on these financial statements.
3. To expose students to the conceptual framework of accounting and the process by which standards are determined.
4. To develop a framework for logical problem solving.

Grading: Your final grade is based on the following criteria:
400 pts. a. In class exams (4 exams - 100 pts each)
50 pts. b. Practice set

15 pts.

c. Ethics/Financial Reporting cases

50 pts.

d. Homework, attendance, class participation

515 pts.

Examinations: Examinations will consist of problems, multiple choice, and/or short essay.

an exam
unable
must

NO MAKE UP EXAMS WILL BE GIVEN. Absence from
will result in a ZERO grade. If a student is
to take an exam for a legitimate reason, he/she
notify the instructor in advance, if possible.
For medical
emergencies, notification **must be no later than**
the end of
exam day. If the absence is approved by the
instructor, a COMPREHENSIVE exam, given at the
the term, may be taken in lieu of the missed

end of
exam.

**Grading
Policy:**

Final grades for the class will be based on a
percentage scale.

100 - 93% = A	79 - 77% = C+
92 - 90% = A-	76 - 73% = C
89 - 87% = B+	72 - 70% = C-
86 - 83% = B	69 - 67% = D+
82 - 80% = B-	66 - 63% = D
	62 - 60% = D-

**Daily
completed**

a. Reading and problem assignments must be

Assignments:

PRIOR to the class period on which they are
discussed.

evaluated

b. Selected homework will be collected and

by the instructor as follows:

+5 - Complete and substantially correct

solution

+3 - Inadequate solution but significant

attempt

made

+0 - No significant attempt to solve problem

c. No late homework will be accepted.

Other:

Students are encouraged to ask questions at any

time

during class and to seek help from the

instructor

outside of class if the need arises.

ASSIGNMENT OUTLINE

<u>Week</u>	<u>Topics & Reading Assignments</u>	<u>Written Assignments</u>
1 1,4,5,9,12,15,16,17,22,24	Chapter 3 Accounting Cycle	Q 2,3,7,8,14,15,16,17,22 E P 1,3; PS 1; FRP,FSA
2	Chapter 1 1,2,5,7,12,13,14,15,16,30,31 Financial Accounting Standard Development	Q C 6,10,11,12
3 Handout (HO)	Chapter 2 Conceptual Framework	Q 1,3,8,9,19,26; C 4,7 PS; E 1,5,6,7,8;

EXAM # 1

4&5 2,6,7,9,13,14,16,17,25,27,28,30 C4,5,9; P 1,3,5;	Chapter 4 Income Statement	Q E 2,4,8,9,11,12,15; CA, R
6 23,25,26,28,29 FR	Chapter 5 Balance Sheet	Q 3,6,7,13,16,21- C 3; E 2,4,5,8,10; P 2;
7 1,2,4,5,6,7,8,9,10,12,18	Chapter 6 Time Value of Money	Q 3,4,6,7,10,11 E P 1,2,3,5,6,9,12 ; PS

EXAM # 2

8 P 2,9,HO	Chapter 7 Cash & Receivables	Q 2-5,6,8,15,16,19-21 E 2,5,7,9,14,19,20,22,24;
9&10 2,3,5,6,7,11,12,13,14,18,24-26	Chapter 8 Inventories	Q 2,3,4,5,6,16,19 E P 10,C11,PS
11	Chapter 9 Inventories	Q 2,3,4,5,10,11,12,17 E 3,7,9,13,15,19 P 8; PS

EXAM # 3

12&13	Chapter 10 Plant Assets	Q 1,3,4,6 E 5,8,9,13,16,17,19,23 P 1,8,9,12b; PS
14	Chapter 11 Depreciation	Q 1,2,3,4,15,17 E 1,4,6,12,16,19,22 P 1,10,12
15	Chapter 12 Intangibles E2,4,9,13,16,18; P5 Assets	Q 1,9,10,12,13,25 BE 2,3,5,6,7;

EXAM # 4

16	COMPREHENSIVE EXAM (optional)
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ACCT 312
Intermediate Accounting II
Fall 2004

Instructor: Patrick McNabb, CPA
Office: BUS 307 **Phone:** 591-2445
Office Hours: M 10:00 -11:00 a.m.
 T R 8:30 - 9:30 a.m.
 T 3:00 - 4:00 p.m.
E-mail: mcnabbp@ferris.edu

Required: Intermediate Accounting, Kieso, Weygandt &
Materials Warfield, 11th Edition; 2004

Excel and Access for Accounting, Glenn Owen

<u>Week</u>	<u>Chapter</u>	<u>Topic</u>	<u>Assignments</u>
1	Chapter 12	Intangible Assets	Q1, 9, 10, 21, 24, 27 BE 2, 3, 5, 6; E2, 4, 13, 18, 19; P3
2	Chapter 13	Current Liabilities	Q 1, 3, 7, 8, 13, 15, 17, 23 E2, 3, 6, 10, 13, 16, 17 P 1, 6, 11; C 6, 8E
3&4	Chapter 14	Long term Liabilities	Q 1-5, 6, 19-22; E 2-7, 9, 10, 14, 16; P 1, 2, 4
EXAM 1			
5	Chapter 17	Investments	Q 1, 5, 8, 11, 18, 20 E 1, 3, 4, 5, 6, 7, 9, 10, 11, 15, 17, 18; P7, 9
6	Chapter 15	Stockholders Equity	Q 1, 3, 5, 9, 14, 17, 18 22, 28-30; E1, 5, 7 8, 9, 11, 13, 14, 16 20, 21; P 2, 5
EXAM 2			
7&8	Chapter 19	Accounting for Income Taxes	Q1, 3, 7, 11, 14, 16, 19 E1, 2, 3, 6, 9, 13, 15 21, 23, 25; P2; FRP, HO
9&10	Chapter 20	Pensions and Postretirement Benefits	Q2, 3, 6, 8, 10, 11 E2, 3, 4, 5, 8, 10, 11, 15, 23; P 1, 8 FRP

EXAM 3

11&12	Chapter 21	Leases	Q 1,3,6-9,10,15 E 1,3,4,5,6,8,9, 12,15; P 2,3,10,11
13&14	Chapter 23	Statement of Cash Flows	Q 2,3,4,10,15,17; E1,2,3,6,8,10,13, 14,18; P1,2

EXAM 4

EXAM 5 - COMPREHENSIVE EXAM (optional)

NOTES

1. Textbook and homework assignments are subject to change.
2. Your final grade will be based on the following criteria:
 - a. Examinations (4 exams - 100 points each) - 400 points
 - b. Homework, attendance, class participation - 65 points
 - c. Ethics/Financial reporting problems - 15 points
480 points
 - d. Attendance is required.
3. Examinations
 - a. Examinations will consist of problems, multiple choice, and/or short essay.
 - b. **NO MAKE UP EXAMS WILL BE GIVEN.** Absence from an exam will result in a ZERO grade. If a student is unable to take an exam for a legitimate reason, the student should notify the instructor in advance, if possible. For medical/family emergencies, notification **must** take place by the end of the exam day. If the absence is approved by the instructor, a **COMPREHENSIVE** exam, given at the end of the semester, may be taken in lieu of the missed exam.
4. Daily assignments
 - a. Reading and problem assignments must be completed **PRIOR** to the class period in which they are discussed.
 - b. Selected homework will be collected and evaluated by the instructor as follows:
 - +5 - Complete and substantially correct solution
 - +3 - Inadequate solution but significant attempt made
 - +0 - No significant attempt to solve problem
 - c. No late homework will be accepted.
5. Students are encouraged to ask questions during the class period and to seek help from the instructor during office hours if the need arises.
6. Grading Policy - Final grades for the class will be based on a straight percentage scale.

100 - 93% = A	79 - 77% = C+
92 - 90% = A-	76 - 73% = C
89 - 87% = B+	72 - 70% = C-
86 - 83% = B	69 - 67% = D+
82 - 80% = B-	66 - 63% = D
	62 - 60% = D-
7. Important Dates

Last day for "W" grade:	November 4
Midterm grades	October 25

Acct 321 F2004
Syllabus

Instructor: Dr. Carolyn Thompson
Office—BUS 340 Ext. 2460
e-mail : thompsoc@ferris.edu
Office hours: T 1:15—3:15 and R 2:30—4:30
Other hours by appointment

Course Description: The course content deals with the manufacturing cycle. It includes job order and process systems. The planning, use, and control of materials, labor and manufacturing overhead are examined.

Prerequisites: Acct 202 with a grade of C- or better.

General objectives:

Course procedures are designed to enable each student to—

- I. To learn to organize, process, and report accounting data to facilitate in planning and controlling business systems.
- II. To learn to identify and evaluate the various management tasks that require the use of internal accounting data.
- III. To learn accounting procedures and concepts related to the acquisition and use of various production resources.
- IV. To learn to appreciate the evolution of various accounting methods in response to the changing needs of decision makers.

Specific Objectives:

To enable each student to--

- I. To identify and use various manufacturing costs as variable, fixed, or semifixed.
- II. To understand the manufacturing accounts related to materials, labor, and overhead .
- III. To learn the preparation of the Cost of Goods Manufactured Statement and its relationship to the other financial statements.,
- IV. To learn the basic concepts and procedures related to job-order and process cost systems
- V. To understand the accounting for joint and by products.
- VI. To understand various problems, objectives, and procedures related to acquiring, using, and evaluating materials, labor, and factory overhead
- VII. To understand the just-in-time and backflushing systems used in manufacturing.

--continued--

Materials: Textbook—Cost Accounting, 13th ed., Carter & Usery, Chs. 2—16, 18.
The textbook, paper, and a calculator should be brought to class every session.

Class Procedures: For each topic covered the student will be assigned reading material and practice problems from the text. Practice work consists of (1) homework and (2) problems and quizzes worked in class. Homework problems are to be collected in a Portfolio of Homework. The portfolio of homework problems will be used to answer the Questions on a portfolio exam administered during the final exam week. Practice problems, quizzes, etc. worked in class are due at the end of the class session when such work is assigned. All practice work will count as 20% of the final grade. Make-up of practice work requires a valid written excuse which is verifiable.

All assigned topics will be discussed in classes.

Testing and Grading: The final grade is based on (1) practice work and (2) the best four of five scheduled exams. The first four exams stress the content of the chapters indicated on the exam schedule, however, the nature of the material in effect makes each exam comprehensive. The fifth exam is a comprehensive final. (In addition to the five exams there will be one exam scheduled to test the practice work. To make up a missed exam requires a valid, written, verifiable excuse. Each scheduled exam and the practice work collectively are worth 50 points toward the total of 200 possible for the course. The final letter grade for the course is determined as follows—

Practice work (includes portfolio exam)	50 pts.
Four exams @ 50 points each	200 pts..
Total possible points	250 pts.

An “A” grade requires 90% of possible points: B—requires 80—89%, C—requires 70—79%, D requires 60—69%, and below 60% is failing.

321 f04

HOMWORK AND EXAM SCHEDULE
(Adjustments may be necessary)

Aug 31 Read Chs. 1 & 2

Sept 2 Ch. 2 Exercises

7

9 Read Ch. 4 Prs. 3,4,5,7

14

16 Read Ch. 5 Prs. 4,5,8

21

23 Read Ch. 6 Prs. 1,4,5

28

30 Exam 1—Chs. 2,4,5,6

Oct 5 Read Ch. 7 Prs. 2,4,5

7

12 Read Ch. 8 Prs. 3,4,6—pts. 1,2

14

19 Read Ch. 9 Prs. 1,3,4

21

26 Read Ch. 10

27 Read Ch. 11

Nov2 Exam 2 Chs. 7,8,9,10,11
4 Read Ch. 12 Prs. 2,4,6

9
10 Read Ch.13 Prs. 5, 7

16 Read Ch. 14 Prs. 5, 6
18

23 Exam 3 Chs. 12.13.14

24 No Classes

30 Read Ch 15 Pr. 9
Dec. 2 Read Ch 18 Prs.6

7
9 Exam 4 Ch. 15, 18

**Acct 350
Federal Income Tax I
Fall 2004**

Instructor: Patrick McNabb
Office: BUS 307 **Phone:** 231-591-2445
Office Hours: M 10:00 - 11:00 a.m.
 T Th 8:30 - 9:30 a.m.
 T 2:45 - 4:00 p.m. **E-mail:** mcnabbp@ferris.edu

Text: West Federal Taxation, Comprehensive, 2005 Ed., Willis, et al

Course Analysis of federal income tax law and its application
Description: to individuals. Focus is on personal tax situations.

Week	Topic	Text	Problems
1	Taxes-Overview Working with Tax Law	Chapter 1 Chapter 2	To be assigned
2&3	Tax Determination	Chapter 3	
EXAM #1			
4&5	Gross Income - Inclusions	Chapter 4	
6	Gross Income - Exclusions	Chapter 5	
7	Property Transactions - Basic	13-1 to 13-25 14-1 to 14-7; 14-16	
EXAM # 2			
8&9	Deductions - Overview	Chapter 6 & 9	
10&11	Deductions - Itemized	Chapter 10; 7-8 to 7-16	
EXAM # 3			
12	Depreciation	Chapter 8	
13	Credits AMT	12-15 to 12-30 15- 1 to 15-27	
14&15	Property Transactions - Expanded	13-24 to 13-44	
EXAM # 4			
COMPREHENSIVE EXAM			
16			

NOTES

1. Textbook and homework assignments are subject to change as circumstances require.

2. Your final grade will be based on the following criteria:
 - a. Examinations (4 exams - 100 points each) - 400 points
 - b. Tax return and/or research assignments,
homework, class participation - 60 points
460 points
 - c. Attendance is required.

3. Examinations
 - a. Examinations will consist of multiple choice, problems, and/or short essay. Students may use the text, notes and calculator during exams.

 - b. **NO MAKE UP EXAMS WILL BE GIVEN.** Absence from an exam will result in a ZERO grade. If a student is unable to take an exam for a legitimate reason, the student must notify the instructor in advance, if possible. For medical emergencies, notification **must** be made **no later than** end of exam day. If the absence is **approved** by the instructor, a **COMPREHENSIVE** exam, given at the end of the term, may be taken in lieu of the missed exam.

4. Assignments

Reading and problem assignments must be completed PRIOR to the class the class period in which they are discussed. Selected homework will be collected and evaluated by the instructor as follows:

 - +5 - Complete and substantially correct solution
 - +3 - Inadequate solution but significant attempt made
 - +0 - No significant attempt to solve problem

No late homework will be accepted.

In addition, tax research and/or return problems will be assigned in order to expand your knowledge of tax law. These will be graded and returned to the student.

5. Students are encouraged to ask questions at any time during the class period and to seek help from the instructor during office hours if the need arises.

6. Grading Policy - Final grades for the class will be based on a straight percentage scale.

100 - 93%	= A	79 - 77%	= C+
92 - 90%	= A-	76 - 73%	= C
89 - 87%	= B+	72 - 70%	= C-
86 - 83%	= B	69 - 67%	= D+
82 - 80%	= B-	66 - 63%	= D
		62 - 60%	= D-

**DEPARTMENT OF ACCOUNTANCY
ACCOUNTING 410**

Professor Wolgamott, Ph.D, CPA, CIA, CMA
Office: B-303, EXT. 2417
Office Hours:

Text: INTERMEDIATE ACCOUNTING, Kieso, Weygandt, Warfield 11th ed.
ADVANCED ACCOUNTING, Fisher, Taylor, Cheng, 8th ed.
The FINANCIAL REPORTING PROJECT, Baldwin, 3rd ed.

Course Objectives: The objectives of this class are to respond to the advice our department has received from our alumni advisory groups. There is a general feeling that our graduates need to be able to do more than just assemble the financials. You need to have a better understanding of what the financials are representing. You need to be able to work in groups and to be able to be productive in a demanding work environment. There is a need to be able to work on many tasks that are open at the same time and meet deadlines that may change frequently. Many of the requirements of this class are designed to respond to these suggestions.

Grading Policy: Your grade is based on the results of three exams, a project, homework, quizzes and an optional comprehensive final. If you do take the final, it will replace your lowest test grade! However, there are NO MAKEUP exams, quizzes or homework. For a missed exam, the comprehensive final will be the makeup exam.

(SUBJECT TO CHANGE)

TEST	CHAPTERS			
FIRST TEST	CH 16,18 AND 24 Kieso	100 pts	A- 372	C+ 308
SECOND TEST	CH 22 Kieso, Ch 12 Fisher	100 pts	A- 360	C 292
THIRD TEST	CH 13, 14 & 21 Fisher	100 pts	B+ 348	C- 280
PROJECT		75 pts	B 332	D+ 268
HOMEWORK		25 pts	B- 320	D 252
TOTAL		400 pts		D- 240
OPTIONAL FINAL	COMPREHENSIVE			

Homework Policy: Read the text and work the exercises and problems as we cover them in class. I will collect one major problem from each chapter for the homework. Several problems will be covered in each chapter. The purpose of the homework is to prepare you for the exams.

You have progressed to the senior level of accounting classes. You may find the material somewhat more abundant and demanding than the intermediate level classes. Upon completion of your senior level classes you will be faced with the demands of the accounting workplace. One of our goals is to help prepare you for this demanding environment. One of the most demanding requirements is the completion of your assignments on time. You are expected to be in class and have your work done as assigned.

There is also an expectation that you be more self-reliant in obtaining information and answers to material and questions you do not understand. I want you to feel comfortable in asking questions about the material you do not understand, but I will expect you to have already made an attempt to find the solution to your question. In other words I should not be your first option.

I feel strongly about your need to obtain one of the professional accounting certifications. There will be a good deal of discussion about this in class. You can expect the exams to reflect the level of difficulty found in the professional exam.

My goal is to help you become a professional in accounting.

SLLABUS
Fall 2001
TUESDAY: 6:30 – 9:50PM
ACCT 412 – Advanced Financial Accounting 2

Instructor: Dr. Stephen T. Jakubowski, CPA
Telephone: 592-2470
e-mail address: jakubows@ferris.edu
Office: Room 352; College of Business
Office Hours: Monday & Wednesday: 9-11am -- Thursday: 3-3:30pm -- and by appointment

Prerequisite:

The prerequisite for ACCT 412 is ACC 310.

Text Required:

Advanced Accounting 7th Edition, by Fischer, Taylor and Cheng

Course Objective:

The major course objective is to enhance your understanding of the financial accounting concepts, theories, practices and procedures covered in this course. The primary topics covered are: 1.) Multinational Accounting and 2.) Consolidations. Each student is expected to develop a real understanding of how accounting can be used to make effective financial decisions. The course will also enhance the development of your analytical and problem solving skills.

Course Objectives:

This course centers on the topic of managerial accounting. Managerial accounting focuses on accounting data used internally by managers in planning and controlling the operations of organizations. After completing this course, the student should understand managerial accounting terms and concepts. You should also understand how management accounting information systems are designed and used by managers in planning and controlling. Whenever relevant, class discussions will consider international, ethical and total quality aspects of the managerial accounting topics covered

Attendance:

Your successful completion of this course requires that you attend class.

I expect each of you to attend each class session. Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered (unless the absences become so numerous as to make meeting the objectives of the course becomes impossible).

The following are considered exceptions to the attendance policy:

- a. Death of a family member/or other significant person
- b. A valid written excuse from a physician or extended hospitalization of self or child
- c. University sponsored events (permission from the Academic Vice President's Office is required).
- d. Jury duty/or being subpoenaed for court testimony
- e. Inclement weather in which local police agencies suggest it is dangerous to drive.
(This applies only to commuters)
- f. Other issues not listed if they fit the criteria of beyond the individual's control.

Exceptions must be discussed with the instructor at the time they occur and any appropriate will be brought to the instructor by the student.

The following events would not likely to be considered exceptions:

- a. Day care problems
 - b. Employment commitments
 - c. Being in jail
-

Attendance (cont.'d):

I expect all students to be on time for class. Coming in late is a distraction to everyone. Both absence from class and tardiness affect your final grade.

Recommended Study Procedures

The essential factor necessary for you to reach the course objectives is to make sure you spend adequate time studying the material, both before and after it is discussed in class. Some of you may have to spend more time with it than others. The important thing is to study the material until you understand it. Do not consider any of the assigned homework problems until you have adequately read the material in the chapter. For most of us, each chapter requires more than one reading. You will generally know when you understand the material and you will also know when you do not understand the material. Everyone in the class is capable of mastering the material we cover. I'll do everything I can to help you.

For your own benefit and the benefit of the whole class, **ask questions when you don't understand** what you are reading or what we are discussing in class. I promise you the accounting areas we cover in this class are not only very important for someone entering the field of accounting, but very interesting as well. I hope this becomes evident to you as you study and learn about these areas of accounting.

Homework:

Be prepared every day. The assignment schedule (attached) describes the material we will be covering this semester. **You must have each chapter read at least once by the time the material is first presented in class.** This is required for your successful completion of this course. You should be prepared each day to either ask questions about the areas that you don't understand, or be ready to discuss what you have learned or answer any questions that either I or your classmates raise.

I will evaluate your progress in this class by examining your work on the exams, and assigned homework. The exams, for the most part, are composed of questions similar to those assigned for homework. The homework problems provide for you a means of testing your understanding of material covered in each chapter. This is why I assign them. I will be glad to help you through a problem if you have a question. If you need help come and see me **before** the homework is collected. I do examine your homework. I may collect only one of the assigned problems or I may collect all of the assigned homework for any given chapter. With the exception of the first week, homework for a given chapter will be collected on the last day that chapter is covered in class. **I don't expect you to always have the correct solutions to the requirements in the problems, but I do expect COMPLETE AND NEAT solutions.** I do examine your homework. The homework credit that you have earned will be factored into your final grade. We spend 2 to 3 class periods on each chapter in the text.

Syllabus Revisions:

There may be minor changes to the assignment schedule during the semester. The changes will be announced in class and all students are responsible for being aware of such changes.

Quizzes:

Short quizzes will be given in class during the semester at the start of the period. Your lowest quiz score will be dropped and the remaining quiz points will be factored into your final grade. Under no circumstances can a quiz be made up. Make sure you are in class on time.

Examinations:

There are four exams in this course as indicated on the assignment schedule.

Please note carefully each exam date. There are no make up exams.

The exams are composed of approximately 40% objective questions and 60% problems and short essay.

Grading System:

Your final grade will be based on your overall class. The following scale can be used to performance. It will be based on the following components:

Approximate letter grades.

Examinations	70%
Homework & Quizzes	20%
Attendance/Promptness & Class Participation	10%

Total	<u>100%</u>

A	= 95 - 100
A-	= 90 - 95
B+	= 87 - 89
B	= 83 - 86
B-	= 80 - 82
C+	= 77 - 79
C	= 73 - 76
C-	= 70 - 72
D	= 60 - 69
F	= < 60

Assignment Schedule		
Date	Chapter	Homework
8-28	Introduction & Ch. 9 – The International Accounting Environment	E-1,2,5
9-4	Ch. 10 - Foreign Currency Transactions	E-1,2,5,7 P-1,2,3
11	Ch. 11 - Translation of Foreign Financial Statements	E-1,2,3,4 P-1,2,3
18	Exam 1	
25	Ch. 1 – Business Combinations	E-2,4,5,9,10,11,15 P-1,2,3
10-2	Ch. 2 – Consolidated Statements – Date of Acquisition	E-2,3,6,8 P-1,6,7
9	Ch. 3 – Consolidated Statements – Subsequent to Acquisition	E-2,3,5,6,7 P-2,3
16	Exam 2	
23	Ch. 4 – Intercompany Transactions: Merchandise, Plant and Notes	E-3,4,5,7,8 P-1,2
30	Ch. 5 – Intercompany Transactions: Bonds and Leases	E-3,4,8,9 P-4,5
6	Ch. 5	
13	Exam 3	

SYLLABUS
Fall 2002
ACCT 414 Accounting Theory
4:30-5:45am T&H

Instructor: Dr. Stephen T. Jakubowski, CPA

Office: Room 337; College of Business

Office Hours:

Tuesday & Thursday: 11:00-12:00pm
1:00-1:30 pm
3:00-4:30 pm
Wednesday: 5:30-6:00 pm (Grand Rapids campus)
and by appointment

e-mail address: jakubows@ferris.edu

Telephone: 591-2988

Prerequisite:

The prerequisite for ACC 312.

Text Required:

Accounting Theory, 5th Edition, by Wolk, Tearney, & Dodd

Course Objectives:

1. To develop a further understanding of financial accounting concepts, theories, practices, and procedures.
2. To understand the behavioral and/or economical consequences of business transactions and accounting reports.
3. To develop a deeper understanding of the financial accounting standard setting process and its evolution.
4. To understand the importance of ethics in financial accounting and reporting.

COURSE POLICIES AND PROCEDURES

Recommended Study Procedures:

The essential factor necessary for you to reach the objectives described above is to make sure you spend adequate time studying the material, both before and after it is discussed in class. Some of you may have to spend more time with it than others. The important thing is to study the material until you understand it. Do not consider any of the assigned homework problems until you have adequately read the material in the chapter. **Each chapter must be read before the material is discussed in class. This is essential.** For most of us, each chapter will require numerous readings. You will generally know when you understand the material and you will also know when you don't understand the material. You may find it necessary and useful to reread some topics in an intermediate accounting text as we discuss them in class this semester.

I will do everything I can to facilitate your learning about the topics we cover this semester. That is what I am here for. **You will see that the more you study the material in the chapters, the easier it is to ask questions when you are having difficulty. For your own benefit and the benefit of the whole class, ask questions when you don't understand what you are reading or what we are discussing in class.**

I promise you that the topics we cover in this class are not only very important for someone entering the field of accounting, but very interesting as well. I hope this becomes evident to you as you study and learn about these areas of accounting.

Withdrawal Policy:

Make sure you are aware of the University's withdrawal policy. The last official day to withdraw is October 31.

Attendance:

Attendance is required. **If you are unable to attend class for some reason beyond your control, please notify me of this ahead of time.**

Homework:

Be prepared every day. We spend 2 to 3 class periods on each chapter in the text. The assignment schedule describes the material we will be covering each class period. You should be prepared each day to either ask questions about the areas that you don't understand or to discuss what you have learned or answer any questions raised in class.

I will evaluate your progress in this class by examining your work on the exams, and assigned homework. The homework is supposed to provide for you a way to test your understanding of material covered in each chapter. This is why I assign them. I will be glad to help you through a problem if you have a question. This is one of the reasons for my having office hours. **I don't expect you to always have the correct solutions to the assigned homework all of the time, but I do expect complete and neat solutions everytime.** There is simply no excuse for anything less than this.

I do examine your homework. With the exception of the first week, homework for a given chapter will be collected on the last day that chapter is covered in class.

Exams are composed of accounting problems similar to those assigned for homework.

Syllabus Revisions:

There may be minor changes to the assignment schedule during the semester. The changes will be announced in class and all students are responsible for being aware of such changes.

Accommodations for Students with Disabilities:

All students who have a learning disability or a physical handicap should schedule an appointment with the instructor during the first week of class to discuss accommodations for the classroom and/or assignments and examinations.

Research Project:

One of the homework assignments that I will assign this term involves your tracing the development and evolution of a current accounting standard issued by the FASB. This will require you to consider the theory supporting the standard, alternative accounting treatments, problems related with various accounting treatments, and the reasons for any change in standards. You will trace the evolution of a particular standard by working backwards from a particular FASB standard and tracing it to how the particular accounting or reporting issue was handled by the AICPA in the early 1900s. The instructor will assign each student one FASB standard.

Examinations:

There are no make-up exams. You will take the exam at the date and time scheduled. **If you are unable to take the exam at the assigned time for reasons beyond your control, you must have a valid, written excuse. Advance notice of your absence is required.**

Grading System:

Your final grade will be based on the following items:

1. Exams*	70%
2. Homework	20%
3. Attendance/Promptness	5%
4. Class participation	5%

	100%

Approximate Grading Scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
< 60	F

ACCT 414 - ASSIGNMENT SCHEDULE

DATE	DAY	CHAPTER	HOMEWORK
27-Aug 29	TU TH	Intro. and Ch. 1 and Appendix Ch. 1.	CH1: Q-2,3,4,9,10 C-2,3,5
3-Sep 5	TU TH	Ch. 2 - Accounting Theory & Accounting Research Ch. 2	CH2: Q-1,6,7,8,9,10,11,14,20 C-1
10 12	TU TH	Ch. 3 - Development of the Institutional Structure Ch. 3	CH3: Q-2,4,5,8,12,16 C-1,2
17 19	TU TH	Ch. 4 - The Economics of Financial Reporting Regulation Ch. 4	CH4: Q-1,2,5,6,11,12,13,16 C-1,2,3
24 26	TU TH	Ch. 4 Exam 1	
1-Oct 3	TU TH	Ch. 5 & Appendix - Postulates, Principals & Concepts Ch. 5	CH5: Q-3,4,6,8,9,13,15,16,20,21,22 C-1,3
8 10	TU TH	Ch. 6 - The Search for Objectives Ch. 6	CH6: Q-1,2,4,9,10,11,12,13,14,15 C-2
15 17	TU TH	Ch. 7 - The FASB's Conceptual Framework Ch. 7	CH7: Q-1,3,4,5,6,7,15,16,18,19 C-2
22 24	TU TH	Ch. 8 - Usefulness of Accounting Information Ch. 8	CH8: Q-1-6,8-12,19,22 C-1,2,3
29 31	TU TH	Ch. 8 Exam 2	
5-Nov 7	TU TH	Ch. 9 - Uniformity and Disclosure Ch. 9	CH9: Q-2,3,7,8,9,10,15,16,17,18,20,21 C-2
12 14	TU TH	Ch. 10 - The Balance Sheet Ch. 10	CH10: Q-1,2,3,4,6,7,8,9,11,12,19,23 C-
19 21	TU TH	Ch. 11 - The Income Statement Ch. 11	CH11: Q-1-5,7,8,13,17,21 C-2,4
26 28	TU TH	Ch. 12 - Statement of Cash Flows Thanksgiving Break	CH12: Q-1,2,5,6,7,9,12,13,15 C-1,2,3,5
3-Dec 5	TU TH	Ch. 12 Ch. 12	
10	TU	Exam 3	

FERRIS STATE UNIVERSITY DEPARTMENT OF ACCOUNTANCY FALL 2004
INSTRUCTOR: TERESA K. COOK COURSE NUMBER: ACC 431

OFFICE NO: 362, Ext. 2475

EMAIL: cookt@ferris.edu

OFFICE HOURS: Monday – Friday, 2:00 – 4:30, or by appointment

TEXT BOOKS AND MATERIAL REQUIRED:

ACCOUNTING INFORMATION SYSTEMS, Romney & Steinbart, 9th edition

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser & notebook paper

ALWAYS bring to class your textbook, calculator, pencils and erasers

Note: If you choose to use a programmable calculator, you will be asked to remove the batteries, which will erase the memory, before you are allowed to take an exam.

COURSE DESCRIPTION AND PURPOSE OF COURSE:

The objective of this course is to provide a basic understanding of accounting information systems, and the nature of the internal control structure.

ADVICE TO STUDENTS

This course is a departure from the financial and management accounting courses and is the first in the systems and auditing areas of the accounting curriculum. Accordingly, you are expected to devote the time necessary to master the subject material. Please feel comfortable asking questions in class or during my office hours.

If you want to be successful, you **MUST** be prepared for each class session. Read the Chapter **BEFORE** it is discussed in class and work all homework assignments **PRIOR** to class session. Students should understand key terms at the end of each chapter, do the chapter quiz, and review discussion questions. Selected problems at the end of each chapter will be discussed and may be assigned for homework.

Get a “study partner” that you can contact outside of the classroom to share information and questions relating to class work and assignments. Tutors are available to help you (one-on-one) in our Tutoring Lab.

For the CPA exam, the Becker review course suggests using index cards as a flash card study method. It works **GREAT!** On one side put the term, calculation or accounting principle that you need to know and the definition on the reverse. Carry these cards with you and when you have a few moments – prompt yourself.

Students are expected to exercise common courtesy in class. This includes **TURNING OFF** all cell phones and beepers.

You are the college’s most important asset. We are concerned about your success and ask that when problems arise affecting your class performance (or for any other reason) to stop by my office or call me and leave a message as to when and where I can reach you.

Any student who is learning disabled should contact the Disabilities Services Office located in Arts & Sciences Commons 1017K, ext. 3772. Have the office notify me if any special arrangements need to be made.

If you have trouble taking tests, or needs help with other classroom and study skills, please contact the Academic Support Center, ASC 1017, ext. 3543.

I want you to pass this class! I will do whatever I can to help, but ultimately it is up to you.

GRADING CRITERIA:

Your final grade will be based on the points earned (maximum 600) from the following:

- A. **HOMEWORK/CLASS ASSIGNMENTS** will be collected **unannounced** throughout the semester. They will be graded based on the amount of work completed by the student. **Late homework/class assignments will NOT be accepted. If you know you are going to miss a class, you may turn in the homework to my office before the start of class that day.** All homework must be done in pencil and it will be collected at the beginning of the class for which it has been assigned. Please do not ignore homework points. Every point not earned must be earned on quizzes or exams.

The assignments collected (value of 10 points each) will total 100 POINTS.

- B. **QUIZZES** will be given **unannounced** throughout the semester. I will give a total of 7 quizzes throughout the semester. There will be **NO** make-up for missed quizzes. 2 quiz scores will be dropped. **If you happen to be absent on the day a quiz is given, it will count as 1 of your dropped quizzes.**

The scores from your 5 HIGHEST quiz grades (value of 20 points each) will total 100 POINTS.

- C. **EXAMS** will be given four times throughout the semester. Each exam will be worth 100 points. Exams **MUST** be taken when scheduled and missed exams will be counted as a zero. Please note that there is **NO SUCH THING** as an excused exam after the fact. Arrangements to take an exam early **MUST** be made in advance.

The scores from your exams will carry up to 400 POINTS.

- D. An optional comprehensive **FINAL EXAM** will be given at the end of the semester. If you do take the final, it will replace your lowest test grade. If you miss an exam, the comprehensive final is required and will be the makeup exam. The final exam will not be given before finals week. This exam is taken directly from quizzes and exams given throughout the semester. Therefore, it would be a good idea to get the right answers for all quizzes and exams and keep these papers throughout the semester. The only day you will be able to get this information from me is the class period after the quiz or exam is given. **DO NOT expect to be able to come to me at the end of the semester to get copies or answers to quizzes or exams – it is up to you to keep track on your own!**

Attendance Policy:

Attendance will be taken. There is a direct relationship between attendance and success in this course. If you are absent from class, it is your responsibility to learn of any assignment(s) or handout(s) prior to the next class period. Failure to attend classes will most likely affect your grade, and it may affect your future financial aid. If you are registered in an SLA section, please read the attendance policy for the SLA lab in the handout on SLA courses.

GRADING SCALE:

A 93%	B+ 87%	C+ 77%	D+ 67%	F <60%
A- 90%	B 83%	C 73%	D 63%	
	B- 80%	C- 70%	D- 60%	

If applicable, you must pass ACC 202 before being allowed to take FIN 322.

ACADEMIC DISHONESTY: Evidence of academic dishonesty during an exam will result in a zero grade for the exam and probable course failure.

RECORDS OF MY GRADES (BASED ON 600 POINTS)

HOMEWORK/CLASS ASSIGNMENTS (10 @ 10 pts ea.)

_____ + _____ + _____ + _____ + _____

_____ + _____ + _____ + _____ + _____ = _____ (Max. 100 pts)

QUIZZES (5 Highest Scores @ 20 pts ea.)

_____ + _____ + _____ + _____

_____ + _____ + _____ = _____ (Max 100 pts)

SCHEDULED EXAMS (4 @ 100 pts ea.)

_____ + _____ + _____ + _____

= _____ (Max 400 pts)

TOTAL POINTS

(Max of 600)

=====

SLLABUS
Winter 2004
ACCT 441(001) - Auditing
TU & TH 12:00 – 1:15am

Instructor: Dr. Stephen T. Jakubowski, CPA

Telephone: 591-2988

e-mail address: jakubows@ferris.edu

Office: College of Business, Room 337

Office Hours:

M & W - 2:00 – 4:15PM

TU & TH - 1:15 – 2:00PM

and by appointment

Prerequisite:

Prerequisites are strictly enforced. The prerequisite for ACC 441 is ACC 431.

Textbook Required:

Auditing: A Risk Analysis Approach (5th ed., Southwestern) by Konrath

Course Objectives

1. To understand the role of auditing in a free market, private enterprise economy.
2. To develop an understanding of the legal environment facing auditors.
3. To develop an understanding of the AICPA's Code of Professional Conduct and the ethical nature of auditing.
4. To develop an understanding of the audit process including the following:
 - a. audit planning
 - b. the nature and types of evidence
 - c. the study and evaluation of the client's internal control structure
 - d. the application of the audit process to various transaction cycles
 - e. writing the auditor's report

Attendance:

Your successful completion of this course requires that you attend class. Take advantage of the time we spend in class to ask questions. Nothing will facilitate your understanding of the material that we cover than asking questions in class when you don't understand. If you are unable to attend class for some reason beyond your control, please notify me of this ahead of time. Attendance is a factor in the determination of your final grade.

Withdrawal Policy:

Make sure you are aware of the University's withdrawal policy. The last official day to withdraw from an individual course is March 26, 2004.

Accommodations for Students with Disabilities:

All students who have a learning disability or a physical handicap should schedule an appointment with me during the first week of class to discuss accommodations for the classroom and/or assignments and examinations.

Syllabus Revisions:

There may be minor changes to the assignment schedule during the semester. The changes will be announced in class and all students are responsible for being aware of such changes.

Examinations:

There are four exams in this class. Take careful note of the exam dates on the assignment schedule. THERE ARE NO MAKE-UP EXAMS. Exams will be given at the regular class meeting times. If you are unable to take an exam at the assigned time for reasons beyond your control, you must have a valid and documented excuse. Advance notice of your absence is required.

Homework:

It is the student's responsibility to be prepared for each class. This means having the material read prior to the lecture in class, being ready to participate in class discussion, and having any written assignments complete, neat and ready to be handed in. The free interchange of ideas and questions is a major part of the learning process. It is essential to your learning about auditing. I will evaluate your progress in this class by examining some of the assigned homework. The homework problems provide for you a way to test your understanding of the material we cover in each chapter. This is why I assign them. I do not expect you to always have the correct solutions, but I do expect complete and neat solutions. I will be glad to help you with a homework problem if you have a question.

Most of the assigned homework are in the form of essay questions and most of these questions require you to write a brief essay of your answer. One word, one phrase and one sentence answers are unacceptable answers to the essay questions. Homework from the text is periodically collected. I may not collect all of the assigned homework, but I do periodically collect homework and it will be considered in determining your final course grade. In addition to the homework assigned from the text, audit cases may be handed out in class. All case assignments must be typewritten.

We will be using the Biltrite Bicycles Inc. computerized practice set. Thus, you will need the CD that is included with the text (inside the back cover). The computerized spreadsheet solutions to this practice set will be collected as we cover the relevant material in each chapter.

Quizzes:

Short quizzes will be given in class during the semester at the start of the period. Expect one quiz on each chapter we cover. Your lowest quiz score will be dropped and the remaining quiz points will be factored into your final grade. Under no circumstances can a quiz be made up so make sure you are in class on time.

Recommended Study Procedures:

To get the most out of each class period, you must read each chapter that we cover (at least once) before we begin discussing the chapter in class. The essential factor necessary for you to reach the objectives described above is to make sure you spend adequate time studying the material, both before and after it is discussed in class. You are not in a good position to ask questions or make comments in class until you have done this. Be prepared daily. Everyone is capable of learning the material. Some of you may have to spend more time with it than others. The important thing is to study the material until you learn it. You will generally know when this happens (and you will also know when you do not understand it). I'll do everything I can do to help you. That is why I am here. Ask questions if you do not understand (either in class or come and see me in my office). Participation in class discussion (comments or questions) will affect your final grade.

Grading Policy:

Your final grade will be based on your overall performance on the following components:

The following scale will be used to assign letter grades:

Examinations	70%
Quizzes	10%
Cases & Homework	15%
Attendance and class participation	5%
<hr/>	
Total	100%

A	= 90 - 100
B	= 80 - 89
C	= 70 - 79
D	= 60- 69
F	= 60

FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS
FEDERAL TAX II
ACCT 450-001
Winter 2004

Office: 344 Business Building
Phone: (231) 591-2464
Email: slaymaka@ferris.edu
aslay@ix.netcom.com

Office hours: 11:00 – 12:00 M-F, 1-1:30 M
or by appointment

PREREQUISITE: ACCT 310, ACCT 350 or consent of instructor **COURSE HOURS:** 3

COURSE MATERIALS:

Required Text: E. Willis, W. H. Hoffman, Jr., D. M. Maloney and W. A. Raabe,
West Federal Taxation 2004, Comprehensive, Thompson
Southwestern 2003.

Optional Material: *Internal Revenue Code*.

COURSE OBJECTIVE:

Federal Tax II is designed to provide the student with a continuation of the federal income tax sequence. Beginning with the history, objectives and politics involved in corporate taxation, students will learn the concepts of gross income, exclusions from gross income, ordinary and necessary business expenses, and capital transactions. Additional concepts will include accounting periods and methods, and fiduciary responsibilities to individual S-Corporation shareholders. The alternative tax system of the Alternative Minimum Tax applied to corporations and the credits against the tax liability will also be discussed. Underlying the course will be a focus on the process of tax research, case analysis, and tax return preparation to enable the student to solve the more complex tax problems found in tax practice.

ATTENDANCE AND HOMEWORK:

Regular attendance is a necessary condition for success in college study and is extremely useful to students as a means of acquiring knowledge and clarification. This policy recognizes that the course content includes classroom lecture and discussion, certain aspects of which may be covered on examinations, or homework assignments. Occasionally, assignment changes and other announcements are made in class and the student is responsible for these regardless of his/her presence in the classroom.

The course homework policy requires all students to be adequately prepared for each class in accordance with the Course Outline on the last pages. All questions regarding the homework Problems, Cases, or Research Questions should be asked on the date assigned. Illegible assignments will NOT be accepted for credit. If an assignment is submitted AFTER the collection date, it will be graded but you will NOT receive credit.

ASSIGNMENTS AND EXAMINATIONS:

Grading will be based on problems, tax returns, tax research, in class examinations and a COMPREHENSIVE final exam. **NO MAKE-UP EXAMS WILL BE GIVEN!** The assigned problems will be covered in class on the dates assigned. These problems involve an analysis and/or computation similar to what is encountered in tax practice. Your first graded assignment will be the first of two tax research questions, wherein you will provide a memorandum less than 5 pages in length to respond to a potential client's tax problem. In addition to the three examinations, you will be graded on a case involving a situation you are likely to encounter in tax practice. Also graded will be 2 tax returns, a corporate (Form 1120), and S-Corporation (Form 1120S). Additional instructions for these assignments will be given before the dates assigned.

POINTS	...AND...	GRADES	
	<u>Points</u>	<u>Total Points</u>	<u>Grade</u>
Tax Research Memo	50	450 - 500	A
Tax Returns (2 @ 50)	100	400 - 450	B
Tax Case Presentatin	50	350 - 400	C
In-Class Exams (2 @ 100)	200	300 - 350	D
Final Exam	<u>100</u>	0 - 300	F
Total	500		

INCOMPLETE:

The mark of "I" (incomplete) is appropriate when the student has not completed all of the course requirements during the semester **AND** when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course work **SUCCESSFULLY** without again attending regular class sessions.

ACCT 450-001 COURSE OUTLINE

<u>DATE</u>	<u>CHAPTER</u>	<u>LECTURE TOPIC</u>	<u>HOMEWORK</u>
January 12	1	Introduction to Corporate Taxation	
14	28	Working with the Tax Law	
16	28	Working with the Tax Law	DQ 28.1-30
19		Martin Luther King Holiday	
21	28	Working with the Tax Law	P28.31-35
23	7-1..19	Depreciation	
26	7-1..19	Depreciation	P7.26, 30, 31
28	7-1..19	Depreciation	P7.36, 43,
30	12-1..36	Property Transactions	
February 2	12-44..50	Property Transactions	P12.37, 53, 58
4	12-44..50	Capital Gains and Losses	P12.61, 64, 68, 72
6	13-1..18	Sec. 1231 Transactions	
9	13-30..35	Sec. 1245 Recapture	P13.31, 33, 34, 42
11	13-39..57	Sec. 1250 Recapture	P13.50, 56, 57
13	16-1..7	Business Taxation	
16	15	Accounting Periods	
15	15	Accounting Methods	P16.22, 23, 27
20		Examination I	P15.17, 19, 20, 23, 24, 34
23	16-18..30	Corporate Taxation	P16.29, 33, 34, 36
25	16-18..30	Corporate Taxation	P16.38, 41, 42
27		Library Research Date	
March 1			
3	14-26..31	Alternative Minimum Tax	
5	14-26..31	Alternative Minimum Tax	P14.60, 61, 62, 63
10-14		SPRING BREAK	
15	17	Corporate Organization and Structure	
17	17	Corporate Organization and Structure	P17.24, 25, 27
19	17	Corporate Organization and Structure	P17.30, 34, 35, 37
22	18	Corporate Distributions	P18.27, 18.28, 18.30
24	18	Corporate Distributions	P18.33, 18.39
26	19-1..13	Corporate Distributions/Liquidations	19.15, 19.18, 19.20
March 29		C Corporate Tax Return Due	

March	31	16 - 19	S Corporations	
	2	21	S Corporations	
	5	21	S Corporations	P21.13, 21.16, 21.17
	7	21	Research Problem I Due	P21.22, 21.23, 21.30
	9	21	Easter Break	
	14	21	S Corporations	
	16		Examination II	
	18	25	Tax Administration and Practice	
	21	25	S Corporate Tax Return Due	
	23	25	Tax Administration and Practice	P25.22, 25.25
	25	25	Tax Administration and Practice	P25.26, 25.34
	28		Library Research	
	30		Research Case Presentations	
May	2		Research Case Presentations	
May	6		COMPREHENSIVE FINAL EXAM	

SYLLABUS
Fall 2004
ACCT 461 Governmental Accounting
9:00-9:50am M,W,& F

Instructor: Dr. Stephen T. Jakubowski, CPA

Telephone: 591-2988

e-mail address: jakubows@ferris.edu

Office: Room 337; College of Business

Office Hours:

Monday, Wednesday, & Friday :	10:00-11:00am
Monday, & Wednesday :	1:30-3:00pm
and by appointment	

Prerequisite:

The prerequisite course for ACCT 461 is ACCT 312.

Text Required:

Accounting for Governmental and Nonprofit Entities, 13th Edition, by Wilson, Kattelus & Hay
(We will use the author's computerized practice set (City of Smithville). It is included with the text.

Course Objective:

The major course objective is to provide you with the fundamental knowledge necessary for understanding the operations of governmental and other nonprofit entities. We will consider the following governmental accounting topics:

1. Accounting and financial reporting practices
2. Accounting standards that affect the accounting and financial reporting systems.
3. Audits of local governmental units.

This course will also enhance the development of your analytical and problem solving skills.

Attendance:

Your successful completion of this course requires that you attend class. I expect each of you to attend each class session. Absences that are the result of circumstances beyond the control of the student will not cause a person's grade to be lowered (unless the absences become so numerous as to make meeting the objectives of the course becomes impossible). Exceptions must be discussed with the instructor at the time they occur and any appropriate will be brought to the instructor by the student.

Both absence from class and tardiness affect your final grade.

Withdrawal Policy:

Make sure you are aware of the University's withdrawal policy. The last official day to withdraw is November 4, 2004 .

Recommended Study Procedures

The essential factor necessary for you to reach the course objectives is to make sure you spend adequate time studying the material, both before and after it is discussed in class. Some of you may have to spend more time with it than others. The important thing is to study the material until you understand it. Do not consider any of the assigned homework problems until you have adequately read the material in the chapter. For most of us, each chapter requires more than one reading. You will generally know when you understand the material and you will also know when you do not understand the material. Everyone in the class is capable of mastering the material we cover. I'll do everything I can to help you.

For your own benefit and the benefit of the whole class, **ask questions when you don't understand** what you are reading or what we are discussing in class. I promise you the accounting areas we cover in this class are not only very important for someone entering the field of accounting, but very interesting as well. I hope this becomes evident to you as you study and learn about these areas of accounting.

Homework:

Be prepared every day. The assignment schedule (attached) describes the material we will be covering this semester. **You must have each chapter read at least once by the time the material is first presented in class.** This is required for your successful completion of this course. You should be prepared each day to either ask questions about the areas that you don't understand, or be ready to discuss what you have learned or answer any questions that either I or your classmates raise.

I will evaluate your progress in this class by examining your work on the exams, and assigned homework. The exams, for the most part, are composed of questions similar to those assigned for homework. The homework problems provide for you a means of testing your understanding of material covered in each chapter. This is why I assign them. I will be glad to help you through a problem if you have a question. If you need help come and see me **before** the homework is collected. I do examine your homework. I may collect only one of the assigned problems or I may collect all of the assigned homework for any given chapter. With the exception of the first week, homework for a given chapter will be collected on the last day that chapter is covered in class. **I don't expect you to always have the correct solutions to the requirements in the problems, but I do expect complete and neat solutions.** I do examine your homework.

The homework assigned includes essay questions, problems and a computerized practice set. **The answers to the essay questions must be written in complete sentences and typewritten.** The City of Smithville Practice set assignments coincide with the material in the chapters.

The homework credit that you have earned will be factored into your final grade. We spend 2 to 3 class periods on each chapter in the text.

Syllabus Revisions:

There may be minor changes to the assignment schedule during the semester. The changes will be announced in class and all students are responsible for being aware of such changes.

Quizzes:

Short quizzes will be given in class during the semester at the start of the period. Your lowest quiz score will be dropped and the remaining quiz points will be factored into your final grade. Under no circumstances can a quiz be made up. Make sure you are in class on time.

Examinations:

There are four exams in this course as indicated on the assignment schedule.

Please note carefully each exam date. There are no make up exams.

The exams are composed of approximately 40% objective questions and 60% problems and short essay.

Grading System:

Your final grade will be based on your overall class. The following scale can be used to performance. It will be based on the following components (only):

		Approximate letter grades.
Examinations	70%	A = 90 - 100
Homework	10%	B = 80 - 89
Quizzes	15%	C = 70 - 79
Attendance/Promptness & Class Participation	5%	D = 60 - 69
	-----	F = < 60
Total	<u>100%</u>	

E. PROFESSIONAL MEETINGS ATTENDED AND J. PROFESSIONAL GROWTH

Attended teleconference for CPAs and attorneys entitled "Representing Clients Before the IRS" sponsored by Edward Jones, September 2003

Attended Michigan State University Individual Income Tax Seminar, December 2002 & December 2003

Took Web CT Workshop (Preparing for Your First Semester) 8 sessions (May 21-June 25, 2002)

Took Web CT Workshop (Student Management Module - Beyond the Basics), 1 session July 2002

Attended Michigan Accounting Educators' Conference, Spring 1988 - 2003.

Attended Michigan Accountancy Foundation - Accounting Educator's Symposium, Fall 1992, 1997-2003

Attended MACPA Regional Advisory Council, May 13, 1999, Lansing
Attended MACPA Current Issues Conference, May 14, 1999, Lansing

Ferris Workshop October 20, 1998 on "Lexis-Nexis", September 29, 1999 on "Tips to Improve Student Writing", October 27, 1999 on "How Not to Be Professor Boring", February 8, 2000 on "PowerPoint Presentations" sponsored by Center for Learning, Teaching, and Faculty Development

Attended Individual Income Tax Workshop, offered by National Center for Professional Education (NCPE), 1987 - 1988, 1994-2001

Attended ACCESS training-offered by Human Resources (4-2 hour workshops, February 2-23, 2001

Attended Wiley Publishing Accounting Exchange, January 29, 1999 (accounting educator's workshop) at College of DuPage, Glen Ellyn, IL

MACPA workshop, Forensic Accounting: Investigating the Red Flags of Fraud, April 20, 2000

Attended monthly breakfast meeting of Mecosta County CPA's 1992 - 1997

ISYS 290 Faculty Professional Development course, Winter Semester, 1997

ISYS 105 Faculty Professional Development course, Winter Semester, 1996

Attended 2 teleconferences for CPAs and attorneys on investments and taxation, offered by Edward Jones, August, September 1998

Attended 3 teleconferences for CPAs and attorneys on investments and taxation, offered by Edward Jones, June August, September 2000

Attended "Teaching with Style" Videoconference, February 1998, offered by Center for Teaching, Learning, and Faculty Development

Lexis-Nexis workshop, offered by FSU Center for Teaching, Learning, and Faculty Development, October 1998

3 day Distance Learning seminar, Summer 1997

Excel seminar, Fred Pryor Seminars, Summer 1997
Corporate Income Tax Workshop, offered by NCPE, 1991
MACPA Income Tax Seminar, 1987
MACPA Income Tax Update, 1986
Income Tax Update, Seidman and Seidman, 1986
Income Tax Update, Crowe Chizek and Co., 1985
AICPA Personal Financial Planning Self Study Course, 1986
AICPA Federal Income Tax Update, 1983
AICPA Advanced Individual Income Tax Self Study Course, 1983
MACPA Federal Income Tax Update, November 1981
FSU Basic Computer Literacy Course, Fall 1985
FSU School of Business Micro-lab Seminar, Summer 1985
FSU Faculty Seminar in Micro-computers, Fall 1982
FSU Faculty Development Course, Fall 1982

OTHER PROFESSIONAL ACTIVITIES

Served as reviewer for Accounting Principles text by Fess and Warren, South-Western Publishing, 1991

F. Papers Presented

G. Publications

H. Other Research Activity

I. CONSULTING

Tax return preparation and advice to several clients in community

J. PROFESSIONAL GROWTH ACTIVITIES (SEE E.)

K. SEMINARS, TRAINING PROGRAMS, ETC. CONDUCTED FOR BUSINESS/INDUSTRY

Taught portion of "Income Tax Update" seminar for GILL, January 1986

Taught accounting portion of week long GILL seminar for Fisher Guide employees, Summer 1986

L. PROFESSIONAL PRESENTATIONS, SPEECHES, ETC.

Conducted workshop for Office of International Affairs to assist international students prepare income tax forms (1998-2002)

-Attended 1 day Webcast seminar conducted by IRS in preparation, February 2001 and February 2002

Presentation to Gary Horn's Debate Class on "The Implications of a Flat Tax" (they won 1st place in their intercollegiate debate), Fall 1995

Presentation to Rotary on 1995 Tax Update, February 1996

Presentation to SAM (Society for Advancement of Management) on
Job Interviewing skills, Fall 1993

Presentation to student organization officers in School of
Technology on duties of club treasurer, Spring 1990 and 1991

Presentations on Preparation of Individual Income Tax Return a
Taggart Hall and Pickell Hall, 1990, Bond Hall 1983

Presentation to FIN 322 class on "The Effect of Tax Reform of 1986 on
Corporate Environment, 1986

Presentation to the Accounting Club on "Career Planning, Resume Writing, and
Interviewing, Fall 1988

Presentation to FSU Outdoors Club on "Backpacking in the Grand Canyon"

N. INSTITUTIONAL SERVICE PERFORMED

COB Admissions Policy Task Force (committee charged with reviewing COB
admissions policy), AEAS Representative, Winter 2000

COB Recruitment and Retention Committee, 1998-99

COB Promotion/Merit Committee, 1998-99 - 2001-2002; 2003-2004

Chair, Academic Program Review Committee, Accounting Program, 1998

Faculty advisor - Student Accounting Association, 1983-2004

Accompanied students to various professional activities over the years,
including MACPA Recruiting Days, Institute of Internal Auditors Student
Night, field trips to various business organizations, among others

Attended COB Honors Student Ice Cream Social, Sunday, August 27, 2001
FSU Autumn Adventure volunteer, 1994-1999, 2001

COB Faculty Representative - Judicial Services Disciplinary Hearings,
1998-99

COB Scholarship Committee - AEAS representative, 1997-98 to 2003-2004

COB Post Tenure Review Standards Committee - ACIS Representative, 1998-99

Attended MACPA High School Career Day, Lansing, MI November Fall 1996 and 1997

Sabbatical Committee - ACIS department representative, 1995-96, 1996-97

Participated in FSU "Challenge Program" designed to enhance
retention of new students, 1993-94, 1995-96

Member of COB Budget Committee, Fall 1993

Volunteered for Fall Festival 1993. Met with prospective
students and parents on a Saturday morning this Fall

Volunteered for College of Business Recruitment and Retention
Committee Freshman Open House on the night of November 11,

Served as official statistician for the Mr. Bulldog contest
sponsored by Alpha Kappa Alpha and Delta Zeta, Spring 1992
and 1993

FSU Academic Senator 1988-90 (2 year term). Also, member of university wide elections committee for 2 years

Participated in Career Services Job Search Workshop, January 1992

Member of Undergraduate Curriculum Council (branch of College Curriculum Committee of the Faculty Senate) 1987-88 academic year. Responsible for review of all existing and proposed policies affecting undergraduate curriculum at FSU.

Co-chair of college wide Faculty Orientation Week Committee 1986-87 academic year. Responsible for planning the speakers and activities for the week before Fall term begins.

Served as acting advisor to Gamma Iota Sigma (insurance fraternity) during the 1992-93 academic year(while continuing to serve as advisor to the student Accounting Association).

Faculty phone volunteer - Student Recruitment and Retention Committee (several times throughout 1994-95, 1995-96 academic year

Semester Transition Expert - Accounting Department, 1993-94 and 1994-95 (assisted students in completing Course Completion Agreements - one of 4 experts in the department)

Business Alumni Day Coordinator for the Accounting Department, 1986 - 1990

Parents Day representative-Accounting department, Fall 1987 and 1988

Ferris Faculty Association (FFA) Opinion Survey Committee and Public Relations Committee, 1987

Served on Accounting Department Intermediate and Principles of Accounting Committee text selection committees

United Way departmental representative 1999 - 2002

Relay for Life team member 1999 - 2001

N. RECOGNITION AND HONORS

Merit increase, May 1999

Merit increase, May 1994

Promoted to Professor, Accounting Department, May 1989

In 1999-2000 Student Satisfaction Survey, name mentioned 11 times as "faculty member who made a positive difference in student's life or education

Named *Outstanding Campus Advisor* at RSO(Registered Student Organization) Awards Ceremony, April 2001

O. PROFESSIONALLY RELATED COMMUNITY SERVICE

Treasurer of Recycle of Mecosta County,1993-2002. Resident agent of this organization since 1990. Also, prepared application for this organization which enabled them to obtain 501c tax exempt status with the IRS.

United Way representative for the Accounting Program Fall 1986-1993, Fall 1997-Present

Relay for Life team member 1996-1999

Referee, Big Rapids Youth Soccer League, 1984-1987

VITA
September, 2004

Charles W. Wolgamott
Professor of Accountancy
Accountancy, Finance, Economics & Statistics Department
Ferris State University

Tenure/Nontenure: Tenure

EXPERIENCE - FERRIS STATE UNIVERSITY

1991 to Present Professor of Accountancy, College of Business
1986-91 Associate Dean, College of Business
1985-86 Acting Department Head, Department of Accountancy
1978-85 Assistant, Associate Professor of Accountancy

OTHER PROFESSIONAL EXPERIENCE

1976-78 State Auditor, Michigan Auditor General, Lansing, MI
1969-76 Instructor and Head, Accounting Department, Muskegon Business College
1975 Adjunct Professor - Grand Valley State College
1968-69 Instructor, Baldwin High School
1975 to Present Instructor--Becker CPA Review Course, Grand Rapids, MI

EDUCATION

Ph.D., University of Michigan, Educational Administration, 1987
MBA, Western Michigan University, Management, 1972
B.S., Ferris State College, Accounting, 1968
Certificate in Data Processing, Muskegon Business College, 1973

PROFESSIONAL CERTIFICATIONS

CPA, Certified Public Accountant - State of Michigan
CIA, Certified Internal Auditor
CMA, Certified Management Accountant

PROFESSIONAL MEMBERSHIPS

American Institute of Certified Public Accountants
Michigan Association of Certified Public Accountants
Institute of Management Accountants, Past President, Northwest Michigan Chapter
Institute of Internal Auditors
American Accounting Association

OTHER EDUCATIONAL MEMBERSHIPS

Omicron Delta Kappa
Delta Sigma Pi

Consulting and other professional activities:

I have worked with several of my College Of Business colleagues on education programs for delegations from Russia. My presentations were an overview of accounting in the America. I was part of a delegation from Ferris to Moscow in April, 1998. I was also part of an accounting delegation to with the People to People Organization.

For the past 30 years I have worked with the Becker CPA Review Program (now BeckerConviser CPA Review). For the past two years I have also taught the BeckerConviser CPA Review course online over the internet. Teaching in this program has been helpful in keeping up-to-date on most areas of accounting. In addition to teaching, I make several presentations to student accounting organizations in West Michigan on various topics related to the CPA, CIA and CMA exams.

Professional Growth Activities:

Professional Continuing Education:

My professional accounting certifications require mandatory professional continuing education. I maintain the annual 40 hours a year for my CPA license. These hours also meet the requirements for the other certification. I receive most of these hours by attending professional conference and meetings. I receive the balance of the hours from my teaching.

Professional Development:

I participate in professional development program at Ferris on Web CT.
June 2004, MACPA Spring Accounting Educators Conference

Sabbatical:

I was on sabbatical for the 1997 Winter Semester. I worked for BDO Seidman, CPAs in Grand Rapids, MI. during January, February and March to become acquainted with modern auditing techniques. For the balance of the semester I reviewed auditing texts and reading materials for our ACCT 441 Auditing class.

Training in (TV) Distance Learning Classes:

1993 IBM training class of distance learning (TV) for College of Technology faculty.
1995 Distance learning class at Northwest Michigan College, in Traverse City, MI.
1997 Taught ACCT 561- Governmental Accounting as a distance learning class.
Professional reading:

Professional Journals:

I subscribe to the following professional journals (several are received with memberships in the above professional accounting organizations):

- Journal of Accountancy
- Management Accounting
- Internal Auditor
- Issues in Accounting Education
- Accounting Review
- Accounting Horizons
- The Michigan CPA (now the Leaders' Edge)
- Journal of Cost Management
- Electronic Commerce
- Journal of Management Accounting Research
- Auditing - A journal of Practice & Theory
- The Journal (Technology in Education)
- Journal of Information Systems

Other professional reading:

I have a computer hookup to online overviews for the:

- Wall Street Journal
- CNN Financial
- The Washington Post
- The Detroit News

Several publishers print quarterly newsletters which contain helpful ideas on the teaching of accounting, such as the *Accounting Instructor's Report* by Houghton Mifflin.

Institutional Services Performed:

Over the years I have tried to serve on at least one committee each at the department, college and university levels. In recent years I have served on:

University level:

- Ferris Foundation Audit Committee

College level:

- College of Business Promotion/merit Committee
- College of Business Sabbatical Committee
- College of Business Assessment Committee
- College of Business BUSN 499 Committee
- College of Business assessment Committee
- College of Business Stock Market Fantasy Game Committee

Department level:

- Academic Program Review Committee
- Assessment Committee
- Promotion/merit Committee
- Sabbatical Review Committee
- Various Textbook adoption Committees
- Accounting five-year Program Committee
- Accounting faculty search committees
- Accounting faculty tenure committee
- AFES department tenure committee

ACCT 231 course development committee
ACCT 241 course development committee
Accounting overview course development committee

Professionally Related Community Activities

Boy Scouts of America – Treasurer, Troop 114, Big Rapids, MI
Past member of the City of Big Rapids Property Assessment Appeals Board of Review
Financial principal - Big Rapids Land & Cattle Investment Club
 Affiliated with the National Association of Investment Clubs
West Michigan Old Engine Club
 Education Day Committee member
Member of the Baldwin Volunteer Fire Department (1979 - 1994)

Teaching experience at Ferris State University:

Accounting Classes:

ACCT 665 Essentials of Governmental Budgeting/Accounting
 Graduate Class Criminal Justice Students
ACCT 635 Accounting Information Systems
 Graduate class for Information Systems Management Students
ACCT 599 Microcomputer Applications in Accounting
ACCT 561 Governmental Accounting
ACCT 441 Auditing
ACCT 431 Accounting Systems
ACCT 412 Advanced Accounting II - Business Combinations
ACCT 322 Cost Accounting II
ACCT 321 Cost Accounting I
ACCT 205 Managerial Accounting
ACCT 202 Principles of Accounting II
ACCT 201 Principles of Accounting I
ACCT 241 Peachtree Accounting
ACCT 290 Payroll Accounting
BUSN 499 Capstone Class (Winter, 2004)

Other College Of Business Classes:

Computer Information System Class
 ISYS 105 Introduction to Micro Systems & Software

Management Department Classes:

 FINC 322 Financial Management I
 MGMT 371 Production Operations Management

Teaching in Other Areas:

A prior Dean of the College Of Business asked that COB faculty try to expand their ability to teach classes in areas other than in our major. I have worked hard to be able to teach computer, management and finance classes. This has benefited both the College Of Business and me. The college has benefited by having faculty that are more flexible in meeting the needs of our students. I have benefited in that many of the concepts I have learned in the other classes help me do a better job of teaching accounting classes. The Production operations class relates to managerial accounting. The finance class relates to the principles of accounting classes. The computer class has been a big help in the microcomputer applications class.

PERFORMANCE OF REPEAT CANDIDATES WITHOUT ADVANCED DEGREES BY SCHOOL

MAY 2000 UNIFORM CPA EXAMINATION

	PERCENT OF TOTAL	NUMBER OF CANDIDATES	P E R C E N T P A S S I N G						
			AUD	LPR	FARE	ARE	ALL *	NONE *	SOME *
ALBION COLL		15		12.5	30.8	30.0	40.0	60.0	
ALMA COLL		14		25.0	27.3	20.0	28.6	57.1	14.3
AQUINAS COLL		10	28.6	25.0	11.1	16.7	20.0	50.0	30.0
CALVIN COLL		11	42.9	27.3		42.9	27.3	36.4	36.4
CENTRAL MICH	.1	43	44.0	26.7	22.9	39.3	30.2	44.2	25.6
DAVENPORT COLLEGE	.1	17	33.3	15.4	18.8	21.4	23.5	47.1	29.4
DETROIT COLL OF BUS		10	37.5		25.0	14.3	40.0	50.0	10.0
EASTERN MICH	.1	48	25.0	41.7	14.3	29.4	16.7	43.8	39.6
FERRIS STATE	.1	17	60.0	33.3	50.0	33.3	47.1	29.4	23.5
GRAND VALLEY ST	.1	41	28.6	41.4	28.6	30.8	29.3	51.2	19.5
HILLSDALE COLL	.1	18	22.2			33.3	11.1	61.1	27.8
HOPE COLL		8	50.0	16.7	37.5	42.9	12.5	37.5	50.0
LAKE SUPERIOR STATE		13	22.2	25.0	33.3	11.1	30.8	61.5	7.7
MICHIGAN STATE	.5	159	34.7	23.9	19.7	29.1	23.3	47.2	29.6
MICHIGAN TECH		8	33.3	16.7	33.3		25.0	50.0	25.0
NORTHERN MICH		14	25.0		35.7	41.7	14.3	42.9	42.9
NORTHWOOD UNIVERSITY	.1	24	25.0	33.3	15.8	35.0	20.8	41.7	37.5
OAKLAND U	.1	22	35.7	27.8	15.8	14.3	22.7	45.5	31.8
SAGINAW VALLEY ST		11	12.5	20.0		20.0	18.2	63.6	18.2
SIENA HEIGHTS COLL		5	20.0	40.0	40.0	60.0	40.0	60.0	60.0
U OF DETROIT		7	25.0		28.6	20.0	14.3	57.1	28.6
U OF MI-ANN ARBOR	.1	25	40.0	50.0	31.3	63.2	48.0	36.0	16.0
U OF MI-DEARBORN	.1	35	24.0	29.6	17.2	44.4	20.0	45.7	34.3
U OF MI-FLINT		16	21.4	7.7	7.7	21.4	18.8	62.5	18.8
WALSH COLLEGE	.2	67	19.2	16.3	22.6	25.0	22.4	56.7	20.9
WAYNE STATE	.1	39	36.0	44.4	16.7	32.4	12.8	41.0	46.2
WESTERN MI U	.3	107	24.3	24.4	15.1	32.9	18.7	51.4	29.9
Minnesota									
AUGSBURG COLL		10	55.6	33.3	14.3	71.4	40.0	30.0	30.0
BEMIDJI STATE		5	75.0	100.0	50.0		60.0	20.0	20.0
COLL OF ST BENEDICT		12	100.0	100.0	44.4	44.4	41.7	33.3	25.0
COLL OF ST CATHERINE		8	66.7	42.9	25.0	42.9	12.5	12.5	75.0
COLL OF ST THOMAS	.1	43	45.8	53.6	38.2	36.7	44.2	32.6	23.3
CONCORDIA MOORHEAD		14	55.6	50.0	27.3	30.0	28.6	28.6	42.9
GUSTAVUS ADOLPHUS		7	100.0	50.0	25.0	50.0	42.9	28.6	28.6
MINNESOTA STATE	.1	35	47.6	35.3	37.5	63.6	45.7	31.4	22.9
MOORHEAD STATE	.1	23	42.9	35.7	25.0	37.5	34.8	39.1	26.1
NORTHWESTERN COLL		5	66.7		40.0	66.7	40.0	20.0	40.0
SOUTHWEST STATE		10	62.5	66.7	14.3	83.3	40.0	20.0	40.0
ST CLOUD STATE	.1	30	56.3	46.7	60.0	57.9	43.3	13.3	43.3
ST JOHNS U		12	75.0	60.0	100.0	85.7	75.0		25.0
U OF MN-DULUTH	.1	18	47.1	31.3	7.7	13.3	16.7	33.3	50.0
U OF MN-TWIN CITIES	.1	47	50.0	63.6	31.0	51.6	42.6	27.7	29.8
WINONA STATE		13	50.0	66.7	45.5	60.0	38.5	7.7	53.8

* THE ALL, NONE AND SOME COLUMNS ARE BASED ON SUBJECTS TAKEN (MAY BE FEWER THAN FOUR).

REPORT NUMBER 12-C

DATA FOR SCHOOLS WITH FEWER THAN FIVE CANDIDATES ARE COMBINED AT END OF REPORT.

MACPA

150-Hour Administrative Rules Specify Course Requirements

On July 27, 2000, administrative rules for the CPA profession in Michigan established educational criteria for the 150-hour law, which goes into effect on July 1, 2003.

Under the law, certificate applicants must meet the credit hour requirements as defined in the rules for a concentration in accounting (outlined below) before applying for certification.

Credit hour requirements for concentration in accounting:

(1) Rule 114 of the Michigan administrative rules for accountancy stipulates that a person will meet the concentration in accounting requirement by providing proof of having completed 150 semester hours of academic credit at an accredited college or university, including either:

(A) A graduate degree in accounting or a master of business administration degree that includes not fewer than 12 semester hours of graduate level accounting courses

OR

(B) An academic program consisting of both of the following:

(i) Thirty semester hours of accounting subjects, including not more than six semester hours of taxation. Additional semester hours in accounting subjects may be applied toward the general business subject requirements of subdivision (b)(ii) of this subrule.

(ii) Thirty-nine semester hours, including a minimum of three semester hours each in business communications and computer technology and a minimum of three semester hours, but not more than 12 semester hours, in not fewer than five of the following areas: Business law, Economics, Ethics, Finance, Management, Marketing, Taxation, Statistics, and Business policy.

(2) Credit may be earned only once for an accounting or general business topic. If the department determines that two courses are duplicative, then only the semester hours of one course shall be counted toward the semester hour requirement.

Jurisdiction	General Qualifications			Education		Experience		Quality/No Experience	
	Age	Citizen	Required in State Residency (R) Employment (E) or Office (O)	College Ed. (years)/ Baccalaureate/ Grad. Study	Semester Hours in Accounting	Certificate/ Permit (0 Fraction) (in years)	General Permits Reached (in years)	Public Accounting (in years)	Non-Public Accounting Acceptable to the Board (in years)
Alabama	19	Yes	Not Required	Bac/150hrs/Grad	33 (a)	0	2	2	5
Alaska	19	No	Not Required	Bac/150 hrs. (b)	15	2-3	2-3 (c)	2-3	4-6(d)
Arizona	18	No	Not Required	Baccalaureate	24	2	2 (c)	2	2
Arkansas	N/A	No	R/E/O	Baccalaureate	30(a)	1	1	1	1
				150 hrs./Graduate		0	1	1	1
California	N/A	No	Not Required	Bac./120 / 150 hrs. (e)	10/24	1-4	1-4	1-4	1-4
Colorado	N/A	No	Not Required	Baccalaureate	27	1	1(c)	1	1
				Graduate		0	0 (c)	0	0
Connecticut	N/A	No	Not Required	Baccalaureate/150 hrs.	36	2-3	2-3	3	3
Delaware (gg)	18	No	N/A	2	21	0	4	8	4
				Baccalaureate		0	2	4	4
				Graduate		0	1	2	2
DC	18	No	R/E (6mos)	Baccalaureate	24	0	2	2	2
Florida	N/A	No	Not Required	Baccalaureate	36	0	0 (c)	0	Not Acceptable
				plus 30 hrs.		0	0 (c)	0	0
Georgia	18	No	Not Required	Bac/150 hrs.	30(a)	0	2	2	5
Guam	N/A	No	Not Required	Baccalaureate/150 hrs.	24 (bb)	0	2 (ee)	2 (ee)	2 (ff)
				Master's (Business)	24 (cc)	0	2 (ee)	2 (ee)	2 (ff)
				Master's (Accounting)	-- (dd)	0	2 (ee)	2 (ee)	2 (ff)
Hawaii (f)	18	Yes	Not Required	Baccalaureate	18(g)	2-4.5	0	2.5-4.5	2
				Bac./ 150 hrs.	24(g)	2	0	2	2
Idaho	18	No	R (h)	Bac/150hrs/Grad	24	2	2 (c)	2	2(i)
Illinois	18	No	Not Required	Baccalaureate	24(j)	0	1	1	1
Indiana	18	No		Baccalaureate	24	2	2 (c)	2	2-5
				Graduate/150 hrs.	15	0	2	2	Not Acceptable
Iowa	N/A	No	R/E/O	Baccalaureate/150 hrs.	24	0	2	2	Not Acceptable
Kansas	N/A	No	R/E/O	Baccalaureate/150 hrs.	30	0	1	1	
Kentucky	18	No	Not Required	Baccalaureate/150 hrs.	27	1	1 (c)	1 (k)	1 (k)
Louisiana	N/A	No	R (4 mos legal residency) (f)	Baccalaureate/150hrs	24 (a) (l)	1 (c)	1 (m)	1 (m)	Allowed (m)
				Graduate	21 (a) (l)	1 (c)	1 (m)	1 (m)	Allowed (m)
Maine	18	No	Not Required	Baccalaureate	-- (n)	2	2	2	Allowed
				Master's		1	1 (c)	1	Allowed
Maryland	18	No	Not Required	Baccalaureate/150 hrs.	30/27 (o)	0	0	1	0
Massachusetts	18	No	Not Required	Baccalaureate (p)	-- (n) (p)	3 (p)	3 (c) (p)	3 (p)	6-9 (p)
				Graduate		2 (p)	2 (c) (p)	2 (p)	4-6 (p)
Michigan	N/A	No	Not Required	Baccalaureate	24	2	2	2	2
				Graduate		1	1	1	1
Minnesota	18	No	R/E/O	0 years	18	5	1	6	Not Acceptable
				2 years		3	2	5	Not Acceptable
				Baccalaureate		0-1	2	2-3	2-3
Mississippi	N/A	No	R/O	Baccalaureate/150 hrs.	24 (g)	1	1 (c)	0	1
Missouri	21	No	R/E/O	Bac/150hrs/Grad	27	0	1	1	1
Montana	N/A	No	N/A	Baccalaureate/150 hrs.	24 (l)	0	1-2	1	2

Jurisdiction	General Qualifications			Education		Experience		Qualifying Experience	
	Age	Citizen	Required in State	College Ed. (In Years)	Semester Hours	Certificate/ Permit	Licence/ Permit	Public Accounting	Non-Public
Nebraska	N/A	No	R/E/O	Bac/150 hrs.	30 (a)	0	2	2	3-3.5
Nevada	N/A	No	Not Required	Bac./150 hrs.	-- (n)	2 (c)	2 (c)	2	4
New Hampshire	21	No	N/A	Baccalaureate Graduate	12	2	2 (c)	2	2 (q)
New Jersey	18	No	Not Required	Baccalaureate/150 hrs.	24/30 (r)	0	1	1	1
New Mexico	18	No	Not Required	Baccalaureate	30	1	1	0	4
New York	21	No	Not Required	0 years		15	15 (c)	15	Not Acceptable
				Baccalaureate	24	2	2 (c)	2	2
				Graduate	24	2	2 (c)	2	2
North Carolina	18	No	Not Required	Bac./150 hrs.	30	1	1 (c)	1	4
				Graduate					
North Dakota	N/A	No	Not Required	—	24/24 (l)	4	4	4	4 (s)
				Bacclaureate/150 hrs.(t)		1 (b)	1 (b)	1 (b)	1 (b)
Ohio	18	No	R/E/O	Bac/150hrs/Grad	30	1	1	1	1
						4(u)	4(u)	4(u)	4(u)
						2(v)	2(v)	2(v)	2(v)
Oklahoma	N/A	No	R	Baccalaureate	30	0	0	0	0
Oregon	N/A	No	Not Required	Baccalaureate	24	2	2	1	1
				Graduate/150 hrs.		1	1	1	1
Pennsylvania	18	No	E or O	Baccalaureate/150 hrs.	24/36	2	2 (c)	2/1	2
				Graduate	24	1	1 (c)	1	1
Puerto Rico	21	Yes	R/E/O	Non-Accounting Baccalaureate	32	8	8 (c)	8	16
						0	0 (c)	0	0
Rhode Island	N/A	No	R/E/O	Baccalaureate	24	1	1 (c)	1	Not Acceptable
				Graduate/150 hrs.		1	1(c)	1	Not Acceptable
South Carolina	18	No	Not Required	Baccalaureate/150 hrs.	24 (w)	2	2 (c)	2 (m)	2(m)
South Dakota	N/A	No	Not Required	Baccalaureate/150 hrs.	24	0	1	1	Not Acceptable (x)
Tennessee	N/A	No		Bac/150 hrs.	24	1	1 (c)	1	1
Texas	N/A	No	Not Required	Bac/150hrs/Grad	30 (a)	1	1	1 (m)	1 (m)
Utah	N/A	No	Not Required	Bac/150hrs/Grad	--		1	1	1
Vermont	18	No	Not Required	60 Semester Hours	30/30/42		1-4	1-4	Acceptable
Virginia	N/A	No	Not Required	Baccalaureate (y)	24	1	1 (c)	1 (s)	1
Virgin Islands	21	Yes	R/E or O	0 years	24	6	6	6	Not Acceptable
				Baccalaureate		3	3	3	3
				Graduate		2	2	2	2
Washington	N/A	No	Not Required	Baccalaureate/150 hrs.	24 (z)	0 (aa)	1	1	1
West Virginia	18	No	R/E or O	Baccalaureate/150 hrs.	27 (a)	0	2	2	2
Wisconsin	18	No	Not Required	Baccalaureate/150 hrs.	24	1	1 (c)	1	1
Wyoming	19	No	R/E or O	Baccalaureate/150 hrs.	24/30	0	2	2	Not Acceptable

* Please contact your state board of accountancy for the latest, up to date information.

See the following page for footnotes.

- a. Above introductory level.
- b. Effective January 1, 2001.
- c. There is no distinction between a license and a certificate.
- d. Based on the point system, in which different kinds of experience carry with them different point values, one must accumulate 4 to 6 experience points according to the level of education attained.
- e. Education requirements vary. See Board's text information for details.
- f. In Hawaii, must be a U.S. citizen, U.S. national, or an alien authorized to work in the U.S. For applicants who passed the Uniform CPA Examination prior to December 31, 2000, or who had gained conditional credit prior to December 31, 2000 and subsequently passed before the conditional credit expired, a baccalaureate degree is required. For all other applicants, a baccalaureate plus 150 hours are required. For a permit to practice, no additional experience is required.
- g. Upper division/graduate level.
- h. Residency required for examination applicants only.
- i. Equivalent experience may be longer than 2 calendar years.
- j. There are several methods by which the accounting concentration can be satisfied.
- k. Verified by a CPA.
- l. 24 semester hours in accounting and 24 semester hours in business.
- m. Must be supervised by a CPA with an active permit to practice.
- n. State does not specify hours.
- o. Accounting, law and law (through 6/30/99) accounting and tax (after 6/30/99)
- p. In Massachusetts, only federal or commonwealth of Massachusetts governmental audit experience qualifies. Effective with November 2002 examination, the education and experience requirements will change. Refer to 252 CMR at www.state.ma.us/reg/boards/pa
- q. Governmental only.
- r. Education requirements differ. See Board regulations for details.
- s. Governmental accounting or auditing can qualify.
- t. See page 77 for temporary education requirements.
- u. Four years experience are required only if the 150-hour requirement is waived by the equivalent examination.
- v. Two years of experience are required if the 150-hour requirement is not met prior to the CPA exam, but is met prior to the CPA certification.
- w. With business degree, 30 hours with non-business degree.
- x. In South Dakota, an individual who has no public experience may petition the board for a hearing to determine whether the experience is equivalent to public accounting experience.
- y. 150 hours required in 2006.
- z. 15 hours must be upper division courses.
- aa. Washington no longer issues certificates.
- bb. Accounting must be upper division courses and include one course each in financial accounting, auditing, taxation, and management (or cost) accounting. Also requires 36 semester hours in business courses including six semester hours in economics, three semester hours in business law, and three semester hours in finance and can include accounting courses beyond the elementary level in excess of those included to meet the 24 semester hour requirement at the upper division level or graduate level.
- cc. Accounting must be upper division courses and include one course each in financial accounting, auditing, taxation, and management (or cost) accounting. For those with an American Assembly of Collegiate Schools of Business accredited Masters degree in business, no business courses are required.
- dd. For those with an American Assembly of Collegiate Schools of Business accredited Masters degree in business, no business or accounting courses are required.
- ee. Applicants who first sit for the exam as a Guam Candidate in May 2000 or before must have two years of experience. However, one year of the two-year public accounting experience requirement will be waived, if an applicant who has a baccalaureate degree with an accounting concentration or equivalent has had not less than 30 semester hours of additional study in the field of business or related subjects. Applicants who first sit for the exam as a Guam Candidate after May 2000 must have one year of experience. There are complex experience rules for applicants who passed the exam as candidates of other states.
- ff. Certain types of tax experience, audit experience, management advisory services, and internal auditor experience may be acceptable, if at a level equivalent to that performed in public accounting practice, and if verified by the certified public accountant or firm of certified public accountants supervising the applicant on a form provided by the Board.
- gg. Delaware is undergoing rule changes as this edition goes to print. For updated information, go to www.state.de.us/license or call the Board's office at (302) 744-4505.

COLLEGE OF BUSINESS
ENROLLMENT PROFILE (Majors)

FALL SEMESTER

Program	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	04/03 Chg	%of 04	%of 03	
Masters - Business Administration									24	30	6	25.0%	1.4%	1.1%
Masters - Information Systems Mgt.	6	3	0	2	88	112	151	71	58	39	-19	-32.8%	1.8%	2.6%
GRADUATE TOTALS	6	3	0	2	88	112	151	71	82	69	-13	-15.9%	3.2%	3.7%
Accountancy	149	117	96	94	96	93	76	72	81	71	-10	-12.3%	3.3%	3.7%
Accountancy (A.A.S.)	0	0	0	0	0	0	11	11	11	12	1	9.1%	0.6%	0.5%
Accountancy/Finance	18	19	23	22	17	12	9	7	7	13	6	85.7%	0.6%	0.3%
Finance	39	24	27	37	38	36	47	35	35	39	4	11.4%	1.8%	1.6%
Quality and Productivity Mgt.	1	2	2											
AFES DEPARTMENT TOTALS	207	162	148	153	151	141	143	125	134	135	1	0.7%	6.3%	6.1%
CIS/Accountancy	29	31	20	27	28	17	17	13	9	8	-1	-11.1%	0.4%	0.4%
CIS/Management (deleted program)	16	11	8	16	10	11	9	3	2					
CIS/Marketing (deleted program)	2	2	5	5	9	5	4	1	1	1	0	0.0%	0.0%	0.0%
Computer Infor. Systems (A.A.S.)	0	0	0	0	0	0	20	22	19	21	2	10.5%	1.0%	0.9%
Computer Information Systems	179	197	201	212	262	309	314	227	186	136	-50	-26.9%	6.3%	8.4%
CIS DEPARTMENT TOTALS	226	241	234	260	309	342	364	266	217	166	-51	-23.5%	7.7%	9.8%
Business Administration	239	180	175	195	186	201	254	230	206	219	13	6.3%	10.2%	9.3%
Pre-Business (A.A.S.)	0	0	0	0	0	0	0	104	43	11	-32	-74.4%	0.5%	1.9%
General Business (A.A.S.)	118	123	145	143	143	143	137	83	82	72	-10	-12.2%	3.3%	3.7%
Business Admin./Legal Studies/Asst	0	0	0	0	0	0	11	20	39	53	14	35.9%	2.5%	1.8%
Legal Studies and Asst. (A.A.S.)	35	26	29	30	37	21	22	17	14	13	-1	-7.1%	0.6%	0.6%
Hotel Management	59	34	24	25	22	19	15	9	13	13	0	0.0%	0.6%	0.6%
Hotel with RFIM combined										2	2		0.1%	0.0%
Resort Management	0	0	0	0	3	13	17	24	36	47	11	30.6%	2.2%	1.6%
Restaurant & Food Ind. Mgt. (A.A.S.)	57	62	56	56	51	40	41	38	38	39	1	2.6%	1.8%	1.7%
Integrated Resource Management (del)	9	3	4	3	3	6	7	9	5	0	-5		0.0%	0.2%
Operations & Supply Management									2	5	3	150.0%	0.2%	0.1%
Small Bus. & Entrepreneurship	0	0	0	0	0	0	0	30	52	51	-1	-1.9%	2.4%	2.4%
Small Business Management (deleted)	42	42	40	43	43	42	29	32	15	8	-7	-46.7%	0.4%	0.7%
International Business	53	42	46	34	27	37	30	28	26	28	2	7.7%	1.3%	1.2%
Management	70	74	69	69	53	59	52	42	41	20	-21	-51.2%	0.9%	1.9%
Human Resources Management	28	42	32	61	58	48	48	36	23	20	-3	-13.0%	0.9%	1.0%
Real Estate (A.A.S.) (deleted prog)	12	8	5	6	7	8	1							
Insurance (deleted program)	9	12	12	14	10	8	5	1	1	0	-1	0.0%	0.0%	0.0%
Insurance/Real Estate (deleted)	12	14	14	11	11	4	4							
MGT DEPARTMENT TOTALS	722	636	625	665	633	293	664	702	635	601	-34	-5.4%	27.9%	28.8%

COLLEGE OF BUSINESS
ENROLLMENT PROFILE (Majors)

FALL SEMESTER

Program	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	04/03 Chg	%of 04	%of 03	
Advertising	84	66	71	78	77	87	63	61	66	64	-2	-3.0%	3.0%	3.0%
E-Commerce	0	0	0	0	0	0	0	1	2	1	-1	-50.0%	0.0%	0.1%
Public Relations	38	38	34	33	39	55	64	69	64	58	-6	-9.4%	2.7%	2.9%
Marketing	157	166	141	148	91	136	144	117	118	127	9	7.6%	5.9%	5.3%
Professional Tennis Management	69	65	73	74	71	69	75	59	50	52	2	4.0%	2.4%	2.3%
Music Industry Management	1	10	15	35	49	59	99	116	113	124	11	9.7%	5.8%	5.1%
Professional Golf Management	280	262	287	290	293	297	298	286	281	283	2	0.7%	13.2%	12.7%
Pre-Professional Golf Management	0	0	0	0	37	37	58	25	40	26	-14	-35.0%	1.2%	1.8%
Visual Design and Web Media	36	36	29	36	42	43	46	41	35	50	15	42.9%	2.3%	1.6%
Visual Design & Web Media (A.A.S.)	70	84	100	106	100	121	99	95	96	87	-9	-9.4%	4.0%	4.3%
Pre-Visual Design & Web Media	0	0	0	0	1	0	0	1	1	1	0	0.0%	0.0%	0.0%
E-Commerce Certificate	0	0	0	0	0	0	0	1						
Retailing (program deleted)	20	16	16	17	17	5	3							
Retailing (A.A.S.) (program del.)	10	4	4	2	6	2								
Sales (program deleted)	39	36	33	39	43									
MKT DEPARTMENT TOTALS	735	727	750	800	800	904	946	872	866	873	7	0.8%	40.6%	39.2%
ON CAMPUS TOTALS	1986	1851	1836	1963	2068	2155	2280	2042	1934	1844	-90	-4.7%	85.7%	87.6%
M.S. ISM	63	69	109	118	37	34	47	61	28	20	-8	-28.6%	0.9%	1.3%
MBA									11	26	15	136.4%	1.2%	0.5%
GRADUATE TOTALS	63	69	109	118	37	34	47	61	39	46	7	17.9%	2.1%	1.8%
B.S. Degree	57	56	36	31	53	46	41	42	44	43	-1	-2.3%	2.0%	2.0%
AFES DEPARTMENT TOTALS	57	56	36	31	53	46	41	42	44	43	-1	-2.3%	2.0%	2.0%
B.S. Degree	0	15	61	52	91	78	54	44	51	48	-3	-5.9%	2.2%	2.3%
Certificates								12	1		-1	0.0%	0.0%	0.0%
CIS DEPARTMENT TOTALS	0	15	61	52	91	78	54	56	52	48	-4	-7.7%	2.2%	2.4%
B.S. Degree	137	100	86	102	105	119	103	97	92	109	17	18.5%	5.1%	4.2%
Certificate								7	1		-1	0.0%	0.0%	0.0%
MGT DEPARTMENT TOTALS	137	100	86	102	105	119	103	104	93	109	16	17.2%	5.1%	4.2%
B.S. Degree	21	8	25	27	25	12	4	5				0.0%	0.0%	0.0%
MKT DEPARTMENT TOTALS	21	8	25	27	25	12	4	5				0.0%	0.0%	0.0%
UNDECLARED TOTALS *	58	29	52	66	40	40	30	40	46	61	15	32.6%	2.8%	2.1%
OFF CAMPUS TOTALS	336	277	369	396	351	329	279	308	274	307	33	12.0%	14.3%	12.4%
COLL. of BUS. TOTALS	2322	2128	2205	2359	2419	2484	2559	2350	2208	2151	-57	-2.6%	100.0%	100.0%

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Fall Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 00
Masters - Accountancy	9	8	3	0	0	0	0	0	0	0	0		0.0%
Masters - Information Systems Mgt.	22	21	26	1	6	3	0	2	88	112	151		5.9%
GRADUATE TOTALS	31	29	29	1	6	3	0	2	88	112	151		5.9%
Accountancy	365	284	206	158	149	117	96	94	96	93	76		3.0%
Accountancy/Finance	54	45	28	15	18	19	23	22	17	12	9		0.4%
Quality and Productivity Mgt.	5	8	4	2	1	2	2	0	0	0	0		0.0%
Accountancy (A.A.S.)	0	0	0	0	0	0	0	0	0	0	11		0.4%
AEAS DEPARTMENT TOTALS	424	337	238	175	168	138	121	116	113	105	96		3.8%
Computer Information Systems	249	187	192	186	179	197	201	212	262	309	314		12.3%
CIS/Accountancy	54	42	35	36	29	31	20	27	28	17	17		0.7%
CIS/Management	61	44	35	17	16	11	8	16	10	11	9		0.4%
CIS/Marketing	19	13	6	4	2	2	5	5	9	5	4		0.2%
Computer Infor. Systems (A.A.S.)	0	0	0	0	0	0	0	0	0	0	20		0.8%
CIS DEPARTMENT TOTALS	383	286	268	243	226	241	234	260	309	342	364		14.2%
Business Administration	625	541	416	282	239	180	175	195	186	201	254		9.9%
Business Admin./Legal Assisting	0	0	0	0	0	0	0	0	0	0	11		0.4%
Finance	83	73	53	40	39	24	27	37	38	36	47		1.8%
Human Resources Management	47	46	34	23	28	42	32	61	58	48	48		1.9%
Insurance	42	44	16	14	9	12	12	14	10	8	5		0.2%
Insurance/Real Estate	30	21	20	15	12	14	14	11	11	4	4		0.2%
Integrated Resource Management	42	26	17	20	9	3	4	3	3	6	7		0.3%
International Business	66	79	62	55	53	42	46	34	27	37	30		1.2%
Management	260	205	139	95	70	74	69	69	53	59	52		2.0%
Resort Management	0	0	0	0	0	0	0	0	3	13	17		0.7%
Small Business Management	81	79	50	35	42	42	40	43	43	42	29		1.1%
General Business (A.A.S.)	33	28	25	88	118	123	145	143	143	143	137		5.4%
Legal Assistant (A.A.S.)	96	79	62	33	35	26	29	30	37	21	22		0.9%
Real Estate (A.A.S.)	13	23	17	10	12	8	5	6	7	8	1		0.0%
MGT DEPARTMENT TOTALS	1418	1244	911	710	666	590	598	646	619	626	664		25.9%
Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	% of 00

COLLEGE OF BUSINESS

ENROLLMENT PROFILE

Fall Semester

Advertising	201	170	147	92	84	66	71	78	77	87	63	2.5%
Hotel Management	78	78	68	56	59	34	24	25	22	19	15	0.6%
Marketing	294	277	136	175	157	166	141	148	91	136	144	5.6%
Music Industry Management	0	0	0	0	1	10	15	35	49	59	99	3.9%
Professional Golf Management	371	383	431	329	280	262	287	290	293	297	298	11.6%
Professional Tennis Management	86	89	74	70	69	65	73	74	71	69	75	2.9%
Public Relations	100	70	61	46	38	38	34	33	39	55	64	2.5%
Retailing	40	32	30	26	20	16	16	17	17	5	3	0.1%
Sales	109	130	97	65	39	36	33	39	43	0	0	0.0%
Visual Design and Web Media	8	20	37	35	36	36	29	36	42	43	46	1.8%
Restaurant & Food Ind. Mgt. (A.A.S.)	171	141	104	95	57	62	56	56	51	40	41	1.6%
Retailing (A.A.S.)	68	42	27	15	10	4	4	2	6	2	0	0.0%
Visual Design & Web Media (A.A.S.)	142	115	102	80	70	84	100	106	100	121	99	3.9%
Pre-Professional Golf Management	0	0	0	0	0	0	0	0	37	37	58	2.3%
Pre-Visual Design & Web Media	0	0	0	0	0	0	0	0	1	0	0	0.0%
MKT DEPARTMENT TOTALS	1668	1547	1314	1084	920	879	883	939	939	970	1005	39.3%
ON CAMPUS TOTALS	3923	3443	2760	2213	1986	1851	1836	1963	2068	2155	2280	89.1%
GRADUATE TOTALS	*	*	*	69	63	69	109	118	37	34	47	1.8%
AEAS DEPARTMENT TOTALS	51	58	63	40	57	56	36	31	53	46	41	1.6%
CIS DEPARTMENT TOTALS	0	0	0	0	0	15	61	52	91	78	54	2.1%
MGT DEPARTMENT TOTALS	166	167	144	143	137	100	86	102	105	119	103	4.0%
MKT DEPARTMENT TOTALS	0	0	0	13	21	8	25	27	25	12	4	0.2%
UNDECLARED TOTALS	50	43	73	36	58	29	52	66	40	40	30	1.2%
OFF CAMPUS TOTALS	267	268	280	301	336	277	369	396	351	329	279	10.9%
COLL. of BUS. TOTALS	4190	3711	3040	2514	2322	2128	2205	2359	2419	2484	2559	100.0%

Source: Admissions Office - Form MBWC002A (7th Day Count)

Assignment Schedule

**ACCT 461
11:00 AM
Fall 2004**

DATE	DAY	CHAPTER	HOMEWORK	DATE	DAY	CHAPTER	HOMEWORK
Aug. 30	M	CH 1 - Financial Reporting for GNP	C 1 E 1	Nov. 1	M	CH 8 - Accounting for Fiduciary Activities	E 1,4,6,8,9 CPS
Sept 1	W	CH 1		3	W	CH 8	
3	F	CH 2 - Prin. of Acct.and Fin.'l Reporting & APP	E 4,5,6	5	F	CH 8	
6	M	CH 2		8	M	CH 9 - Financial Reporting	C 1 E 1,5,6 CPS
8	W	NO CLASS		10	W	CH 9	
10	F	CH 2		12	F	CH 9	
13	M	CH 3 - Govt. Oper.'g Statements Accts.	E 1,3,4,5,7 CPS	15	M	Exam 3	
15	W	CH 3		17	W	CH 10 - Analysis of Govt. Fin.'l Performance	C 1 E 1,4
17	F	CH 3		19	F	CH 10	
20	M	CH 3		22	M	CH 11 - Auditing of GNP Organizations	C 1 E 4,5 CPS
22	W	CH 4 - Accounting for Govt. Activities & APP	E 1,3,5,7 CPS	24	W	CH 11	
24	F	CH 4		26	F	NO CLASS	
27	M	CH 4		29	M	CH 11	
29	W	CH 4		Dec. 1	W	CH 11	
Oct. 1	F	Exam 1		3	F	CH 14 - Acct. for NFP Organizations	C 1 E 2,5
4	M	CH 5 - Accounting for Capital Assest	C 1,2 E 1,3,4,7 CPS	6	M	CH 14	
6	W	CH 5		8	W	CH 14	
8	F	CH 5		10	F	CH 14	
11	M	CH 5		Finals Week		Exam 4	
13	W	CH 6 - Accounting for L. T. Liabilities	C 1 E 1,5,6,7,8 CPS				
15	F	CH 6					
18	M	CH 6					
20	W	CH 6					
22	F	Exam 2					
25	M	CH 7 - Acct. for Business-Type Activities	C 1 E 1,3,4,8 CPS				
27	W	CH 7					
29	F	CH 7					

*** AT THE END OF EACH CHAPTER,
DO ALL OF THE MULTIPLE CHOICE**

**** APP - Appendix**

E - Exercises/Problems

C - Cases

CPS - Smithville Practice Set

NOET: THIS CLASS WAS REPLACED BY THE NEW BUSINESS CORE:
"BUSN499"

Microcomputer Applications in Accounting
ACCT 599(497)
WINTER SEMESTER 2003

Instructor: Dr. Wolgamott, CPA, CIA, CMA
Office: BUS 303 Phone: 591-2417
E-mail: Charles_Wolgamott@ferris.edu

Required text: Baldwin Financial Project, Baldwin & Hock, South Western, 3e
Supplies: Several disks and folders

COURSE DESCRIPTION: This course is the capstone class in the Accountancy Program. It will require you to use materials covered in prior classes and apply them with a microcomputer application emphasis. Some of these applications may be new to you. The course is designed for students who have a background in accounting close to that of a college graduate.

COURSE OBJECTIVES: The objectives of this class are to respond to the advice our department has received from our alumni and advisory groups. There is a general feeling that our graduates need to work more on the demands of the workplace. You need to be able to work in groups and to be able to be productive in a demanding work environment. There is a need to be able to work on many tasks that are open at the same time and meet deadlines that may change. Many of the requirements of this class are designed to respond to these suggestions.

REQUIRED WORK: Your grade will be based on homework, presentations and projects (subject to change). All work must be turned in when due to receive full credit. Fifty-percent credit will be given if turned in by the next class with no credit after that.

(SUBJECT TO CHANGE)

Group Presentation	75 points
Group Paper	75 points
Individual Presentation	50 points
Individual Paper	50 points
Homework	250 points
Attendance	50 points.
Final Exam	50 points
Total	600 points

ATTENDANCE AND TARDINESS: Your attendance is important in this class because of the work you will be doing in your groups. Your absence will not only hurt you, as in a regular class, but it will also hurt your group. Therefore, an additional 50 points will be added to your base for attendance.

(continued)

All capstone students are required to take the ETS Major Field Test in Business on either Tuesday February 18th from 10:00 to 12:00 or on Thursday February 20th from 11:00 to 1:00. Those who do not complete the test will have **5% deducted** from their final grade for the course. Students may receive extra credit for the course based on their performance on the test. Extra credit will be granted on the following scale:

Performance	Extra Credit
Top 1/4 of FSU students	5%
Top 1/2 of FSU students	3%
Top 3/4 of FSU students	1%

The following room reservations have been made:

ETS EXAM 02-18-2003 IRC 002 TUES 0930AM - 1245PM
ETS EXAM 02-20-2003 BUS 111 THUR 1030AM - 0130PM

To view sample test questions:

Visit the Educational Testing Service site for Higher Education at

[Http://www.ets.org/hea/mft/discipline.html](http://www.ets.org/hea/mft/discipline.html)

Click on "Business"

A PDF file is displayed. The sample test questions are on pages 5 – 8.

FERRIS STATE UNIVERSITY

SYLLABUS: BUSN-499-WDA Interdisciplinary Integrating Experience Call No. 06079 Winter Semester 2004 3 Credits

Schedule:	Wednesdays 6:30pm to 9:20pm Room 219 January 14 to April 7 (12 weeks) FSU - Dowagiac – Lyons Building Southwest Michigan Community College
Professor:	Charles Wolgamott, Ph.D., CPA, CIA, CMA Tel (231) 591-2417 FAX (231) 591-3521 Email: charles_wolgamott@ferris.edu
Course Objectives:	<p>By the end of this course, student competence is required in several key areas of business strategy and policy. Collectively, the written reports, presentations, and/or simulations required for this course are intended both to develop as well as to demonstrate student's key competencies as follows:</p> <ol style="list-style-type: none"> 1) Understanding fundamental strategic planning and implementation processes, 2) Understanding the value-enhancement prospects owing to the strategic alignment of a firm's functional strategies (i.e. marketing, finance, operations, legal/political, HR, R&D, etc...), 3) Appraising competitive conditions, assessing a firm's capabilities, identifying key strategic alternatives, and reasoning and/or modeling plausible business outcomes (e.g. profits, market share, etc...) associated with strategic choices and competitive dynamics, 4) Understanding the basics of corporate governance (including structure, responsibilities, and contemporary issues), 5) Performing effectively in time-pressured, collaborative problem solving and executive-level strategic decision making situations, and 6) Contributing value-adding input to executive-level, collaborative report writing and associated presentation preparation/delivery.
Prerequisites:	<p>As a capstone course for students in their <u>Senior year</u>, it is expected that students have completed the business core courses and possess competence in all academic areas related to the business degree. These areas shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> - Written & Verbal Communications- Management Practices - PC Office Systems Utilization - Effective Collaboration - Marketing & Sales - Finance & Accounting - Analysis & Decision Making - Business Law - Commercial R&D - Human Resources - Operations - Structured Problem Solving - ACCT 201 (Principles of Accounting 1) - ACCT 202 (Principles of Accounting 2) - FINC 322 (Financial Management) - ISYS 321 (Business Information Systems) - MGMT 301 (Applied Management) - MGMT 370 (Quality/Operations Management) - MKTG 321 (Principles of Marketing) - BLAW 321 (Contracts & Sales) or BLAW 301 - STQM 260 (Introduction to Statistics)

Text Material:	<ul style="list-style-type: none"> • Wheelen, Thomas L. & J. David Hunger, <u>Essentials of Strategic Management</u>, 3rd Edition, Prentice Hall, 2003. ISBN 0-13-046595-X • Team Member Guide V2004 – Capstone Business Simulation, Management Simulations, Inc. 2003. ISBN 0-9713100-2-5 SIM ID #C7257 • Website – QuickMBA http://www.quickmba.com/strategy/
References:	<ul style="list-style-type: none"> • Support materials and grades will be posted on WebCt course website at http://webct.ferris.edu/index.html • www.capsim.com (Capstone Business Simulation) • Textbook: http://www.prenhall.com/wheelen
Course Format:	<p>This capstone course is intended to logically extend from the Mission of the College of Business:</p> <p><i>...to offer students a diverse array of specialized business programs, involving the latest technologies, in order to create an educated workforce able to contribute to the economic vitality of the state of Michigan and the Nation.</i></p> <p>More specifically, this course will integrate the various disciplines of business study along with the associated technical concerns through robust, competitive computer simulations. A senior management point of view is encouraged to foster a broad understanding of real-world, critical decision-making affecting a firm's short- and long-term competitiveness. By incorporating lecture, discussion, competitive simulations, simulation de-briefings, report writing, and oral presentations, this course will afford students an opportunity to improve their managerially related technical and collaborative skills. Moreover, grading standards reflect that teamwork is a major success factor in the course.</p> <p>This course is framed upon the concepts and techniques of strategic management. A structured approach will be utilized to understand key business issues, to identify strategic choices, and to model or reason plausible competitive outcomes.</p> <p><u>Business Simulation:</u></p> <p>“Capstone” is a business simulation with several advanced optional functional modules where competing teams run \$100-million companies that make electronic sensors. The simulation provides a unique (and risk-free) learning opportunity. Round by round, you and your teammates will see the impact your management decisions have on your company's position and profitability. The simulation eliminates nonessential details and concentrates on the major forces driving the marketplace. All teams start with identical positions. You compete over a period of several decision rounds, where each round is the equivalent of one year. At the end of each round teams post their decisions to the Web site and results are generated for performance evaluation of each company. These results (which are the starting point for the new round) are distributed and the decision process starts again.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Students are expected to engage in team meetings outside of class to formulate their corporate strategy and agree on business decisions for the upcoming year's operations. 2. Each student is required to own or have access to a computer and internet connection to fully engage the assignments of this course.

Course Assignments:	<p>1) Capstone Homework Assignments (Exercises and Tutorials)</p> <p>2) Capstone Simulations A. Two Practice Round Simulations B. Eight Annual Competitive Simulations</p> <p>3) Simulation Fact Packs Eight Simulation Fact Packs including PowerPoint reports (5-10 pages) highlighting Capstone Year-end outcomes. This consists of a Stockholders Debriefing Report that incorporates analysis of Segments, Demand, Capacity, Gross Margin, Pricing, Forecasting, Perception Map, Competitive Decisions, etc...</p> <p>4) Technical Conference Functional Managers from all firms form a panel that addresses competitive issues and answers difficult questions pertaining to their industries, firms, competitors, market segments, etc... The purposes of the conference are to demonstrate the manager's functional / corporate competence and to educate the 'conference attendees' on the various issues.</p> <p>5) Security Analyst Conference Power Point presentation describing the firm's financial and operational health, competitive strengths & weaknesses, future operating plans, and future financial performance. This presentation is to be geared to the Securities Analysts that advise investors relative to your firm's financial securities. Be prepared to answer difficult questions about your firm's performance and future plans. Firms must take the responsibility to differentiate between information that is necessary and appropriate to divulge vs. that which the firm does not wish to divulge owing to its competitive sensitivity.</p> <p>6) Effective Teamwork is required to develop work products that capture the collective knowledge and experience of students, and to develop personal expertise in content- and relationship-rich collaboration.</p> <p>7) Active Class Participation is required to enrich discussion and to demonstrate personal understanding of course subject matter.</p> <p>Homework: Teams will need to meet outside of class to formulate business strategy. In addition to time in class, minimum homework is estimated at six-hours per week.</p>
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Grading:	Weighting	Grading Scale:			
Team Simulation – Competitive Performance	35%	A	94 -100%	C	72 - 76%
Team Simulation Briefing Reports and Presentations	15%	A-	90 - 93	C-	69 - 71
Technical Conference – Individual Performance	10%	B+	87 - 89	D+	66 - 68
Security Analyst Conference – Team Performance	10%	B	83 - 86	D	62 - 65
Peer Evaluation of Individual Contribution to Team	10%	B-	80 - 82	D-	59 - 61
Individual Class Participation	10%	C+	77 - 79		
Homework exercises/quiz	10%				

CLASS POLICY:

Attendance/punctuality: Due to the discussion/participation nature of the course and compressed class session format, ATTENDANCE, PUNCTUALITY and PREPARATION are REQUIRED. A total of two (2) absences for emergency purposes or school-sponsored activities are allowed after which ten percent (10%) for each day is deducted from the total final grade. Absence for a scheduled presentation results in zero grade for that assignment.

All written assignments must be submitted to the instructor at or before the BEGINNING of the class period scheduled and in a business-like form to be accepted for full credit. Late reports receive fifty percent credit after class start time, zero credit after class session ends. Late homework assignments on Capsim.com receive zero credit.

Recognizing that absence for emergencies or family responsibilities is (and should be) a student's first concern; lost credit due to a documented personal emergency may be replaced with a make-up assignment.

Requested make-up assignments will consist of a case (selected by the instructor) to be analyzed outside of class. A five-page report written by the student, supported with research and visuals will be submitted at a mutually agreeable due date and time during the semester. The case analysis report will be followed-up (outside of class) with a 10-minute oral presentation to the instructor.

Class participation: Grade is based on the instructor's subjective perception of student performance on business simulations, report writing, homework assignments, and oral presentations. Key success factors considered will include; scholastic integrity, business ethic, comprehensiveness, analytical depth and accuracy, Capstone simulation performance, simulation learnings, innovation, reasoning, conclusiveness, and presentational intelligibility and persuasiveness. Effective collaboration and teamwork are especially important factors to successful course completion, and peer evaluations will therefore weigh into grading. Arriving late for class or leaving early will impact participation grade at the discretion of the instructor.

Grading Philosophy:

A = Demonstrates excellent performance in application of ideas and principles from this and other courses.

Initiates thoughtful questions, analyzes data and develops useful information beyond what is expected. A role model for others to emulate.

B = Demonstrates above average (very good) performance while doing more than what is expected of a senior level student in terms of written and oral communications.

C = Average performance. Accomplishes only the minimum requirements. Written and oral communication is at an acceptable level for a senior level student.

D = Below average but passing. The student demonstrates minimal competencies. Student's work may demonstrate knowledge but lacks application and/or synthesis.

Major Business Major Field Test: (MBFT) (Required)

All capstone students are required to take the ETS Business Major Field Test in Business on the date listed. Those who do not complete the test will have 5% deducted from their final grade for the course. Students may receive extra credit for the course based on their performance on the test. Extra credit will be granted on the following scale:

Performance	Extra Credit
Top 3/4 of FSU students	1%
Top 1/2 of FSU students	3%
Top 1/4 of FSU students	5%

Test dates:	Time	Location
Wed Feb 18th	6:15pm – 8:15pm	ATC #234

Visit the Educational Testing Services site for Higher Education at <http://www.ets.org/hea/mft/discipline.html>.

Click on "Business" a PDF file is displayed. The sample test questions are on pages 5 - 8.

To go directly to the PDF file at <ftp://etsi1.ets.org/pub/corp/mftbus.pdf>

Tentative class schedule Wednesdays 6:00pm to 9:30pm

Wk	Date	Activity
1	Wed Jan 14th	<p>Discussion: Course Introduction Capstone Simulation (System Logistics & Marketplace Overview) Team Member Guide (p3-51) Capstone Tutorials (Section VII, Resources)</p> <ul style="list-style-type: none"> ○ How to Organize a Team, ○ Student Situation Analysis Overview, ○ Game Sequence, and Perceptual Map Overview <p>Form Company Teams – Mission Statement, Business Strategy - Quickmba.com/strategy Prepare Practice Rd #1 Team strategic decisions</p> <p>Individual Capstone Registration & Login CAPSIM ID #C7257 Capstone Practice Rd #1 (Upload team decisions before Fri @ 9:00am)</p>
2	Wed Jan 21st	<p>Assignments: Complete “homework” as scheduled on Capsim.com Study text (W&H Ch 1-3)</p> <p>Discussion: Open Issues regarding Capstone Team Member Guide and tutorials Analysis of Practice Rd #1 results Practice preparation of a Fact Pack report based on results of Practice Rd #1 Preparation of Best/Worst case sales forecast – review tutorial Text W&H Ch 1-3 Strategy Concepts, Corporate Government, Environmental Scanning</p> <p>Capstone Practice Rd #2 (Upload team decisions before Fri @ 9:00am)</p>
3	Wed Jan 28th	<p>Assignment: Complete “homework” as scheduled on Capsim.com Fact Pack Due Practice Rd #2 Study text (W&H Ch 4-5)</p> <p>Discussion: Open Issues regarding Capstone Team Member Guide and tutorials Analysis of Practice Rd #2 results Text W & H Ch 4-5 Internal Scanning, Situation analysis Business strategy issues, forecasting, positioning, finance issues, stock</p>
4	Wed Feb 4th	<p>Assignment: Complete “homework” as scheduled on Capsim.com Study text (W&H Ch 6-7) Business Week article (will advise)</p> <p>Discussion: Open Issues regarding Capstone Tutorials – Labor Negotiations & Marketing Review Team success measurements and upload to website. Text (W&H Ch 6-7) Corporate Strategy, Functional Strategy and Choice Discussion - Business Week article Review of Fact Pack report preparation - Decision-Based Analysis</p> <p>Capstone Official Rd #1 (Upload team decisions before Fri @ 9:00am)</p>

5	Wed Feb 11th	<p>Assignment: Complete “homework” as scheduled on Capsim.com Study text (W&H Ch 8-9) Fact Pack Due Rd #1</p> <p>Discussion: Open Issues regarding Capstone Tutorials Avoiding Emergency Loans - Tutorials Analysis of Rd #1 results Text (W&H Ch 8-9) Organizing for Action, Staffing and Leading</p> <p>Capstone Official Rd #2 (Upload team decisions before Fri @ 9:00am)</p>
6	Wed Feb 18th	<p>Assignment: Complete “homework” as scheduled on Capsim.com Fact Pack Due Rd #2</p> <p>ETS Business Major Field Test – (Two-hour questionnaire)</p> <p>Discussion: Open Issues regarding Capstone Tutorials Analysis of Rd #2 results Discussion of labor negotiations strategy Segment Analysis, Demand and Capacity Analysis Competitive Decisions</p> <p>Capstone Official Rd #3 (Upload team decisions before Fri @ 9:00am)</p>
7	Wed Feb 25th	<p>Assignment: Complete “homework” as scheduled on Capsim.com Fact Pack Due Rd #3</p> <p>Discussion: Open Issues regarding Capstone Tutorials Analysis of Rd #3 results Pricing and Margin Analysis</p> <p>Capstone Official Rd #4 (Upload team decisions before Fri @ 9:00am)</p>
8	Wed Mar 3rd	<p>Assignment: Complete “homework” as scheduled on Capsim.com Fact Pack Due Rd #4</p> <p>Discussion: <u>Technical Conference:</u> R&D, Operations, Marketing, Finance Open Issues regarding Capstone Tutorials</p> <p>Capstone Official Rd #5 (Upload team decisions before Fri @ 9:00am)</p>

9	Wed Mar 10th	No Class - Spring Break
10	Wed Mar 17th	<p>Assignment: Complete "homework" as scheduled on Capsim.com Fact Pack Due Rd #5</p> <p>Discussion: Open Issues regarding Capstone Tutorials Labor Negotiations strategy</p> <p>Capstone Official Rd #6 (Upload team decisions before Fri @ 9:00am)</p>
11	Wed Mar 24th	<p>Assignment: Complete "homework" as scheduled on Capsim.com Fact Pack Due Rd #6</p> <p>Discussion: Open Issues regarding Capstone Tutorials</p> <p>Capstone Official Rd #7 (Upload team decisions before Fri @ 9:00am)</p>
12	Wed Mar 31st	<p>Assignment: Complete "homework" as scheduled on Capsim.com Fact Pack Due Rd #7 Securities Analyst PPT Report Due</p> <p>Discussion: Securities Analyst Conference for all Firms Open Issues regarding Capstone Tutorials</p> <p>Capstone Official Rd #8 (Upload team decisions before Fri @ 9:00am)</p>
13	Wed Apr 7th	<p>Assignment: Complete "homework" as scheduled on Capsim.com Fact Pack Due Rd #8</p> <p>Discussion: Open Issues regarding Capstone Tutorials Team Presentations: Capstone Fact Pact including PPT Course Summary</p>

ACCOUNTING 635

ACCOUNTING INFORMATION SYSTEMS

Professor Wolgamott - Ph.D., CPA, CIA, CMA

Office 303, Ext 2417 (CHARLES_WOLGAMOC@FERRIS.EDU)

Office Hours:

Text: Cost Management (Hansen & Mowen) 2ed

This course is designed to introduce students to management accounting systems. **NO** accounting background is needed for this class.

Grades are based on three exams, homework, quizzes and class participation. An optional paper may be prepared to add a fifth element and reduce each part to 20% (see professor for more information).

(Subject to change)

Test one (Ch 1,2 & 3)	25%
Test Two (Ch 8, 9,10 & 15)	25%
Test Three (Ch 16, 20, 21 & 22)	25%
Homework, quizzes & C/P	25%
Total	100%

Cooperative Learning (groups) will be used and will be the basis for most of the grade on homework, quizzes and class participation. However, the exam grades will be based on individual and group results on a retake of the exams. That is, the exams will be taken individually and then taken again as a group, with the two grades averaged together. There are no makeup exams, homework or quizzes. Attendance is expected.

You will be working in groups. Two key components of group or cooperative learning are (1) positive interdependence and (2) individual accountability. You will do the homework individually, and then compare your solutions together in class and come up with a group solution. Like wise, you will work your exams individually and then rework the exam together as a group. Your exam grade will be based 60% on your individual score and 40% on your group score. It is important that you do your fair share to support your group activities. You will be evaluated by your group members at the end of the semester to help determine the extend of your participation and contribution.

TERESA K. COOK, ABD, CMA

624 Lilac Avenue
Big Rapids, MI 49307
Home: (231) 796-6777
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EDUCATIONAL BACKGROUND

High School – Ludington High School, Ludington, MI. Courses taken followed a college-prep curriculum and included advanced math classes. Graduated 10th out of 247. Competed at state level in both track and diving. Received John Philip Sousa Award for top musician in class.

B.S. – Accountancy – Ferris State University, Big Rapids, MI. Graduated with distinction. Completed all coursework in three years due to receiving credit by examination and carrying extra classes each quarter. Member of Forensics and Debate team placing second at national level tournament. Participated in Marching and Symphonic Band. Member of Tau Beta Sigma band sorority.

M.B.A. – Grand Valley State University, Grand Rapids, MI. General business curriculum. Degree completed in three years while working full-time.

Currently enrolled – Capella University pursuing a PhD – Organization & Management. Working on dissertation. Intended completion: December 2004

Additional Education:

"The Courage to Teach" book review group Spring 2003

Extensive training in computerized Manufacturing Resource Planning (MRP) systems including manufacturing and accounting systems.

Training on various software applications including Windows, Access, and ADP payroll software

Franklin Planner Seminar

PROFESSIONAL EXPERIENCE

Ferris State University, Big Rapids, MI

Accounting Instructor (full-time/part-time, temporary, 5/01 – present)

- Instruction, testing and grading of college-level accounting students
- Courses taught include Financial Accounting, Managerial Accounting, Financial Management, Personal Finance, Mathematics of Finance, and Applied Management

Kalamazoo Valley Community College, Kalamazoo, MI

Accounting Instructor (9/98 to 5/01, part-time)

- Instruction, testing and grading of college-level accounting students
- Courses taught include Financial Accounting, Managerial Accounting, and Accounting with Spreadsheets
- Member of Accounting Advisory Committee

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RE/MAX of Michigan, Portage, MI

Regional Administrative Manager (11/98 to 5/01, 30 hours per week)

- Responsible for all accounting functions at regional office
- Coordination of regional reporting, monthly billing and cash receipts for 99 RE/MAX offices
- Responsible for implementing various computer systems/applications

Charter House, Inc., Holland, MI

Financial Manager (7/96 to 9/98)

- Report to General Manager for this \$13 million division of a restaurant furniture manufacturer.
- Responsible for developing several new internal financial statements.
- Developed reporting to track standard cost variances.
- Work closely with engineering and purchasing to define/correct bills of material and routings.
- Preparation of annual budget including standard labor and overhead rates.

Efficiency Production, Inc., Mason, MI

Controller (10/95 to 7/96)

- Reported to President for this \$11 million trench shield manufacturer.
- Negotiated and maintained all corporate insurance policies.
- Management of all human resource related functions including 401(k) plan administration.
- Developed methods to more accurately track inventory movement and increase record accuracy.

Northern Star Companies, Inc., East Lansing, MI

Corporate Controller (3/93 to 10/95)

- Reported to President of this \$55 million fertilizer wholesaler.
- Coordinated all divisional accounting systems leading to preparation of consolidated financial statements.
- Assisted with asset based operating loan negotiations, maintained required reports and daily contacts with bank.
- Managed year-end audits/physical inventories.
- Management of all human resource related functions including 401(k) plan administration.

Sealed Power Division, Muskegon, MI (a division of SPX Corporation of Muskegon)

Financial Accounting Supervisor (7/90 to 2/93)

- Reported to Corporate Financial Accounting Manager of this \$150 million, 10 plant, Tier One automotive engine parts supplier.
- Responsible for implementing and maintaining all corporate financial accounting systems (both computerized and manual) which included interfacing with other departments/divisions. Member of division wide MRP II system implementation team.
- Oversaw month-end-closing schedule that included streamlining systems to reduce closing schedule from six days to five days.

Financial/Cost Analyst (11/89 to 7/90)

- Prepared monthly statistical financial statements for entire division.
- Assisted in preparation of annual plan and bi-monthly financial forecasts.
- Responsible for tracking inventory/cost of sales for foundry operations.

Page 3 of 3 – Vita of Teresa K. Cook

American Coil Spring, Inc., Muskegon, MI

Assistant Controller 3/85 to 11/89

- Reported to Controller for this \$15 million, two plants, Tier One automotive engine parts supplier.
- Managed year-end audits.
- Maintained fixed asset records and property tax filings.
- Responsible for inventory control including year-end physical inventories and installation of supply crib tracking and controls.
- Member of MRP II system implementation team.

LOMAC of Michigan (formerly Bofors Nobel, Inc.), Muskegon, MI

General Accountant (6/82 to 3/85)

- Reported to Assistant Controller for this \$30 million, three company, chemical manufacturer
- Maintenance of general ledger
- Cash reconciliations
- Assisted in developing annual budgets
- Responsible for tracking construction in progress costs
- Reconciliation of intercompany accounts

PUBLICATIONS

“The Affects of Culture on Critical Thinking”, Ferris State University Insider, May 2004

PROFESSIONAL MEMBERSHIPS

Institute of Management Accountants (IMA), formerly National Association of Accountants, 1982 to 1992, 1998 to Present. Board of Directors of Muskegon, MI chapter from 1983 to 1992

Accounting Advisory Committee, Kalamazoo Valley Community College, 1999 to 2001

COMMUNITY SERVICE

Big Rapids High School Band Parents Associations, Treasurer, 2004 – present

Choice Time volunteer at Riverview Elementary School, 2001-2002 school year

Volunteer at Center for Women in Transition, Holland, MI, 1997 to 1998

United Way Campaign volunteer, Muskegon County, 1992

COMMITTEES

Ferris State University Finance Program Review, 2004

Ferris State University Accounting Program Review, 2004

STEPHEN T. JAKUBOWSKI, Ph.D. CPA

September 2004

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Grand Rapids, MI 49546

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Office - (231) 591-2988
E-MAIL: jakubows@ferris.edu

EDUCATION

- 1982 to 1988 Ph.D., Kent State University, Kent, OH, December 1988
Major: Accounting
Minors: Finance and Statistics
- 1975 to 1977 M.S., Central Michigan University, Mt. Pleasant, MI, May 1977
Major: Accounting
- 1970 to 1974 B.S., St. Joseph's College, Rensselaer, IN, June 1974
Major: Accounting

PROFESSIONAL WORK EXPERIENCE

- 2001 to current Professor, College of Business, Ferris State University, Big Rapids, MI.
Courses Taught: Undergraduate – Principles of Accounting I and II, Advanced,
Accounting, Governmental Accounting and Auditing.
- 1998 to 2001 Professor (tenured) and Interim Head (1999-2000), Department of Accounting &
Legal Environment, Marshall University, Huntington, WV.
Courses Taught:
Undergraduate – Intermediate and Managerial Accounting, Auditing
Graduate – Profit Planning and Control
- 1996 to 1998 Associate Professor, Department of Accounting,
Director, MBA Program,
Fort Hays State University, Hays KS.
Courses Taught:
Undergraduate – Managerial, Intermediate, and Governmental Accounting
Graduate - Financial Accounting and Reporting.
- 1994 to 1996 Associate Professor, Department of Accounting,
King's College, Wilkes-Barre, PA.
Courses Taught:
Undergraduate - Auditing, Intermediate Accounting
Graduate - Financial Accounting Theory, Auditing Theory.
- 1989 to 1994 Assistant Professor, Department of Accounting,
University of Northern Iowa, Cedar Falls, Iowa.
Courses Taught: Auditing, Principles and Intermediate Accounting

PROFESSIONAL WORK EXPERIENCE (Cont.'d)

- 1987 to 1988 Fellowship, U.S. General Accounting Office, Washington, D.C., Doctoral Research Program. Research appointment in the Accounting and Financial Management Division of the GAO.
- 1982 to 1987 Teaching Fellow, Department of Accounting, Kent State University, Kent, Ohio.
Courses taught: Intermediate, Financial, and Managerial Accounting.
- 1980 to 1982 Assistant Professor, Business Department
North Carolina Wesleyan College, Rocky Mount, NC.
Courses taught: Financial, Managerial, Intermediate, and Cost Accounting;
Auditing and Financial Management.
- 1977 to 1980 Instructor, Department of Accounting
Central Michigan University, Mt. Pleasant, Michigan.
Courses taught: Financial and Managerial Accounting.
- 1977 Graduate Assistant, Department of Accounting
Central Michigan University, Mt. Pleasant, Michigan.
Courses taught: Financial Accounting.
- 1974 to 1975 Fund Accountant, Genesee County, Flint, Michigan.
Responsibilities: Accounting and reporting of Federal Grant Programs.

HONORS AND PROFESSIONAL MEMBERSHIPS

- Who's Who Among America's Teachers, 2002.
Outstanding Teacher Award, Gamma Beta Phi, Spring 2000
University Apple for the Teacher Award, 1994
Micro Computer Equipment Grant recipient, UNI, 1992
Summer Fellowship, Graduate School, UNI, Summer 1991
Nominated to attend the Robert M. Trueblood Seminar for Professors, 1990
U.S. General Accounting Office, Doctoral Research Fellowship, 1987/1988
University Fellowship, Kent State University, 1984

American Accounting Association
Certified Public Accountant (Michigan)

PUBLICATIONS AND PROCEEDINGS

"Single Audits Under the Single Audit Act Amendment of 1996: Where Have All the findings Gone?" with L. Jakubowski and S. K. Huh, Proceedings: Ohio Regional American Accounting Association Meeting, Akron, OH, May 2004.

"The Single Audit Act Amendment of 1996: A Look at Its Impact on County Government Audits," with L. Jakubowski and S. K. Huh, Accepted for publication in the Municipal Finance Journal, Fall 2002, Vol.23(3), pp. 43-63.

"The Single Audit Act Amendment of 1996," with L. Jakubowski, Proceedings: Ohio Regional American Accounting Association Meeting, Columbus, OH, May 2002.

"SAS No. 82: A Look at its Impact on Financial Statement Audits," (with P. Broce and J. Stone), The CPA Journal, (February 2002), pp. 42-46.

"A Cross-Country Comparison of the Codes of Professional Conduct of Certified/Chartered Accountants," (with P. Chao, and S. Huh), Journal of Business Ethics. Vol. 35(2), January 2002, pp. 111-129.

"Accounting Student Searching for Jobs: What Is Important and To Whom?" with Connie Esmond-Kiger, Proceedings: Northeast Regional American Accounting Association Meeting, Portland, ME, May 2001.

"Achievement Tests as a Component of the Assessment Process for Academic Accounting Programs," (with W. Smith), Journal of Accounting and Finance Research, Vol. 9(1), Spring 2001, pp. 67-73.

"Tax Incentive Credits: Do they Work?" (with G. Saunders), Oil, Gas and Energy Quarterly, Vol. 48(4), (June 2000), p. 661-669.

"A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, India, Taiwan and Korea," (with P. Chao, S. Huh and S. Maheshwari), Proceedings: 1999 Annual Conference on Emerging Issues in International Accounting, Niagara University, August 5-7, p.55.

"A Comparative Study of Accounting Codes of Ethics in South Korea and the United States," (with I. Kim and S. Huh) Proceedings: 14th Pan Pacific Conference (June 1997), Malaysia, p. 151-152.

"Single Audits and Their Effect on County Government Financial Management: Some Evidence," Proceedings: Western Regional Meeting of the American Accounting Association, Rohnert Park, CA (May 1997), p. 45.

"A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, Taiwan, and Korea," (with P. Chao and S. Huh), Proceedings: 1997 Allied Academies National Conference, Las Vegas, NV (March/April 1997), p. 41-45.

"The Determinants of Audit Effort for County Government in the State of Iowa"(with J. Heian and L. Jakubowski), Proceedings: Southwest Business Symposium, 14th Annual Meeting, Edmond, OK, (April, 1997), p. 184-194.

Stephen T. Jakubowski (cont.'d)

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PUBLICATIONS AND PROCEEDINGS (Cont.'d)

“Single Audits and Their Effect on City Government Financial Management: Some Evidence, ”
Proceedings: Mid Atlantic Regional Meeting of the American Accounting Association,
Philadelphia, PA (March 1996), p. 79.

“Reporting on the Control Structures of Local Governments Under the Single Audit Act of 1984, ”
Public Budgeting and Finance, Vol. 15 (1) (Spring 1995), pp. 58-71.

“Reporting on the Control Structures of City Governments, ” The CPA Journal (November 1994)
p.66-68.

“A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, and Taiwan, ” (with P. Chao)
Proceedings: Annual Convention of the Association for Global Business, Chicago, IL (November
1993), p. 229-235.

“Single Audit Act: Is It Working as Intended? (The Case of County and City Governments in the State
of California, ” (with S.K. Huh), The Western Governmental Researcher, Vol. II (Summer
1991/Winter 1992), p. 1-16.

“A Look at How Internal Control Structures Have Changed Since the Single Audit Act of 1984, ”
Proceedings: Midwest Regional Meeting of the American Accounting Association, Indianapolis, IN
(April 1992), p. 76.

“The Single Audit: Is It Working as Intended? ” (with S. K. Huh) Proceedings: Western Regional
Meeting of the American Accounting Association, Scottsdale, AZ (May 1991), p. 147.

“The Effect of the Single Audit Act of 1984 on the Internal Control Systems of County and City
Governments in the State of Ohio,” (with S. K. Huh) Proceedings: Ohio Regional Meeting of the
American Accounting Association (May 1990), p. 50.

“The Effect of the Single Audit Act of 1984 on Local Government Internal Control Systems,”
Proceedings: Midwest Regional Meeting of the American Accounting Association, Chicago, IL
(April 1990), pp. 209-214.

“The Effect of the Single Audit Act of 1984 on the Internal Control Systems of County and City
Governments in the State of Ohio,” (with S. K. Huh) Southern Ohio Business Review Vol. 6, No. 1,
Spring 1990, pp. 3-6.

“An Analysis of the Relationship Between Accounting Information Systems and Contingency Factors
in U.S. Manufacturing Firms,” (with S. K. Huh) Proceedings: Annual Convention of the
Association for Global Business (November 1989), pp. 106-108.

PRESENTATIONS

“The Determinants of Audit Effort: An Empirical Analysis,” (with J. Heian and L. Jakubowski) Annual Meeting of the American Academy of Accounting and Finance, New Orleans, LA, December 7-9, 2000.

“Using Accounting Achievement Tests as an Program Assessment Tool,” (with W. Smith) Annual Meeting of the American Academy of Accounting and Finance, New Orleans, LA, December 7-9, 2000.

“Assessment Examinations for Academic Accounting Programs,” (with W. Smith and P. Broce) Midwest Business and Economics Association, Annual Meeting, Chicago, IL, March 1-3, 2000.

“Job Criteria Preferences of Senior Accounting students,” (with C. Esmond-Kiger and G. Saunders), Midwest Business and Economics Association, Annual Meeting, Chicago, IL, March 17-19, 1999.

“The Single Audit: An Assessment After Four Years,” Southeast Chapter of the Iowa Society of CPA's, Washington, IA, July 1991.

American Accounting Association 1988 Annual Convention, Orlando, FL, Panelist in technical session pertaining to single audit research issues.

RESEARCH IN PROCESS

“Accounting Students Searching for Jobs,” (with C. Kiger), Submitted for publication.

SERVICE

Professional:

Moderator, Ohio Regional Meeting, American Accounting Association, Akron, OH, 2004
Moderator, Ohio Regional Meeting, American Accounting Association, North Dublin, OH, 2003
Moderator, Ohio Regional Meeting, American Accounting Association, North Dublin, OH 2002
Reviewer, Ohio Regional Meeting, American Accounting Association, Cayuhoga, Falls, OH, 2001
Session Chairperson, Auditing and MIS, Ohio Region Meeting, American Accounting Association, 1999
Discussant, Midwest Business and Economics Association, Annual Meeting, Chicago, IL, 1999
Panelist, "Ethics in Academe," Midwest Business and Economics Assn. Annual Meeting, Chicago, IL, 1999
Reviewer, Southeast Regional Meeting, American Accounting Association 1999
Reviewer, Midwest Regional Meeting, American Accounting Association, 1991

University:

Ferris State University, member, University Senate, 2002/2004
Ferris State University, University Graduate and Professional Council, 2002/2004
Marshall University, Budget and Academic Policy Committee, 2000
MU, College of Business, Assessment Committee, 2000
MU, College of Business, Graduate Committee, 2000
MU, College of Business, Curriculum and Academic Standards Committee, Secretary, 1999
MU, College of Business, Associate Dean Search Committee, 1999
MU, Division of Accountancy & Legal Environment, Internship Committee, Advisory Board, 1999
MU, Division of Accountancy & Legal Environment, Student Advisory Committee, 1999
MU, Division of Accountancy and Legal Environment, Search Committee, 1999
Fort Hays State University, Promotion and Tenure Task Force, 1996/1997
FHSU, Deans Advisory Committee, 1996/1997
FHSU, Accounting Search Committee, 1996/1997
FHSU, Department Student Affairs Committee, 1996, 1997
University of Northern Iowa, University Writing Committee, 1991-1994
UNI, Faculty Advisor, New Student Orientation, UNI, 1990-1994
UNI, Department of Accounting Selection (Personnel) Committee, 1991
UNI, College of Business Faculty Council, 1989/1990

Community:

Immaculate Heart of Mary School, Soccer Coach, Grand Rapids , MI, 2003-2004
YMCA, Youth Basketball Coach, Huntington, WV, 1999 – 2001
YMCA, Youth Soccer Coach, Huntington, WV, 1998 – 2001
Musician, St. Nicholas Catholic Church, Hays KS 1996-1998
Musician, St. Stephen's Catholic Student Center, Cedar Falls, IA 1993-1994
Musician, St. Patrick Catholic Church, Cedar Falls, IA 1990-1992
Cedarloo Lions Club, Board of Directors/ Treasurer, 1989-1994
Member, Finance Committee, St. Patrick Catholic Church, 1993-1994
St. Stephen's Catholic Student Center, UNI, Faculty Support Group, 1993-1994

REFERENCES

Furnished upon request

VITA

a. **Name:** Adrienne E. Slaymaker

Rank: Associate Professor of Accounting

Tenure: Non-tenured, Tenure Track 2001-2002, 2002-2003

Teaching experience: 25 years higher education, 5 years secondary school

- 2001-present Ferris State University, Accounting, Economics & Applied Statistics, College of Business, Big Rapids MI, Associate Professor of Accounting.
- 1997-2000 Kentucky State University, Accounting Area, School of Business Administrator, Frankfort, KY; Associate Professor of Accounting.
- 1994-97 University of Windsor, Accounting Area, faculty of Business Administrator, Windsor, ONT, Canada; Visiting Assistant Professor of Accounting
- 1985-93 Wayne State University, Department of Accounting, School of Business Administration, Detroit MI; 1986-89 Coordinator MST Program; 1986-87 Interim Chair; 1985-93 Assistant Professor of Accounting. 1988-89 Outstanding Faculty Award.
- 1982-85 Bellarmino College, Accounting Department, W. Fielding Rubel School of Business, Louisville KY; Associate Professor of Accounting.
- 1980-82 Morehead State University, Department of Economics and Accounting, Morehead, KY; Assistant Professor of Accounting
- 1978-80 Midway College, Business and Economics Department, Midway KY.
- 1977-78 Hanover College, Economics and Business Department, Hanover IN; Assistant Professor of Business Administration.
- 1976-77 University of Louisville, Accounting and Commercial Las Department, Louisville KY; 1976-77. Accounting Instructor.
- 1972-75. Mitchell Community Schools, Mitchell IN; Physical Science Teacher.
- 1971-72 Paoli Community Schools, Paoli IN; Chemistry and Mathematics Teacher.

b. **Educational Background**

- 1984 University of Kentucky, Graduate School, Lexington KY; DBA. Dissertation: "The Lease: A Deductive Analysis of the Accounting Requirements of SFAS No. 13 with a Normative Model of the Economics Substance."
- 1976 Indiana University, Graduate School of Business, Bloomington, IN; MBA . Scholarship 1975-76; Assistantship in accounting and marketing 1976.
- 1970 Indiana State University, Terre Haute IN; BA/ACS. Chemistry Major. Secondary School Teacher Certification, 1971.
- 1966-68 Western Michigan University, 22 hours chemistry major.
- 1963-65 University of Michigan, 71 hours honors chemistry program.

c. Prior Experience not in Education

1992-2001 Adrienne E. Slaymaker, CPA, Grosse Pointe Park Mi, tax preparation, accounting, and management advisory services for individuals, partnerships, and corporations, litigation support and personal financial planning.

1988-89 U. S. Supertuff Steel – Small Business Administration consultation to start up manufacturer, Detroit, MI

1980-82 Small Business Administration consultant in accounting to troubled businesses, Morehead KY

1974-76 Braman Realty – Real Estate Broker

1968-74 Slaymaker Properties – Residential Real Estate Owner/Manager, Terre Haute, IN

1971 Housing Authority of Terre Haute IN.

1970 Division of Air Pollution Control, Vigo County Health Department, Terre Haute IN

d. Professional Memberships

Certified Public Accountant -- 1981 Indiana; 1986 Michigan
Academy of Accounting Historians -- International Outreach Committee
Accounting Research Foundation
American Institute of CPAs -- Personal Financial Planning Division
AICPA Tax Division - Tax Policy and Planning Subcommittee
AICPA Tax Division Tax Policy and Planning Subcommittee
AICPA Tax Division Graduate Tax Educators Subcommittee
American Institute of CPAs Division for CPA Firms 1992
American Accounting Association
American Taxation Association
Canadian Academic Accounting Association
Michigan Association of CPAs
National Tax Association

e. Professional Meetings attended - last 8 years

May 2003 Michigan Accounting Educators

February 2002 American Taxation Association- Midyear meeting

August 2001 American Accounting Association, annual meeting

August 2001 Academy of Accounting Historians

February 2001 American Taxation Association- Midyear meeting

February 2001 JATA Issues in Tax Research Conference

November 2000 Academy of Accounting Historians

February 2000 American Taxation Association- Midyear meeting

February 2000 JATA Issues in Tax Research Conference

June 1999 AICPA Minority Accounting Initiatives Conference

May 1999 KSCPA Accounting Educators Conference

February 1999	American Taxation Association Midyear Meeting
February 1999	JATA Issues in Tax Research Conference
November 1998	Fifth Charles Waldo Haskins Accounting History Seminar
November 1998	AICPA Professional Liability Program
May 1998	KSCPA Accounting Educators Conference
February 1998	American Taxation Association Midyear Meeting
February 1998	JATA Multi-jurisdictional Tax Issues Conference
November 1997	NASBA Professional Liability Program
February 1997	American Taxation Association Midyear Meeting
February 1997	JATA Tax Policy Research Conference
December 1996	Academy of Accounting Historians Annual Meeting
August 1996	American Accounting Association Annual Meeting, Chicago, IL
August 1996	7th World Congress of Accounting Historians, Reviewer 1996.

f. Papers presented

August 2001	“John B. Canning’s Theory of Income Measurement: A Basis for Understanding the FASB’s Comprehensive Income”, Academy of Accounting Historians
April 1993	“What are the Differences Between Accounting for Pensions and Other Postretirement Benefits?” American Accounting Association MidAtlantic Meeting, (with Myrtle W. Clark).
April 1993	“How the Market Perceives Deferred Income Taxes: Some Empirical Evidence” American Accounting Association Southeast Meeting, (with Myrtle W. Clark).
February 1992	“Statistical Resources for Tax Research” Midyear Meeting America Taxation Association.
February 1990	“Ideas on the Development/Improvement of the Tax Research Course”, panel presentation, American Taxation Association Mid-year Meeting
April 1989.	“The Lesse’s Valuation of the Leased Asset: A Comparison of SFAS No. 13 and an Economic Model”, Southeast Regional American Accounting Association.
April 1988.	"The Uniform CPA Examination: An Analysis of the Objective vs. Subjective Format for the Accounting Practice Section" Southeast Regional American Accounting Association.

g. Publications

- 1997 Financial Accounting I. Windsor, Ontario: Division of continuing Education, University of Windsor.
- 1995 "Conceptual Framework" topical essay in The History of Accounting: An International Encyclopedia, New York: Garland Publishing
- 1995 "Postulates of Accounting" topical essay in An Encyclopedia of the History of Accounting and Accounting Thoughts, New York: Garland Publishing.
- 1995 "Trueblood, Robert M." biographical entry in An Encyclopedia of the History of Accounting and Accounting Thoughts, New York: Garland Publishing.
- 1992 "Congressional Information Service Statistical Resources Indexes" chapter 5, A Guide to Tax Research Databases, Sarasota, FL: American Taxation Association
- 1992 Fundamentals of Federal Income Taxation-Case and Materials by Freeland, Linda and Stephens" a book review, Journal of the American Taxation Association, Fall
- June 1990 Barber B. Conables' Congress and the Income Tax", a book review, The Accounting Historians Journal.: pp. 99-101.
- Spring 1989 "Tax Burden and Incidents in the History of Taxation by State Governments" The Accounting Historian Notebook, v. 12, no. 1: pp. 17-21
- April 1988 "The Uniform CPA Examination: An Analysis of the Objective vs. Subjective Format Proceeding Association's Southeast Regional Meeting.: 110-15.
- Winter 1988 "Joseph A. Pechman, Federal Tax Policy" a book review, Journal of the American Taxation Association, 9: 116-17.
- 1976 "A Study of the External Variable, The Availability of Transportation in the Fifteen County Area of Indiana's 8th Congressional District", Indiana University.

h. Other Research Activity:

Research Grant Applications and Awards:

- October 1990 "An Empirical Investigation of the Effect of the Tax Reform Act of 1986 on the Security Prices of Lessors and Lessees," with Myrtle Clark, KPMG Peat Marwick Foundation, submitted.
- October 1990 "State Tax Mix and the Emphasis on Corporate Taxation" with Bruce Lubich, Ernst & Young Tax Research Grant, submitted.
- May 1989 "Tax Research for the New Master of Science -- Taxation Program", Educational Development Grant, Wayne State University, Awarded.
- October 1989 "Measuring the Impact of Changes in Federal Taxation on the Security Prices of Lessors and Lessees" submitted to the Ernst and Young Tax Research Grant Program. (with Myrtle W. Clark), submitted.
- October 1989 "An Analysis of Property Tax Burden and Incidence and State Property Tax Revolt" submitted to the KPMG Peat Marwick Foundation, Tax Research Opportunities Program. (with Bruce Lubich), submitted.
- December 1986 "Construct Validity of Cash Flow Information for Financial Statements of Business Enterprises" Wayne State University Minority Faculty Research Grants, submitted.
- December 1985 "Optimal Leasing of Mineral Properties Under the 1985 Proposed Federal Income Tax Revisions" Wayne State University Minority Faculty Research Grants, submitted.
- January 1982 "Federal Income Taxation of the Two Income Family", Faculty Research Grant Program, Morehead State University, Awarded.

Other Research Activities:

- 1994-1997 Academy of Accounting Historians: Reviewer, Accounting Historians Journal, 1996-present. International Outreach Committee.
- 1990-91 American Accounting Association: Reviewer, American Accounting Association Midwest Meeting, taxation.
- 1989-96 American Taxation Association: Research Methodology Committee, 1995-96: publication of A Guide to Tax Research Databases, 1990-92, establishment of the ListServe, TAXRES as an E-mail bulletin board on InterNet and BitNET, 1992-93. Tax Policy Research Oversight

Committee 1994-95, Tax Accounting Subcommittee 1993-94. Tax Complexity Committee: paper on the effect of penalties on the low-income taxpayer,.

- 1995 7th World Congress of Accounting Historians, Reviewer.
- 1991-2002 National Tax Association: Sales and Use Tax Committee.
- 1988-92. Michigan and Ontario Finance and Accounting Conference, reviewer, financial accounting
- 1990 Michigan Academy of Sciences, reviewer financial accounting.

i. Consulting

- 1994-2002 Rotary Club of Grosse Pointe Sunrise, Exempt Organization Application, Exempt Organization Return Preparation
- 1993-2001 Grosse Pointe Power Squadron, Exempt Organization and Michigan Sales and Use Tax Return Preparation
- 2001 Family Center of Grosse Pointe, Exempt Organization Application,
- 1995 City of Grosse Pointe Farms Pier Park, product pricing
- 1994 Charring Cross, Grosse Pointe Public Schools, project evaluation
- 1991 Joint Taxation Committee, Michigan Legislature, Home Heating Credit - Accounting Aid Society and MichCon
- 1985 Lexington Episcopal Theological Seminary, accounting systems
- 1980-83 Utility Regulatory Commission Commonwealth of Kentucky, telephone service
- 1983 Trinity High School, Business and Mathematics Programs
- 1979-85 Holy Trinity Episcopal Church, financial statements, bank reconciliation
- 1977-78 Christ Episcopal Church, investments

j. Professional Growth Activities

- June 2002 WebCT Introductory course, FSU
- 2001-2002 New Faculty Seminars, FSU
- June 2001 MACPA State and Local Tax Update

k. Seminars, Training Programs, conducted for Business and Industry

- 1996- present United States power Squadrons, District 9. Treasurers' Seminar Voluntary Presentation of the treasurers' responsibilities for record keeping, budgeting, internal control timely filing of sales & use and income tax forms.

1988-93 *Congressional Finance*, Accounting Aid Society, voluntary presentations to church treasurers and other interested individuals from congregations throughout Detroit.

l. Professional Presentations, Speeches

m. Institutional Service Performed- Ferris State University

College of Business Curriculum Committee, 2002-present
College of Business Recruiting and Retention Committee, 2001-present
“Principles of Construction Accounting”-Course development in conjunction with construction management, 2001

n. Recognition and Honors

Accounting Aid Society Outstanding Community Service Awards, 1989, 1990, 1991, 1992

Accounting Aid Society Distinguished Community Service Award 1993

Beta Alpha Psi Faculty vice-President 1986-1992

1992 Outstanding regional Paper Award

1991 National Innovative program President.

1991 Regional Innovative program Award, 1st Place

1987 Outstanding Regional Paper Award, 2nd place

1987 Outstanding Regional Presentation Award, 1st Place

Delta Sigma Pi Appreciation Award 1986

Grosse Pointe Power Squadron Merit Awards, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001

Internal Revenue Service Community Service Awards, 1989, 1990, 1991, 1992, 1993, 1998, 1999

Rotary Club of Grosse Pointe – Distinguished Service Award 1996

Sable Point Sail and Power Squadron Merit Award 2003

United States Power Squadrons, District 9 Merit Awards, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003

Wayne State University – Outstanding Faculty Award 1988-89

Beta Alpha Psi

Who's Who of American Women

Who's Who International

o. Professionally Related Community Activities – last 5 years

1998-present United States Power Squadrons, District 9. Chairman of the Treasurers' Educational Committee to present the treasurers' seminar on responsibilities for record keeping and federal and state exempt organization and sales and use of tax returns, Audit Committee 1997-2000, chair 1999-2000.

- 2003-present Sable Point Sail and Power Squadron, Treasurer. Incorporation as Michigan Non Profit Corporation and registration for Michigan Sales and Use Taxes.
- 2001-02 The Family Center, Grosse Point Woods, Mi. Consultation on becoming a Michigan Non Profit Corporation, obtaining a federal identification number and successfully applying for Federal Exempt Organizations Status under *IRC* Sec. 501(c)(3).
- 1994-2002 Grosse Pointe Power Squadron, Treasurer 1993-1995. Completion of Exempt Organization returns (form 990) 1993-present.
- 1993- 2002 Rotary Club of Grosse Pointe- Sunrise Foundation-Successful Application for Provisionary and permanent exempt Organization Status under Sec. 501(c)(3) of the *Internal Revenue Code* and filing al required Exempt Organization reports (form 990).
- 1993-96 Greater Detroit Free Net, Detroit MI. Member corporate Board of Directors. 1993-96 Treasurer. Responsible for initial and continuing organization of corporate financial function, including preparation of a business plan, successful application for exempt organization status, financial planning, budgeting, and preparation of all federal and state corporate income and informational returns.

p. Today's Submission Date: October 27, 2003

VITA

A. Name: Carolyn Louise. Thompson

Rank: Professor

Tenure/Non-tenure: Tenure 1981

Teaching Experience: 33 years

Teaching Experience:

Areas of involvement (in teaching)

1968—1970: Jacksonville State University, Jacksonville, Alabama. Instructor
Principles of Economics, American Economic History.

1971—1972: Jacksonville State University, Jacksonville, Alabama. Associate
Professor. Principles of Management, Personnel Management, and
Communications.

1972—2003: Ferris State University. Associate to Professor. Principles of
Accounting, Intermediate Accounting, Managerial Accounting, and
Advanced Accounting.

B. Education Background

1980 Ph.D. University of Arkansas
Major: Management
Minors: Economics, Management

1969 M.B.A University of Arkansas
Major: General Business

1967 B.B.A. University of Central Arkansas
Major: General Business
Minor: Accounting

C. Prior Experience not in Education

1979—1990 General Partner, Partnership of Thompson and Thompson
Construction Co., No. Little Rock, Ark. Primary responsibility
Was for income taxes.

D. Professional Memberships:

Currently :

American Accounting Association
Management and International Divisions
Academy of Accounting Historians
MACPA

Formerly:

AAA(Membership Committee—1982)
Academy of International Business
National Association of Accountants
Midwest Business Association

E. Professional Meetings Attended

Advisory Committee -2001
MACPA--2000
Continuing education seminar, 1998 McGraw-Hill
Midwest Business Association Seminars
American Accounting Association Seminars

F. Papers Presented

G. Publications

H. Other Research Activity

I. Consulting

J. Professional Growth Activities

Inhouse training on Web for the classroom 2000

Participation in on campus professional development program designed to familiarize faculty with the available technology and its use. (1997)

Participation in training provided by the “Structured Learning” program at Ferris. (1998)

Attended various seminars on the application of technology in the classroom—spreadsheets, general ledger packages, test banks, etc. Examined various textbook packages.

Read various professional literature and periodicals furnished by the professional accounting organizations and public accounting firms including--

MACPA Weekly
Accounting Review
Accounting Horizons
Leadership—AAA
Journal of Accounting Historians

K. Seminars, Training Programs, etc., Conducted for Business and Industry

L. Professional Presentations, Speeches, etc.

M. Institutional Services Performed

Search Committee for the Dean of the College of Business

Sabbatical Committee

Various departmental committees on curriculum development, student awards, program review, etc.

N. Recognition and Honors

O. Professionally Related Community Activities

P. October 31, 2003

II. Educational Background to document graduate course work in the field of ofmanagement/accounting sufficient to support doctoral level preparation.

The courses taken at the doctoral level included--

- Price Policies (3 credits)
- Organization Theory (3credits)
- Operations management (3credits)
- Management information Systems (3 credits)
- Personnel Seminar (3 credits)
- Management Research seminar (3 credits)
- Business Policy (3 credits)
- Advanced Accounting Problems (3 credits)
- Advanced Accounting Theory (3 credits)
- Seminar in Accounting Theory (3 credits)
- Dissertation—"Opinions of Selected Professionals on
Accounting for Call Stock Options"

III. Teaching Experience sufficient to document doctoral level expertise

Courses taught included Principles of Accounting, Managerial Accounting, Intermediate And Advanced Accounting.

My main teaching technique has three steps. First, I demonstrate and discuss the topic Next, the student is asked to practice applying the principles and procedures with my direct supervision. The final step is to have the student submit a homework assignment for evaluation.

IV. Documented Practical Experience

V. Consulting Experience

VI. Scholarly Activity

Dissertation research included assessing alternative accounting methods for call stock options held in a portfolio of marketable securities and determining the acceptability of the alternatives to various user groups.

II. Education Background (include fields of specialization):

*1980—PhD—Management, Minors—Accounting, Economics

*1969-MBA— General Business

*1967—BBA—General Business, Minor—Accounting

III. Prior Teaching Experience:

*Jacksonville State University, September 1969—May 1972

IV. Professional Memberships

*American Accounting Association --1972—1988

*Midwest Business Association—1972—1988

V. Professional Meetings attended Publications

*Attended various continuing professional education seminars

*Attended various American Accounting Association meetings 1972—1990

*Attended various Midwest Business Association meetings 1972--1990

VI. Professional Growth

*Participant in Professional Growth Program at FSU (one semester) 1996—
conducted by

CIS department

VII. Institutional Services Performed

Served on various Department Curriculum committees

Served on Department Search Committees

Served on College of Business—Sabbatical committees

Served on FSU Search Committee for Dean, College of Business

updated September, 2004

I. VITA

A. **Name:** Patrick McNabb

Rank: Professor

Tenure/Non-tenure: Tenure

Department/Division: Accountancy

Year Joined the Institution: 1981

TEACHING EXPERIENCE:

Principles of Accounting, Intermediate Accounting, Advanced Accounting, Taxation, Insurance, Introduction to Business, Career Planning and the Job Search (ACCT 399), FSUS 100 (1994-95, 1995-96)

B. **EDUCATIONAL BACKGROUND**

Master of Science - Taxation, Grand Valley State University, 1986

M.B.A., The George Washington University, 1978, Concentration: Accounting

Secondary Teaching Certificate, Michigan State University, 1975, Major: Distributive Education.

B.A., Michigan State University, 1971, Major: Risk and Insurance

PROFESSIONAL CERTIFICATES

C.P.A. certificates in Michigan and Arizona

C. **PRIOR EXPERIENCE NOT IN EDUCATION**

1981 Assistant Controller, United Way of Kent County, Grand Rapids, MI

1979-80 Accounting Supervisor, International Micor, Inc.
(subsidiary of Ramada Inn), Phoenix, AZ

1978-79 Staff Accountant, Pomeroy and Company, Phoenix, AZ

1975-78 Stock Control and Accounting Specialist, U.S.
Army Security Agency

1973 Insurance Agent, Prudential Insurance Company,
Lansing, MI

1972 Insurance Underwriter, State Farm Insurance Company,
Marshall, MI

D. **PROFESSIONAL MEMBERSHIPS:**

American Institute of Certified Public Accountants (AICPA)
Michigan Association of Certified Public Accountants (MACPA)
Mecosta County Area CPA Monthly Meeting Group
Faculty member of Delta Sigma Pi (professional business
fraternity)