

Accountancy

Bachelor of Science Degree in Business

Accountancy Major

Academic Program Review

September 2016

Program Review Panel:

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Subject: Accountancy Academic Program Review

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The Accountancy Academic Program Review Panel respectfully submits the following documents to the Academic Program Review Council for evaluation.

The Accounting Program review and analysis contained in this document is organized according to the following outline:

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Section 1

Program Overview

1A. Program Name and History

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.

In addition to the students at the main campus in Big Rapids, the Accountancy Program serves students at two remote sites in Michigan outside of the Big Rapids campus. The Accountancy Major is offered at Northern Michigan Community College in Traverse City, Michigan and at Southwest Michigan Community College in Dowagiac and Niles, Michigan.

The business core, which consists of ten courses, is required of all College of Business students. The core is composed of courses across all of the various business disciplines and includes two introductory accounting courses (ACCT 201 and ACCT 202). These two introductory courses are considered essential for any student having a major or minor in any of the various business fields and they are typically a part of the business core in most colleges or universities.

Beyond the business core, there are a number of academic programs, both within and outside of the College of Business that require accounting course work. The accountancy curriculum includes courses designed to cover accounting issues unique to their particular programs. These include ACCT 305 Intermediate Accounting Concepts for non-accounting majors and ACCT 221 Principles of Construction Accounting for construction management majors.

The classification shown below describes the accounting curriculum in terms of the program/majors serviced by these course offerings. The accounting curriculum serves programs in accountancy but also many programs both within and outside of the college of business.

The Accounting Curriculum

College of Business Core (Required of all business majors):

ACCT 201 Principles of Accounting 1

ACCT 202 Principles of Accounting 2

Accounting Major:

ACCT 241 Computerized Accounting (elective)

[ACCT 310](#) Intermediate Accounting 1

[ACCT 312](#) Intermediate Accounting 2

[ACCT 321](#) Cost Accounting 1

ACCT 322 Cost Accounting 2 (elective)

[ACCT 350](#) Fed Income Tax/Individual

ACCT 370 Forensic Accounting (elective)

[ACCT 410](#) Advanced Financial Accounting 1

[ACCT 412](#) Advanced Financial Accounting 2

[ACCT 414](#) Financial Accounting Theory

[ACCT 431](#) Accounting Systems & Controls

[ACCT 441](#) Auditing

[ACCT 450](#) Federal Income Tax/Corporate

[ACCT 461](#) Governmental Accounting

Courses Designed for Majors outside the Accounting Major

ACCT 305 Intermediate Accounting Concepts (Accounting and Business Administration majors only)

Courses Designed for Majors outside the College of Business

ACCT 221 Principals of Construction Accounting

Courses Designed to service Majors outside the College of Business

ACCT 201 Required for Allied Health Sciences (B.S.)

ACCT 201 Required for Automotive Management

ACCT 201 Required for Recreation leadership Management

Accounting Program Concentrations

The accountancy degree has two different tracks for students: the Public Accounting Concentration and the Professionally Directed Concentration. The Public Accounting track is designed for those students who intend to become Certified Public Accountants (CPA). This track is intended to provide students with the topical coverage necessary for an individual considering taking the Uniform Certified Public Accountant Examination. The courses are designed to meet the State of Michigan requirements for the CPA certification. The Professionally Directed track allows students some flexibility in the selection of their upper level accounting and business electives. This track is intended to give students the ability to select certain upper level courses that would complement their accounting course work, given their desired career path in accounting. Graduating students in both concentration areas are awarded a Bachelor of Science degree in Business, with a major in Accountancy.

Associate Degree in Accountancy

The main purpose for the associate degree is to meet certain requirements for federal financial aid. The job opportunities for individuals with only the associate degree are limited and the remuneration is low. The associate degree is designed to allow students to take advantage of those employment opportunities in accounting that do not require a bachelor degree. One of the main objectives in establishing this program was to allow students to continue into the bachelor's degree program if they so desired. The associate degree's course requirements are embedded in the course requirements for the bachelor's degree in accounting with the one exception of ACCT 241 Computerized Accounting, which is required for the associate's degree and an elective for the bachelor's degree.

The Changing Accounting Environment

The accounting profession has gone through some major changes in the past several years. The emphasis in accounting is 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. The widespread use of microcomputers by accounting professionals and the availability of inexpensive accounting software has led to their widespread usage in the classroom. Furthermore, the United States is converging to a set of accounting standards common to other countries across the world. This is changing the accounting curriculum for most colleges and universities across the United States.

As a result of the significant changes in the business environment, the American Institute of Certified Public Accountants has significantly changed the requirements, testing procedures, and content of the CPA examination. The State of Michigan requires a CPA candidate to have completed 150 semester hours of course work to become certified. State law, however, allows a candidate to sit for the exam prior to earning 150 semester hours. In addition, the state's experience requirements were reduced from two years to only one year. The traditional paper and pencil exam was replaced with a new computer based exam (CBE). Furthermore, the content of the CPA exam has been expanded to include the areas of economics and accounting. 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 such that CPA candidates are required to use databases in answering certain exam questions.

Ferris State University's accounting program provides students with a number of alternative ways to meet the State of Michigan's 150 credit hour requirements. Students can satisfy the course requirements by earning either a dual major or pursuing a master's degree such as the MBA or MISM. The accounting program offers students dual majors in Accountancy/CIS and Accountancy/Accounting. The dual major programs are intended to provide students with a mechanism to not only accommodate the state's 150 credit hour requirements, but also to enhance their accounting background in areas complementary to accounting.

Challenges to the Accounting Program

One of the biggest challenges facing the accountancy program has been the decrease in the number of accounting faculty due primarily to retirements without the opportunity to replace these professors. The retirements have been of primarily senior faculty. With the death of a senior faculty member, it took 18 months to replace him. Much of the delay resulted from the fact that from the date of death, there was a four-month delay before being authorized to replace the decedent. This fact resulted in one year of overloads for the remaining faculty. Temporary instructors have been hired to help teach the lower level classes, but it is much more difficult for the remaining accounting faculty to cover the upper level classes, both on-campus and off-campus. This has resulted in a large number of different class preparations for many faculty and created considerable difficulties in class scheduling.

In spite of this, Ferris State University students do well. Accounting alumni in general are very satisfied with the quality of the accounting programs and most have done very well with respect to advancing in their chosen profession. Furthermore, Ferris accountancy student's performance on the CPA exam appears to be very good, although we are relying on self-reporting for this opinion. The CPA exam is taken after graduation. Ferris has no viable tool for compelling alumni to report the results.

1B. Program Mission

Ferris State University mission statement

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State University's Vision Statement

Ferris State University will be the recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity

Ferris State University's Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus, which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.
- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

College of Business Mission Statement

Mission (What we commit to)

We in the College of Business are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.

Vision (What we aspire to be)

The College of Business will be distinctive for its provision of highly regarded career-oriented business education, adding value to our students through innovative teaching and learning processes, ensuring that they are well prepared to make immediate contributions to their employers and society upon graduation. Our graduates will be sought because their competencies are of high quality and are consistent with current and future workplace needs.

Values embraced by the faculty, staff and students of the College of Business:

- **Learning:** We value the development of competency through active learning. We believe opportunity, relevance, and engagement are central to learning effectiveness.
- **Respect:** We value others and endeavor to treat them with dignity, respect, and equity, focusing on the development of constructive and collegial relationships.
- **Diversity:** We value diversity and strive to realize its synergistic benefit.
- **Integrity:** We value high standards of professional and ethical conduct. We will do the right things, in the right ways, for the right reasons.
- **Excellence:** We value excellence, expecting it of ourselves and of those with whom we interact.
- **Change:** We value change for the vitality it can yield, acknowledging its inevitability and uncertainty.
- **Continuous Improvement:** We value continuous quality improvement and the use of systematic performance assessment in support of all that we do.

Accounting, Finance & Information Department Mission Statement

The AFIS Department has no mission statement.

Accountancy Program Mission Statement

The mission of the Accountancy program is to prepare students to find employment in the role of an accounting professional, to become citizens that are more informed, and to contribute to the economic environment of the United States.

PURPOSES -- To provide an action guide to achieve mission.

1. To provide students with marketable skills in Accountancy.
2. To assist students in becoming and remaining competitive in a changing and complex global economy.
3. To provide students with the basis for making financial decisions using the most appropriate information and technology, while considering the societal and ethical impact of their decisions.
4. To provide students with and opportunity for personal growth and the development of communication skills.
5. To provide students with a foundation of relevant accounting theory and its application in the real world.

Incorporating the Accounting Mission.

How is the program mission statement aligned with the mission of the department, college, and university?

The Accountancy program's mission statement is in line with Ferris' mission that states to "prepare students for successful careers, responsible citizenship, and lifelong learning." The College of Business mission statement also echoes the university's mission statement in its mission and vision of providing career oriented programs and commitment to lifelong learning.

Accountancy is a career-oriented degree, providing specific skills in a field of business that every business, government and economic society needs. Our graduates obtain employment in government, public accounting firms, many different types of industries, financial institutions, and some become entrepreneurs setting up their own businesses. Accounting graduates obtain well-paid jobs with life-long career opportunities for improvement as evidenced by our graduate survey. (See Appendix 2A).

How is the program's mission incorporated into decisions impacting the program (including curricular changes)?

To achieve our mission and purpose, the Accountancy program has developed specific actionable program goals. Students are assessed in a variety of ways to evaluate student success in achieving these goals. The assessments are indicated after each outcome. See below Program Goals.

How is the mission of the program communicated to program stakeholders?

The mission of the program is indicated in the FSU web site under the College of Business degree programs. Prospective students are able to view the program mission and its program requirements. Program faculty and staff communicates it in their contact with prospective students and current students.

What policies or procedures are in place to monitor the program’s mission and its relationship to the department, college, or university?

Three times a year, the program faculty meet and review the program/courses outcomes and the result of the assessments. Every fall, the Accounting Program Advisory Board meets and reviews the program providing feedback and suggestions for improvements. Please see the Accounting Board meeting minutes in Appendix 2E.

How does the program further the department, college, and university missions?

Accounting is a core business function and an integral part of complete and well-rounded business program offerings. It is a career-oriented degree that one can build on and advance to higher career level in any organization. It fits within the Ferris mission of providing “career-oriented, broad-based education, serving (paraphrased) our rapidly changing global economy and society”.

Graduates of the accounting program obtain well-paying jobs. Some students pursue graduate study before entering the workforce.

1C. Program Goals

Describe what the program hopes to accomplish.

We have developed four actionable program goals to achieve our mission. Please see the Assessment of Student Learning section to see the detailed student learning outcomes and assessments.

Program Goals/Outcomes

Program Goal 1 –To provide students with the technical knowledge and skills to summarize the economic consequences of business activities to inform decision makers in complex economic environments.

Program Goal 2- To provide students with an ethical foundation. Training them to adhere to the ethical requirements of the profession and formulating well founded ethical judgements in the practice of accounting.

Program Goal 3 – To teach critical thinking by instructing the student to evaluate the economic effects of business transactions and identify assumptions, extraneous information, reasoning, and the evaluation of arguments.

Program Goal 4 – To enhance the communication skills of our students by having them present and defend their interpretations through formal and informal, written and oral presentations while employing appropriate technology.

Strategic Plans

Short-term

- Continue to work with the Accounting Program Advisory board to enhance and improve the program. Meeting every year with the advisory board will offer a chance to share Accounting course contents with knowledgeable accounting professionals to learn if any changes should be made with respect to the Accountancy Program. (See summary of advisory board minutes in Appendix 2E).
- Evaluate and revise course pre-requisites in upper level accounting courses to ensure better skill preparation before taking the course.
- Request for additional full time Accounting faculty. This is critical given that 3 of the 6 full time faculty are talking about retirement.
- Develop business and industry relationships and pursue possible student internships.
- Seek curriculum approval for ACCT 201 and ACCT 202 to be a general education course.

Long-term

- Continue to offer students a major in Accountancy.
- Develop a Masters in Accountancy degree (MAC). The faculty do not want to do this. There appears to be an infatuation at Ferris with graduate degrees. A MAC would be a good solid “real” degree that would be a tribute to practical education at Ferris. Since the cost of a degree in relationship to its returns are not to be discussed at Ferris, Accountancy at some point will request a MAC. The \$500,000 in additional salaries and benefits should not be an issue.
- Develop an ongoing internship relationship with businesses, develop internship opportunities in conjunction with the internship coordinator, and strongly encourage students to take internship.
- Develop and secure Accounting student scholarship funds to draw students to the program by providing scholarships through the assistance of the dean’s office, emeriti, university advancement and others.

1D. Curriculum

o Overview of the Check Sheets

The Accounting Major requires 123 credits to graduate.

All graduates need to take the general education requirements:

- Communication competence (15 cr or credits)
- Scientific understanding (7 cr),
- Quantitative skills (4 cr),
- Cultural enrichment (9 cr),
- Social Awareness (9 cr).
- Electives (14/15 cr; general education (5/6 cr) and free electives (9 cr).
- Business core (30 cr)
- Accounting Core required courses (18 cr)
- Accounting Concentration (17/18 cr)

o Evaluate program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program.

Every year, as part of the assessment process, the accounting faculty meet and go over the results of the program and course assessments. We evaluate the results and recommend changes that are appropriate. These activities resulted in curriculum changes such as the change in elective lists, the change in check sheets to make it easier for students to navigate the classes and the curriculum change in the accounting major course in 2012.

The faculty are also continuously monitoring the changes in the workplace as evidenced by graduate surveys, newspapers report on jobs, job outlook, and accounting advisory board input. The accounting major is a specialized field that deals with managing the financial resources and is needed in all types of organizations. Accounting graduates generally command higher pay. The accounting emphasis varies over time depending on the state of the economy but the need for accounting is always there. We develop courses that are relevant and needed as we see the need changing. In the future, there will be a great need in the field of financial planning in retirement as more and more people are retiring. This will be an area that we should not ignore.

We also get input from our colleagues in AFIS department and the College of Business through program reviews and curriculum development.

We monitor other university accounting programs to ensure our program is competitive and current.

We also refer to our accounting advisory board members who are in business to let us know any new developments that our students should be aware of and additional skills that they need to acquire and develop.

We also attend accounting meetings and conferences to learn about the latest theories and business practices.

o Evaluate general education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum.

In the general education requirements, the two communication requirements help prepare students to present information in class, work with teams and communicate effectively in different settings. These are skills needed to perform class activities in the upper level accounting classes that require class presentations and team projects. One of the difficulty is getting students to retain those skills by the time they take the upper level classes. In my experience, I find most of them not prepared or unable to present effectively in class. To prepare students to write reports, we require them to take ENGL 325. We also require a higher-level math.

Students are highly encouraged to take internships. Students who take them indicated the experience is valuable. They learned how to apply the knowledge taught in class to the work environment and, more importantly, they understand what the work entails and how to interact with others. It helped them decide if they really like to work in that particular industry (See employer survey results.).

Our auditing class has added a group project for the students to apply their accounting skills. The class is divided into 6 groups and assigned a non-profit organization to perform a “mock” audit. The students meet with “clients” to document the organization’s internal controls, understand the organization design, and evaluate and document the general operations of the organization. All groups are required to prepare

a list of recommendations and then present the recommendations to the organization's board. During this question portion of the meeting, students respond and defend their recommendations. This project facilitates the students to understand their transition from student to employee and helps organizations in our community to improve operations to meet their mission.

o How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders?

All these elements are definitely essential for successful learning experience. In addition, the communication for accounting core and elective courses is also important. Without having skills and knowledge in place before taking specific accounting, classes would be disastrous in terms of learning experience. We have found that service learning not only allows students to apply critical thinking skills but communication skills with individuals and groups. This interaction with organizations outside the classroom, benefits the students and the public's perception of Ferris.

o How are program requirements communicated to potential students, currently enrolled students, and other stakeholders?

The communication of the program requirements is mostly based on the up-to-date check sheets. The main communication medium is the faculty members. For potential students, the information on the program web-site and the faculty members during Dawg days provide the information. For current students and others, the accounting faculty members interactively communicate through (advising) meetings in person.

o Evaluate curricular changes that have been implemented in the last five years.

The curricular changes have been minor. Most of the changes have been within existing courses. The rate of change within accounting has been exhausting. Few professions have experienced similar rates of change. In the last 8 years there has been an effort to harmonize accounting around the world. There are two major competing accounting systems the U.S. financial Accounting Standards (FAS) and the International Accounting Standards (IAS), which represent Europe and the Pacific Rim. This attempt to reconcile the FAS and the IAS has resulted in approximately 15 Accounting Standard Updates annually since 2012. Additionally Dodd-Frank, SEC requirements, and the almost daily changes to the IRC have made keeping the courses current a major activity. The volume of change is crushing.

The Accounting Advisory Board (AB) members felt that the program does a good job of managing change. The Advisory Board recommends additional faculty. It also recommends against making the internships mandatory. The AB recognizes the benefits of internships but fears that mandatory internships might prevent students from graduating in an economic downturn.

o Evaluate curricular changes currently under consideration.

The accounting faculty believes that making ACCT 201 and 202 available to all students as a general education course could help eliminate the economic illiteracy that is rampant in society today. We would like to add course work in forensic accounting and fraud examination.

o Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum.

We believe we have continuously made a great effort to keep our curriculum current and relevant as the government makes rampant changes. Accountancy responds to government demands to provide information to society so that individuals can make informed decisions about the assignment of scarce resources. Accounting information drives the securities market. The accountancy faculty take this fact seriously. We annually examine textbooks for updates. We follow the changes to the FASB Codification. There are approximately 15 ASU's annually. Most of these are directed at unifying the FASB and the IASB.

See the Appendices for Course Syllabi (6) and Check Sheets (1)

1E

See Student Assessment of Instruction:

See Appendix 5 for SAI's

1F. Program Profile

Applications, Admissions, and Enrolled

TERM	Major	APPLIED	ADMITTED	ENROLLED
201108	Accounting AS	NA	NA	20
201208	Accounting AS	NA	NA	22
201308	Accounting AS	NA	NA	22
201408	Accounting AS	NA	NA	25
201508	Accounting AS	NA	NA	21
	Total			110
	Accountancy BS			
201108	Accounting	NA	NA	173
201208	Accounting	NA	NA	173
201308	Accounting	NA	NA	165
201408	Accounting	NA	NA	162
201508	Accounting	NA	NA	164
	Total			837

o Evaluate the overall “apps, admits, and enrolled” trends within the program:

Overall, the program was unable to find information regarding apps vs admits.

o How does the program address “apps, admits, and enrolled” trends within the program (general) and how will the program address “apps, admits, and enrolled” trends reported (specific)

Overall this is the first time the program has been asked to address the issue of apps vs admits. This is largely a university level function. Other than Dog Days, the program has little to do with either function. Its Dog Days participation has been vigorous with a representative at every event. The programs typically do not do any other recruiting.

Much of the enrollment in the accountancy program comes from other programs within Ferris such as the health fields and criminal justice.

The primary reason for the associate's degree in accounting is an administrative function of how the government chooses to provide student loans and grants. Although a person with an associates takes essentially the same courses as an individual with the BS degree and is employable, the salary is such that stopping one's education at this level is not desirable. Virtually all of our associates students continue on to finish the BS degree.

Enrollment—Headcounts

MAJOR CODE		ON CAMPUS		OFF CAMPUS	
		Number	%	Number	%
Accounting AS	2011	22	100%	0	0%
	2012	22	100%	0	0%
	2013	22	100%	0	0%
	2014	25	100%	0	0%
	2015	21	100%	0	0%
	Total	118	100%	0	0%
Accounting BS	2011	93	54%	80	46%
	2012	90	52%	83	48%
	2013	82	49%	83	51%
	2014	86	53%	76	47%
	2015	81	49%	83	51%
		432	52%	405	48%

o Evaluate the ideal number of enrolled students given the available faculty, physical resources, and other present limitations or requirements. Provide a complete explanation as to how the number presented was determined.

According to page 48 on the Fact Book 2014-2015, the average student-faculty ratio is around 16 historically for Ferris. Given that we have 5 full-time accounting faculty members, the ideal number of students would be around 80 when we assume the accounting program's student-faculty ratio is close to the average department at Ferris. We personally believe that the accounting courses need more preparation time than the average class does; therefore, the number should be lower than 100 on average currently enrolled on the Big Rapids campus. The off campus sites are usually staffed by adjuncts. The Big Rapids faculty does teach off campus when needed and currently one faculty member devotes ½ of her load to the MBA program. The AFIS Department Chair is a member of the accounting faculty and is not counted in the 5 tenure track positions. He teaches ¼ load. We do not see any issues with regard to physical resources. The faculty is does not have any slack to contemplate new courses or to spend sufficient time to obtain additional training in this rapidly changing environment.

o If the current number of enrolled students is less than the ideal number, outline program plans to increase student enrollment.

Not relevant to the accounting program

o If the current number of enrolled students is equal to or greater than the ideal number, answer the following:

- Evaluate the determination that the program is at or has exceeded capacity in relation to stated programs goals and strategic plan(s).

Our program is a bit over its optimal capacity. As delineated in the strategic plan, we need additional faculty to ensure more satisfactory learning experience and give students more flexibility. If ACCT 201 and 202 Introductory Financial and Managerial Accounting is approved as a Gen Ed class, the need for more faculty will be great.

- Evaluate the option of increasing student enrollment in relation to stated program goals, program strategic plan(s), and current and projected market conditions.

With the current faculty capacity, increasing student enrollment would have more negative than positive consequences on the program goals and strategic plans due to the lack of faculty. However, if more faculty can be added, more diverse program curriculum will be feasible and our program goals and strategic plans can be better met.

According to the 2010 – 2011 edition of the Bureau of Labor Statistics Occupation Outlook Handbook, in the decade from 2014 – 2024, employment of accountants expected to grow much faster than the average for all occupations. A brief review of job postings on the websites mlive.com, a Michigan based job listing, and monsterjobs.com on revealed just over 1200 positions available in Michigan and several thousand positions available nationwide. In general, the job market for Ferris State University students with an accounting degree appears to be quite favorable. This appears to be especially true of those who take advantage of the unique opportunity to obtain a dual degree in Finance and Accounting or CIS and Accounting. In addition, because of the broad education Ferris students receive across the campus and in the College of Business professional core, a graduate with a degree in Accounting may find employment in any career field.

- What resources (faculty, staff, space, equipment, etc.) would be required to increase enrollment?

More faculty would be required as mentioned. The number of adjuncts being used is high although at the present only one accounting faculty member has an overload. In 2012, all tenure track faculty members taught overloads.

- What would the ideal number of enrolled students in the program be assuming the requisite additional resources were made available?

This is an unusual question. The number of faculty does not drive the number of students. If the program were to offer a Masters of Accountancy, we could probably increase accounting enrollment by 50. Offering this degree would require adding 3 to 4 faculty.

o Evaluate the overall “enrollment – headcounts” trends within the program.

The enrollment in the accounting program has been consistent over the period examined. Demographics tell us that there are fewer births every year and that the number of college age students is declining. This fact has as yet not hit the COB.

o How does the program address “enrollment – headcounts” trends within the program (general) and how will the program address “enrollment –headcounts” trends reported (specific?)

Since we do not control admissions or recruiting, this is an unusual question. The faculty is fully employed prepping for and delivering classes. If we are to take on more tasks there will have to be structural changes at the university. Accounting is a wonderful profession. We would like the program to grow as large as possible.

Student Credit Hours Trends

Student Credit Hours		Summer	Fall	Spring	F+SP
F+SP	Year				
Accounting	2010-2011	595	3003	2847	5850
	2011-2012	387	2988	2753	5741
	2012-2013	324	2934	2774	5708
	2013-2014	303	2700	2716	5416
	2014-2015	278	2821	2645	5466
Average		373.2	2880.6	2648.6	5529.2

o Evaluate overall “student credit hour” trends within the program.

The numbers have been falling with a slight rise in 2014/2015 over 2013/2014. In general, the Fall, Spring, and F+SP numbers are below the 5 year average. The biggest decline is in the Summer. Students have been finding it difficult to find financing for Summer sessions. The Federal Government is no longer financing summer school. The difference between Summer 2010/2011 and 2014/2015 explains much of the drop.

o How does the program address “student credit hour” trends within the program (general) and how will the program address “generated student credit hours” trends reported (specific).

We try to create the same or more student credit hours to stay efficient as the Ferris on average does. The main issue in future trends may well be the reduction in the demographics of college age individuals. The program is at a loss as to how we are to generate more credit hours given that recruiting and admission are outside the control of the program.

Productivity

Full Time Equated Faculty					
	Year	Summer	Fall	Spring	Avg F+SP
Accounting	2010-2011	2.00	8.44	7.53	7.63
	2011-2012	1.50	8.83	7.18	8.01
	2012-2013	1.75	9.07	8.21	8.64
	2013-2014	1.75	8.28	7.50	7.89
	2014-2015	1.50	8.25	8.00	8.13
Average		1.70	8.57	7.68	8.06

SCH/FTEF					
	Year	Summer	Fall	Spring	Avg F+SP
Accounting	2010-2011	297.50	355.91	378.09	732.74
	2011-2012	258.00	338.33	383.32	717.01
	2012-2013	185.14	323.58	337.95	660.81
	2013-2014	173.14	325.96	362.13	686.29
	2014-2015	185.33	341.94	330.63	672.74
	Average	219.82	337.14	319.92	644.86
<hr/>					
	Year	Summer	Fall	Spring	Avg F+SP
COB	2010-2011	178.68	288.36	281.40	569.69
	2011-2012	208.48	283.00	281.92	564.60
	2012-2013	199.08	286.36	271.22	557.01
	2013-2014	170.08	291.40	286.47	577.75
	2014-2015	189.88	285.49	277.94	563.33
	Average	189.24	286.92	279.79	566.48
<hr/>					
	Year	Summer	Fall	Spring	Avg F+SP
Ferris	2010-2011	142.35	238.14	227.97	466.28
	2011-2012	150.30	232.91	221.49	454.51
	2012-2013	147.68	234.53	227.86	462.53
	2013-2014	141.26	238.18	230.82	469.11
	2014-2015	143.74	236.02	224.22	460.26
	Average	145.07	235.96	226.47	462.54

o Evaluate overall “productivity” trends within the program including how the program SCH/FTEF compares with the University average.

The classroom productivity of the faculty in the Accounting program, as indicated in Student Credit Hours and Full Time Equated Faculty (SCH/FTEF), has consistently been higher than that of the College of Business and University as a whole. As shown in the previous section, the accounting program has the lowest credit hours in the 2012-2013 academic year. Its SCH/FTEF for the average Fall and Spring is 660.81, which is however higher than any academic year for both the College of Business and Ferris. The accounting program average is 39.4% higher than Ferris (644.86/462.54-1) and 13.8% higher than the College of Business (644.86/566.48-1). The productivity of the accounting program based on the SCH/FTEF metric is undeniably higher, one of the highest at Ferris.

o How does the program address “productivity” trends within the program (general) and how will the program address “productivity” trends reported (specific).

The Program will attempt to maintain efficiency. We do not see any issue in the trends. The program is proud of this level of productivity; however it burns out good faculty members and there does not seem to be any reward attached to it. Ferris’ Faculty Senate has recently approved graduate programs with caps as low as 6 without anyone in the Senate objecting or laughing. Many programs have caps of 10. Low caps are directly related to low productivity. The Accounting Program is behind in TRAC-DAT compliance largely because there are only so many hours in the day. Having larger classes translates into greater amounts of time to grade papers and to counsel students. These tasks must be done. Some will argue that the tenure track accountancy faculty are well remunerated. In comparison to the some of the other

colleges, we are. Compared to first class universities such as Michigan State we are not. In any case having a large salary does not make the day longer. The faculty who chose Ferris certainly are capable of doing the research required by a research school. Sadly, much of the research in accountancy has reverted to chasing the statistical significance of minutiae. The accountancy faculty choose Ferris because of the opportunity to mold the young people of Michigan into productive citizens. At places like Michigan State, that task is left to the graduate assistants who are primarily interested in graduating.

Enrollment—Residency

TERM	Major	Resident	Midwest Compact	Non-Resident	Age	GPA	ACT
201108	Accounting	233	3	1	26	3.24	22.78
201208	Accounting	226	2	2	26	3.23	22.71
201308	Accounting	216	3	5	24	3.20	22.59
201408	Accounting	189	3	7	25	3.22	22.52
201508	Accounting	190	0	7	23.6	3.23	22.65
	Average	211	2.2	4.4	24.92	3.22	22.65

o Evaluate overall “enrollment – residency” trends within the program.

Each year majority of the enrolled students were resident. In total, 2108 (97%) were resident, 24 (1%) came from the Midwest compact and 44 (2%) were non-resident. The average student was 25 years old. The average five year weighted average GPA was 3.22. The weighted average ACT was 22.65. Both the GPA and ACT has remained stable over the time period covered.

o How does the program address “enrollment – residency” trends within the program (general) and how will the program address “enrollment –residency” trends reported (specific).

The Program does not have any target level in terms of residency. It would be good for our students to have exposure to more foreign students. It is the Program’s understanding that Ferris is reducing activity in this area and the Program does not have the time resources to devote to yet another activity formerly borne by the administration.

Enrollment—Gender and Ethnicity

TERM	Major	Gender							Ethnicity					Full/Part Time	
		Enrolled	Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multicultural	Foreign	Full Time	Part Time
201108	Accounting	265	129	136	6	181	7	3	3	215	0	6	2	184	81
201208	Accounting	230	96	134	8	11	7	1	3	194	0	4	2	155	75
201308	Accounting	224	98	126	6	9	6	3	2	186	0	8	4	148	76
201408	Accounting	216	98	118	5	10	5	2	4	178	0	6	6	140	76
201508	Accounting	169	88	81	4	6	7	1	0	139	0	7	2	115	54
	Total	1104	509	595	29	54	32	10	12	912	0	31	21	742	362

o Evaluate overall “enrollment – gender and ethnicity” trends within the program.

Each year female students outnumber the male students. In total, 46% were male and 54% were female. nine hundred and twelve (83%) were white, 54 (5%) were black, 32 Hispanic (3%), and so on. 742 (67%) were enrolled full-time and 362 (33%) were part-time.

o How does the program address “enrollment – gender and ethnicity” trends within the program (general) and how will the program address “enrollment –gender” trends reported (specific).

The program works with whoever matriculates. We judge individuals on their abilities and not the color of their skin. It seems to me that someone famous said something similar to this back in the 1960’s but the world seems to have lost its way. The program has no control over applications, admissions, or who eventually appears on campus. Everyone wishing to learn accounting is welcome.

Retention

TERM	Major	% Still Enrolled In Year 2
201008	Accounting	0
201108	Accounting	55
201208	Accounting	86
201308	Accounting	75
201408	Accounting	58
Average		54.8

o Evaluate overall “retention” trends within the program.

The retention rates stayed 50% or higher all years. The program used the data provided. Finding trends is difficult because the n’s are so small. For example, 2010 had one as the enrollment and that person left the next year, for whatever reason, giving a retention percentage of zero.

o How does the program address “retention” trends within the program (general) and how will the program address “retention” trends reported (specific).

The Accounting Program addresses retention on an individual basis. Faculty members have gone to extreme measures to reach out to students who seem to be in difficulty. In addition to the traditional methods used to retain students, tutoring and advising, the Program has found jobs for those in need. Found appropriate social services for those in need. Found funds for those who were desperate. Written letters to and spoken with officers of the court system on behalf of students who otherwise would not have stayed with the program. Providing actual names becomes difficult

Program Graduates

Academic Year	AS	BS	Total
2011-2012	2	50	52
2012-2013	4	61	65
2013-2014	5	55	60
2014-2015	3	52	55
Total	14	218	232

o Evaluate overall “program graduates” trends within the program.

The accounting degree is offered in the Big Rapids campus, the Traverse City, and Dowagiac campuses only. The number of graduates annually has been fairly consistent.

o How does the program address “program graduates” trends within the program (general) and how will the program address “program graduates” trends reported (specific).

The program cheerleads its students toward graduation. We pay special attention to students in their junior and senior years. It is in the junior year especially that the sequence of prerequisites can inhibit graduation if it is not followed. It is during the senior year that the faculty attempts to imbue the students with the concept that they are becoming our colleagues in accountancy.

Six-Year Graduation Rate

TERM	Major	% Persisters
201008	Accounting	100
201108	Accounting	17
201208	Accounting	67
201308	Accounting	0
201408	Accounting	0
Average		0

o Evaluate overall “six year graduation rate” trends within the program.

All the students graduated from the program as long as they stayed enrolled within six years since the initial enrollment over the past five years

o How does the program address “six year graduation rate” trends within the program (general) and how will the program address “six year graduation rate” trends reported (specific).

Ideally, we try to keep this rate to zero as long as a student commits full time to our program. We do not see any issue in the current trends.

Graduate Average GPA

Year	Major	Average GPA	Min. GPA	Max. GPA
2011-2012	Accounting	3.32	2.60	3.80
2012-2013	Accounting	3.43	3.01	3.63
2013-2014	Accounting	3.29	2.65	3.81
2014-2015	Accounting	3.14	2.39	3.67
Average		3.30	2.66	3.74

N/A represents no data/info available in the data sources provided by the APR guideline.

o Evaluate overall “graduate average GPA” trends within the program.

The 2012-2013 year has the highest average GPA of 3.43 and overall the data show a downward trend. However, the average is over 3.0 and none of the minimum GPA is below 2.0. These numbers come from the public accounting tract. In the absence of a head count, it is impossible to do a weighted average GPA. A non-weighted average GPA, in this context is a spurious number.

o How does the program address “graduate average GPA” trends within the program (general) and how will the program address “graduate average GPA” trends reported (specific).

We try to maintain the average GPA around 3.0. The downward trend may be troublesome but given the heterogeneous compositions of the students and their classes along with different instructors with different grading standards, the trend may not necessarily mean deteriorating quality and learning experience. We would encourage more commitment and efforts through advising meetings each and every semester.

Graduate Average ACT

Newly Enrolled			Program Graduates		
TERM	Major	ACT	Year	Major	Average ACT
201108	Accounting	22.67	2011-2012	Accounting	23.25
201208	Accounting	23.38	2012-2013	Accounting	22.50
201308	Accounting	25.67	2013-2014	Accounting	22.67
201408	Accounting	NA	2014-2015	Accounting	21.40
201508	Accounting	NA	Average		22.50
Average		23.57			

o Evaluate overall “graduate average ACT” trends within the program including a comparison between average ACT at enrollment and average ACT of students graduating from the program.

The average ACT is fairly close to each other. Commenting on the ACT for the newly enrolled students is difficult because the 2014 through 2015 data was not available.

o How does the program address “graduate average ACT” trends within the program (general) and how will the program address “graduate average ACT” trends reported (specific).

We prefer higher ACT scores as they represent better preparedness. However, we have no control on the ACT because it is exogenously determined before students join our program. This issue could be addressed by requiring higher ACT scores at admission. Such a change would be outside the mission set for us by Governor Ferris.

State and National Examinations

The Accountancy Program relies on two outside national examinations the Certified Management Accountant (CMA) and the Certified Public Accountant (CPA).

o Report the percentage of program graduates who pass state or national certification or licensure examinations.

Our students are well prepared to take both the CMA and CPA examinations. Both are typically taken after graduation. The Program has no control of individuals after graduation. Life events frequently take students in unplanned directions. Until this year, no effort has been made by the program to capture this information. Students have reported to us on a voluntary basis. The numbers reporting are small and the Program has no means of compelling responses.

o Report the national average pass rates and compare program graduate pass rates to the national average.

The CMA requires graduation from an accredited bachelors program in accounting to sit for the examination. The examination consists of two parts: 1) Financial Reporting and 2) Financial Decision Making. The pass rate for part one is 35 %; the pass rate for part two is 52%. After passing the examination, a candidate would have to acquire two years of experience working with a CMA certified individual.

Provided are the pass rates for 2016 as reported by the AICPA.

Uniform CPA Examination Passing Rates

2016

Section	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	Cumulative
AUD	44.87%	48.70%			46.98%
BEC	55.40%	56.33%			55.91%
FAR	44.74%	45.61%			45.20%
REG	47.55%	49.98%			48.92%

The above chart includes individuals who have taken individual examinations more than once. The CPA long-term first time pass rate is about 47%. The reported Ferris Alumni first time pass rate is about 47%.

o Evaluate overall “state and national examinations” trends within the program.

The pass rates are so low because many CMA and CPA candidates procrastinate. After graduation, it takes a great deal of discipline to study and sit for the examination. Many candidates do not actually sit for the exam until confronted with the loss of a job for lack of a certification. The examinations are very broad and the profession is constantly changing. Not only does a candidate forget facts, the facts themselves have been changed in unpredictable ways through the action of law, regulation, and litigation.

o How does the program address “state and national examinations” trends within the program (general) and how will the program address “state and national examinations” trends reported (specific).

The Program encourages all students to sit for one of the certifications immediately after graduation to provide the student with the best opportunities in the profession. Having a certification on a curriculum vita places that document at the top of an interview list for a potential employer. It would be an absolute

tragedy for a student to spend 4 years or more in an accountancy program and not sit for one of the certifications. The certifications are a mark of accomplishment. The certifications do in fact indicate a level of competence within the profession.

The Accountancy Program's instruction is modeled to conform to the requirements of the certifying bodies. One of this Program's comparative advantages is that graduating students are qualified to sit for these exams with the Ferris degree. Students graduating from other Michigan colleges and universities are not and must take a master's degree to meet the requirements of the certifying organizations.

1G. Program Value beyond Productivity and Enrollment Numbers

Program Value beyond Enrollment Numbers

o Highlight the positive impacts the program has on the department, college, and university that extend beyond enrollment, student credit hour, and other 'hard' measures of program success.

Our curriculum includes ACCT 201, Principles of Financial Accounting and ACCT 202, Principles of Managerial Accounting. These two classes equip non-accounting students with financial literacy and as such are part of the COB core. Students take these classes with little information about how accounting works. On completion of the courses, they are fully aware of the place of accounting in the daily life of any organization. The Accountancy Program plays a large role in developing and improving financial literacy within the COB.

Financial accounting is the language of business and is central to any student seeking a degree in business. The Program is currently making an effort to have ACCT 201, Principles of Financial Accounting, and ACCT 202, Principles of Managerial Accounting recognized as a general education classes. The Program believes that an understanding of accounting is essential to being a good citizen. There is entirely too much misinformation regarding financial matters among the public.

The tax courses ACCT 350, Individual Taxation, and ACCT 450, entity taxation, are popular with non-accounting majors from programs as diverse as criminal justice and finance.

Although the program has just 6 faculty but two of them, Dr. Inabinett and Dr. Jakubowski, have managed to continue publishing. Publishing is difficult given the 4+4, frequently 5+5, teaching demands.

o Highlight the positive impacts the program has on the community and other external stakeholders.

Our graduates work in many different industries. Accounting is a discipline that provides information to society so that it can make good decisions about the allocation of scarce resources, capital. There is empirical evidence that financial accounting information "makes the Market." Without financial accounting, the Market would be less efficient and society would be subject to the turmoil of 1929 and 2008. Both downturns occurred because the financial value of core elements was not known. Commerce does not deal well with uncertainty. Accountancy students are trained to be professionals who regard the integrity of their profession as essential to good commerce and the society as a whole.

On a more local note, Dr. Inabinett, as part of the Program's auditing course, has reached out to local non-profit organizations. Her students provide free "mock" audits under the supervision of Dr. Inabinett. The

local non-profit organizations are not publically traded. Under SEC rules, they are not required to have formal annual audits. The information Dr. Inabinett and her students return to the community is valuable in terms of making BR a better place to live and do business. This service also helps the organizations as Dr. Inabinett volunteers her time at the conclusion of the “mock audit” to assist the organizations with improving their financial reporting by training the organization’s users on various computer programs.

1H. Program Flexibility and Access

Flexibility and Access

	Information
Number of Offsite Locations	2 locations (Dowagiac, Traverse City)
Online Availability of Program Offerings	Online accounting courses are not generally available. During the Summer semester, ACCT 414 is offered as a mixed delivery class. ACCT 241, Computerized Accounting is strictly an online class, which helps students taking internships to take classes as well as graduates continuing to earn the additional 150 hours.
Options for Evening or Weekend Classes	Evening courses are available in Big Rapids, Traverse City and Dowagiac. In Big Rapids, most courses are offered during regular business hours due to the traditional nature of the student body To date, no weekend classes have been offered.
Options for Accelerated Program Completion	This would be a good program to develop to recruit more students to the program. In order to complete the program in a short period of time, we need to offer higher accounting level classes more often which is not viable at this time due to lack of accounting faculty resources.
Options for Summer Program Offerings	There is a very limited option for summer classes. We only offer ACCT 201, ACCT 202, ACCT 414 ACCT 312 and on occasion ACCT 461 during summer.

o Describe any multi entry points available for students entering the program.

Ferris has a large number of ways in which any one can enter the Accounting Program. The program has transfer credit agreements with community colleges and high schools across the entire state. Some of the agreements are two and two. Other arrangements with Northwestern Michigan College and Southwestern Michigan permit the student to take 3 years of credits at these institutions and one at Ferris to obtain a Ferris degree. See the hypertext on the next line:

<http://www.ferris.edu/HTMLS/colleges/university/transfer/index.htm>

o Evaluate program trends related to “flexibility and access.”

It is difficult to maintain the satellite programs. The Accountancy Program relies heavily on adjuncts at these locations. Frequently the individuals teaching the first 3 years at these institutions changes hats in year 4 and becomes a Ferris employee. Given the distances and the size of the faculty in Big Rapids, providing much support from the main campus is very difficult. The Big Rapids program attempts to

guide the programs in Dowagiac and Traverse City by providing syllabi and making book selections. Apart from these activities, there is little involvement from the main campus. The main campus faculty teach the occasional summer course in these locations and would be happy to assist when possible. There are only so many hours in a day.

o How does the program address “flexibility and access” within the program?

More flexibility and access options would be beneficial for students but as long as we maintain the current level of faculty, enhancing flexibility further would be not feasible.

1I. Visibility and Distinctiveness

Visibility and Distinctiveness

o Highlight unique program features and benefits that provide a competitive advantage over competing programs.

The most unique feature of the Ferris Accounting program is that it qualifies an individual to sit for the Michigan and other state CPA examinations after completing their bachelor’s degree. The Baccalaureate degrees from many other Michigan colleges and Universities do not have sufficient course college at this level. Individuals from other institutions must take a master’s degree at higher tuition to obtain the same course coverage.

Another unique feature of the Ferris Accounting Program is that we provide the only dual majors—accounting/finance and accounting/CIS—in Michigan. More than anything else, these unique degrees are an attractive selling point of the program. Just like any other departments at Ferris, we are a career-oriented program, which is central to Ferris’ mission. This dual programs permits individuals to meet the 150-hour requirement for licensing within their bachelor’s degree.

With the hire of Phil Kohn, the Accounting Program is hoping to offer a certificate in forensic accounting. This concentration has as yet not pass the University Curriculum Committee.

o Evaluate program policies and procedures designed to market and promote unique program features and benefits.

The faculty use Dawg Days to promote these features. The Ferris web pages also reference this fact.

Competitive Programs

o Identify and describe competing programs.

We believe that programs that are located inside the state of Michigan and recruit students who may be interested in Ferris should be defined as reasonable competitors. Including University of Michigan and Michigan State University, we have identified 16 schools. In terms of faculty size, Andrews University and Lake Superior, Michigan Tech, and Northern Michigan are similar to Ferris, ranging from 1 to 3 faculty. Davenport, Grand Valley, Walsh, and Western Michigan are much bigger, ranging from 8 to 26. Walsh College has 26 faculty both full-time and part-time combined. We consider U of M and MSU as competitors because they are frequently mentioned as first choices. Faculty from MSU have said that if they could expand sufficiently, they could attract 100% of the state’s accounting students. Students use Ferris as a “guaranteed admission” once MSU and other programs are full.

o Evaluate competing program's features, benefits, or other modes of operation that represent a competitive advantage over FSU's program.

Michigan State University is usually the first choice for any student considering accounting in Michigan. It is ranked 7th in the U.S. for public universities. Administrators of the MSU program have publically stated that, if permitted to grow, they would become the only accounting program in the state. MSU currently has 33 accounting faculty and 16 Ph.D. candidates that are used to teach. The Ph.D. candidates only account for one course per semester. Most of the professors teach 2+2. The non-tenure track faculty will teach 3+3. In Ferris terms, this would be the equivalent of 21 faculty to 6. Given the size of the faculty and the low teaching load there is time for the faculty to develop contacts with alumni and stakeholders in business. The MSU accountancy program has an endowment in the tens of millions, Eli Broad. Scholarships are plentiful given the support of the Big 4 accounting firms. All of the Ph.D. candidates enjoy a full scholarship and a stipend valued at \$30,000. This figure does not include the opportunity for summer teaching.

No doubt, some of you will point to the research obligation for faculty at MSU. The secret is that once faculty are tenured, they stop most of their research activity. They instead gain national prominence by serving as officers or committee chairs for national professional organizations such as the American Accounting Association (AAA). Ferris accounting faculty can scarcely find the time to participate as attendees in local seminars.

o What features, benefits, or other areas of competitive advantage can be emulated from competing programs that would improve the program at FSU?

We believe there is one thing with which we can improve our program: adding more faculty. Adding more faculty with non-overlapping specialties should happen in the near future to come closer to the most competitive programs such as Michigan State. They provide a variety of accounting classes from which the students can choose. While Ferris makes do other universities actually permit faculty to explore their profession, learn best practices, see what innovative practices are available. Learn how other universities are dividing and or adding various topics. When faculty members at other universities are attending the AAA annual event to learn these things, Ferris accountancy faculty are rummaging through six-year-old Ferris statistics so that they can be reported back to Ferris. Michigan State does not have an APR. It has a sufficiently high level of outside accreditation so that the accreditors actually assist the university in making good academic choices.

o Evaluate program policies and procedures at FSU designed to benchmark competitor programs.

We on a regular basis evaluate our current competitive position and we are open to making changes in the curriculum. The Accounting Advisory Board meeting is a great source of feedback for staying at our current level. Without the Advisory Board, the program may have made embarrassing mistakes in attempting to follow the direction of conventional wisdom. For example, the Accountancy Program considered making internships mandatory for graduation. The Advisory Board cautioned against this move. The Board asked: "What happens to graduation rates when there is an economic downturn and there are no internships to be had?" We have changed our curriculum based on the board members' inputs with internal evaluation combined. Our regular program-level and course-level assessment each year is another source to not fall further behind. Based on the assessment results, no, based on the demands of the profession, we have revised the course structures and contents. Assessment can suggest a change in the minutiae of delivering a topic or the manner in which an examination question is asked, it

does nothing to predict the demands of the profession. Again, accountancy is not a static discipline. Major changes occur annually in financial accounting. Changes in taxation occur daily. The U.S. tax code has the stability of a third world nation. Keeping current given the time demands at Ferris is extremely difficult.

o Outline specific plans for program improvement based on analysis of competing programs.

Adding more faculty in the near future. This statement is only a prayer. We have been asking for an additional faculty member for years. Accountancy is being asked to teach courses in the newly developed MBA courses, the Accounting Program has as yet not returned to MGMT 499, which it had to abandon on the death and slow replacement of Dr. Charles Wolgamott in 2013. These two items represent an FTE. The Program is attempting to add a concentration in forensic accounting. If successful, this action will require yet another FTE.

Preeminent Program

o Identify and describe the preeminent program in the country similar to the program at FSU.

The preeminent accounting program in the U.S. would be either the University of Texas or the University of Illinois. They generally have a huge program size with degree offerings in all levels—undergraduate, masters, and doctoral degrees. With many faculty, they provide various tracks and concentrations. Their research profiles are leading at the top of each field in accounting.

o Evaluate how the preeminent program in the country may have risen to that level.

Most of them have risen to that level through research by their faculty members. They have hired super-star scholars and new faculty with huge research potential. With their top-notch and pioneering specialty in specific fields, they have attracted quality students who are greatly prepared and motivated, which has in turn made the programs more preeminent. Although there are, other factors but the research capability by their faculty would be the single most critical factor in their success.

o What is the preeminent program in the country doing that the program at FSU could emulate to make program improvements?

The Accountancy program believes that it should pursue individual accreditation with the ACBSP (Accreditation Council for Business Schools and Programs). All the preeminent programs and our competing institutions with competitive edge are AACSB accredited. Because of resource issues, an AACSB accreditation is unrealistic. AACSB will not permit teaching loads in excess of 3+3. The ¼ release would be used for research. Realistically an accounting program that does not have a Ph.D. program cannot compete with those that do in the arena of research. At Ferris when an accounting program professor requests a student assistant, they are given an undergraduate assistant from Arts and Sciences. At MSU when a faculty member asks for a research assistant they are given an accomplished accounting professional with years of business experience, a master's degree in accountancy, and usually a CPA certificate. The difference is a chasm that cannot be overcome. Ferris can become noticed on the national level by providing service to organizations such as the AAA. Again, the commitment to do so requires time, which is in very short supply.

o What would the program at FSU have to do in order to become the preeminent program in the country within ten years?

Just as mentioned above, Pursuing the AACSB and emphasizing more on research in addition to teaching in the near future would make our program more attractive and competitive. No one realistically expects Ferris to take this step. Seeking individuals with great research records would destroy the workman character of Ferris. Individuals with great research records do not like to teach and will arrange their affairs such that teaching assistants under their “supervision” handle their teaching loads. The expense would be enormous. With a little thought and planning, Ferris could become the price leader among universities. It is not burdened by large number of costly graduate programs and for the most part is parsimonious with regard to administrative positions. With better computer coordination and a budgeting program there could be additional savings among the administrative positions.

Section 2

Program Evaluation

2A. Demand

o Why do students enrolled in the program choose FSU?

Legacy students, close to home, interesting location far from major cities, inability to go elsewhere, fear of larger institutions.

o Would students enrolled in the program choose the program at FSU if they had to do it over again?

Yes, the small class size and a faculty with real world experience are attractive elements of Ferris' model. The MSU principles are taught in classes of up to 350 students.

o Would students enrolled in the program recommend the program at FSU to others?

They frequently do some do not. A 2016 survey of alumni gave an above average evaluation of both the Accountancy Program and its faculty. These individuals indicated that they were well trained and more three years into their careers. Unfortunately, they also indicated that they would not recommend Ferris as a university. Sadly, Ferris must do more to promote itself than word of mouth. The survey results appear in the appendices. A caveat, the n for the survey was 13. This survey is hardly something in which one should place great emphasis.

o Evaluate the projected market outlook for demand for program graduates.

The demand for accounting students is high. Even those with mediocre grades are in demand. Accounting is used in every business and most not-for-profits in the country.

o Would alumni choose the program at FSU if they had to do it over again?

Many would.

o Would alumni recommend the program at FSU to others?

Alumni rate the program and its faculty above average but would not recommend Ferris.

o What do alumni say about the continued demand for program graduates?

High.

o What do faculty teaching within the program say about the continued demand for program graduates?

It is good.

o What do potential employers say about the continued demand for program graduates?

The only feedback the program has from potential employers is the employers' evaluation of the interns. The Accounting Program has had many interns over the years. A bad evaluation is rare. The fact that students find paid internships in accounting is a sign of the demand.

o What do advisory board members say about the continued demand for program graduates?

The advisory board members say the demand for our students is high.

o Evaluate overall “demand” trends within the program.

The Occupational Outlook Handbook for 2016 indicates that the demand for accountants and auditors will increase by 11% every year from now through 2024. This expansion is faster than average. The Occupational Outlook Handbook is well respected. It is a publication of the Bureau of Labor Statistics.

o How does the program address “demand” trends within the program (general) and how will the program address “demand” trends reported (specific).

In a business situation when 11% annual growth is expected, the business increases its output. The Ferris Accountancy program is having a difficult time maintaining its ability to remain at its present level of output. There is demand for accounting services and accounting professors. Unfortunately, accounting is not a trendy profession. What accountants do is very valuable to society. Accountants make it possible for society to allocate scarce resources according to some well-defined rules tempered by experience. Unfortunately, playing by the rules appears to be passé.

2B. Student Achievement

Student Achievement

o Report the percentage of students who are members of a Registered Student Organization by year, for the past five years.

88% Accounting Association. The Accounting Association participates fully in the requirements of an RSO and through that organization; our AA students provide community service.

o Report the percentage of students who are members of Student Government by year, for the past five years.

1.5%

o Report the percentage of students who are members of the Honors Program by year, for the past five years.

10%

o Report the average number of hours a typical student in the program is engaged in paid employment.

16 hours per week. Averages are huge bits of misinformation. The Accounting Program has students who do not work and others who attempt to attend Ferris while working full time.

o Highlight student achievement in research over the past five years.

True academic research by an undergraduate is an oxymoron. The Program does not promote it.

o Highlight student honors and awards received over the past five years.

Annually the College of Business awards a maximum of 20 Student Excellence Awards. Candidates were evaluated by intellectual growth, superior academic performance (at least a 3.25 grade point average), and leadership in extra-curricular activities. This award honors students who have made a large contribution to the College of Business and the campus community.

Below are the recipients that are accounting majors:

- 2016: *Accounting Students*: Shashi Asohan, Mitchell Bredberg, Jimmiaya Dixon, Michael Rausch, Robert Rux
- 2015: *Accounting Students*: Kristina Kothenbeutel, Tayler Rodes, Sara Adkin-Payne, Catalina Pinzon Mendez, Jeremiah Johnson
- 2014: *Accounting Students*: Courtney Beck
- 2012: *Accounting Students*: *Andrea Groote, Kathryn King, Joshua Raymond*

o Highlight student participation in community and other volunteer service.

The Accounting Association is a Registered Student Organization (RSO) and annually participates in the Big Event, which is a day the students work in the community by providing volunteer labor. The Accounting Association has also prepared tax returns annually for the community, this past year in the VITA program under the guidance of Assistant Professor James Shimko. For the last 3 years, the audit class has provided “mock” audit services for 6 different non-profit organizations but many students continue the work after class to assist the organizations in setting up their computerized records and improving the organization’s internal controls.

o Evaluate program trends related to “student achievement.”

In the Accountancy Program the best measure of student achievement is becoming employed in the field after graduation.

o How does the program address “student achievement” trends within the program (general) and how will the program address “student achievement” trends reported (specific).

Faculty encourage students to participate in university, community activities, and industry activities. We especially encourage internships and participation in leadership programs. We believe the students achievements will improve with participation in activities outside classes.

2C. Employability of Graduates

Employment Post-Graduation

o Report the number and percentage of program graduates employed in their field of study one year post-graduation.

Data not available.

o Report the number and percentage of program graduates employed full time in their field of study overall.

92.3%. This is from a survey of graduates n=13. The survey is in Appendix 2A.

o Report the number and percentage of program graduates employed part time in their field of study overall.

Data not available.

o Report the number and percentage of program graduates employed outside their field of study one year post-graduation.

7.7%. The majority of respondents were 3+ years past graduation. Only one of 13 students could not find a position in accounting.

o Report the number and percentage of program graduates employed outside their field of study overall.

Data not available

o Report the number and percentage of program graduates accepted to graduate school one-year post graduation.

Data not available

o Report the number and percentage of program graduates accepted to graduate school overall.

Data not available

o Report the average yearly salary for program graduates who have graduated from the program within the last three years.

Data not available

o Evaluate program trends related to “employment post-graduation.”

Data not available

o How does the program address “employment post-graduation” trends within the program (general) and how will the program address “employment post-graduation” trends reported (specific).

The Program has started to emphasize employment at the start of the junior year. It is at this point where the students are taking their first advanced courses and are developing marketable skills. Paid internships become available to students the spring semester of their junior year.

EMPLOYABILITY OF STUDENTS

Financial management exists in all types of businesses as well as in government. The accounting majors are employed in a wide variety of businesses and industries, in government and education. Corporate accounting and CPA firms are the two highest areas of employment. Those who graduated before 2000 tended to have job titles of president or partner while those who graduated more recently have titles of senior analyst or operations specialist

Stakeholder Perceptions of the Employability and Graduates

Stakeholder Perceptions of the Employability of Graduates

o Report employer perceptions of the program's ability to prepare graduates for a career in their field of study.

According to the Internship employer student assessment survey in the last five years, when asked the intern's overall performance, 88% of those surveyed indicated the interns performed Exceptional (Always demonstrates this ability/consistently exceeds expectations) and 12% indicated Satisfactory.

When asked about the interns ability to learn, reading/writing computational skills, works with mathematical procedures, listens to others in an active manner, exhibits self-motivated approach to work, demonstrate ability to set appropriate goals and ideas, demonstrate assertive but appropriate behavior, and dress and appearance are appropriate for this organization, 88% of employers indicated Excellent performance.

When employers were asked about the Character Attributes of the interns (brings sense of values to the job, behaves in ethical manner and respects diversity), 100% of the employers indicated exceptional performance.

o Report alumni perceptions of the program's ability to prepare graduates for a career in their field of study.

The alumni with one exception thought they were well prepared. The one exception lamented the fact that this person had not been trained in Excel. Course work or a test demonstrating proficiency in Excel is required for graduation. This fact again comes from the 2016 survey with an n of 13.

o Report advisory board perceptions of the program's ability to prepare graduates for a career in their field of study.

According to the Accounting Advisory Board Survey (average of last five years), when asked what suggestions of changes for the Accounting program, majority of them indicated None. Some suggested additional classes to include in the program such as speaking and presentations in all courses. It is also recommended that students have exposure to over the counter accounting programs such as Intuit Quick Books. The accounting program redesigned the computerized accounting class to combine payroll and use QuickBooks as well as Excel. The class is an elective but many students choose this class to help earn the 150 hours required for licensing.

o Report program faculty perceptions of the program's ability to prepare graduates for a career in their field of study.

According to the College of Business (COB) faculty survey, 90% of those surveyed perceives the preparation of the graduates in the program to be average and well prepared. When asked about their perception of the courses required for the accounting major, 91% indicated average to excellent. When asked about the strengths of the curriculum, 42% indicated ability to incorporate current industry needs into the curriculum, 32% indicated educational rigor, 33% indicated balanced emphasis on key sub-disciplines, and 25% percent indicated faculty expertise. When asked what can be improved, of the five who responded, four indicated the need for additional faculty to provide diversity and strengthen to the course offerings and more summer courses. When asked for additional suggestions, two out of the five who responded to this question also suggested additional faculty.

o Evaluate career assistance opportunities available to students.

Ferris State University, the College of Business, and the Accounting Program offers many different opportunities to assist students with exposure to career opportunities and networking. Ferris hosts an annual Career Fair that all students are encouraged to participate. The Accounting Association schedules seminars on topics ranging from resume preparation to proper dress. The College of Business hosts an annual internship fair focusing specifically on employers hiring business graduates. The Accounting Program hosts a Discover Accounting event every semester where representatives from industry, government, and public accounting firms make presentations on what to expect after graduation and an opportunity to meet and discuss opportunities of internships or permanent positions. Accounting faculty also promote Michigan Association of CPAs and Institute of Management Accounts recruiting events by requesting use of a university van and driving students to the events.

According to the student exit survey, when asked if they used the Student employment & Career Service in their job search, 58% said they did not use it while one used career fair.

o Evaluate trends related to “Stakeholder Perceptions of the Employability of Graduates.”

Many of our Advisory Committee members are also employers of our graduates and/or graduates of our program. Based on the last five years discussions at our meetings, our continued applications of recommended changes and other changes mentioned earlier have made our graduates desirable employees.

o How does the program address “Stakeholder Perceptions of the Employability of Graduates” trends within the program (general) and how will the program address “Stakeholder Perceptions of the Employability of Graduates” trends reported (specific).

Annually we close our meeting by summarizing the suggested changes presented and then discuss as a group how we can implement the changes. Some suggestions implemented from past meetings include: hosting the semester Discover Accounting events; changing the computerized accounting class to use QuickBooks with Excel; requesting Accounting 201 and 202, Principals of Financial and Managerial Accounting be accepted as general education classes, and the development of new classes and new certificates such as ACCT 322 Advanced Managerial Accounting and Forensics and Fraud certificate.

The Program faculty views as it most important activity-preparing students for careers in accountancy. The faculty goes to extraordinary lengths to insure that what we teach is current and recognized as important by our stakeholders. When the AICPA, AAA, SEC, IRS, or the Program’s advisory board suggest changes to the program, they are made as rapidly as possible. Other COB faculty in a 2016 survey rate the program as follows: 86.7% Beneficial; Accounting faculty, 100% well prepared; Courses required for accounting majors 100% from good to excellent. The survey is to be found in the appendix.

o Evaluate career assistance opportunities available to students.

Career assistance from the Ferris centralized office is mediocre for accounting students. The centrally planned activities occur too late in the year to be viable for accountancy students who ideally interview in the fall and have a job in hand by December of their senior year. To respond to this the Accountancy Program has started its own “Exploring Careers in Accounting.” The program is also active with Paul Kwant in his efforts to develop internship opportunities.

o Evaluate trends related to “Stakeholder Perceptions of the Employability of Graduates.”

All stakeholders view the profession as valuable.

o How does the program address “Stakeholder Perceptions of the Employability of Graduates” trends within the program (general) and how will the program address “Stakeholder Perceptions of the Employability of Graduates” trends reported (specific).

At the conclusion of our annual meeting, the group prepares a list of stakeholders’ opinions of the trends in the profession and suggested changes to our program based on these trends. The program implements the changes as approved by the college and university and reports to the board the next meeting.

2D. Faculty Composition and Engagement

Organization

Composition of Tenured and Adjunct Faculty

Composition of Faculty	No.
Number of tenure-line or tenured faculty teaching within the program	5.25
Number of tenure-line or tenured faculty teaching the majority of their load on the Big Rapids campus	5.25
Number of tenure-line or tenured faculty teaching the majority of their load in off-campus locations	0
Number of tenure-line or tenured faculty teaching the majority of their load fully online	0
Number of full-time temporary faculty teaching within the program	0
Number of full-time temporary faculty teaching the majority of their load on the Big Rapids campus	0
Number of full-time temporary faculty teaching the majority of their load in off-campus locations	0
Number of full-time temporary faculty teaching the majority of their load fully online.	0
Number of adjunct faculty teaching within the program	6
Number of adjunct faculty teaching the majority of their load on the Big Rapids campus	2
Number of adjunct faculty teaching the majority of their load in off-campus locations	4
Number of adjunct faculty teaching the majority of their load fully online	0

o Evaluate the efficiency and effectiveness of the current structure.

The Accountancy Program is effective given its resources. It desperately needs to direct faculty outside the classroom to do two things: It needs to develop better relationships with its potential employers, in particular regional CPA firms.

In the fall of 2012, Chuck Wolgamott became ill. He was diagnosed with cancer in November of 2012. Dr. Wolgamott passed away in April of 2013. During his illness, the remaining 5 faculty members took over his course and counseling load. These overloads continued through the fall of 2013 and the spring of 2014. It took four months to receive an authorization to replace a dead man. The authorization to hire was received just after the passing of the traditional hiring cycle for accounting academics. This delay

could have extended the hiring of his replacement for 2 academic years. Fortunately, the Accounting Program found a good accounting educator for the fall of 2014.

The difficulty in replacing the dead lead to a curtailment of enrichment activities through which the Accounting Program had taken its students to visit potential employers and other events through both Ferris and its students would receive exposure. In the year preceding Dr. Wolgamott’s death, the Program had visited Price Waterhouse Coopers, a Big Four CPA firm and the Department of Defense Finance and Accounting Services (DFAS). DFAS cuts checks for one trillion dollars annually. These enrichment activities were curtailed because of the overloads being taught. One cannot be both in the classroom teaching 5+5 with difficult, changing upper level preparations and be out exploring the real world with one’s students.

In addition to curtailing enrichment activities, the Accountancy Program is the only major program in the COB that does not participate in the MGMT 499 capstone course.

The current structure is not effective in that the Accountancy Program has three faculty members that are within a few years of retirement. This number represents over 50% of the faculty. The remaining faculty do not want to endure years of an inability to perform the good quality enrichment programs for our students while some administrator is making decisions based on a non-budgetary process, which creates perverse incentives.

o Evaluate positive aspects of the current structure.

As shown earlier in this report, we have very high Student Credit Hours, SCH/FTEF, compared to the College of Business and the University. Having a high SCH/FTEF does not even garner recognition. Programs with much lower SCH/FTEF are able to produce those quality events that result in the “good news” sought by the Timme Center.

o Evaluate opportunities for improving the current structure.

Although the current structure is at its highest level in terms of productivity, the accounting program needs to add more flexibility and variety by adding more faculty. Adding more faculty will definitely have positive impacts on the students’ learning experience.

Adjunct Faculty in the Accounting Program

Name	Campus	Classes
Terry Lukshaitis	Big Rapids	ACCT 201 Financial Accounting ACCT 202 Managerial Accounting
Ed Dorman	Big Rapids	ACCT 201 ACCT 202
Susan Pifer	Traverse City	ACCT 350 Individual Tax
Jane Zlojutro	Traverse City	ACCT 450 Entities Taxation
Robert Thompson	Traverse City	ACCT 410 and ACCT 412 Advanced Financial Accounting 1 and 2.
Joe McKew	Dowagiac	ACCT 461 Governmental Accounting

Curriculum Vitae

Name	Highest Degree Earned	Average Teaching Load
Lawrence H. Bajor	Ph.D. Accountancy	3 credit hours
Teresa Cook	Ph.D. in Organizational Management	12 credit hours
Jean Inabinett	DBA Accountancy	12 credit hours
Stephen Jakubowski	Ph.D. Accountancy	12 credit hours
Phillip Kohn	MS Accountancy	12 credit hours
James Shimko	abd DBA Accounting	12 credit hours
Edward Dorman	BS Accounting	12 credit hours
Susan M Pifer	JD and MBA	3 credit hours
Jane Zloujutro	MST Masters Taxation	3 credit hours
Terry Lukshaitis	MBA Accounting	12 credit hours
Joseph McKew	BS MBA Accounting	6 credit hours
Robert Thompson	BS MBA Accounting	6 credit hours

Vita for the 5.25 full-time tenured faculty and adjuncts are found at the end of this document in Appendix 4.

Service

Lawrence Bajor

Department Service

Member, Faculty Senate. (November 2013 - Present).

Committee Member, Tenure Review Committee Jim Shimko. (August 18, 2014 - December 31, 2015).

Committee Member, Tenure Review Committee Phil Kohn. (September 1, 2012 - December 31, 2015).

Committee Chair, Tenure Review Committee. (September 1, 2012 - December 31, 2015).

Committee Chair, Search Committee. (August 2011 - May 2012).

AFIS Dept. Program Review Committee. (2009 - 2010).

Professional Core Committee. (2009 - 2010).

Committee Member, Faculty Search Committees. (2007 - Present).

Student Service

Student Org Advisor (Professional Org), Accounting Association. Co Advisor. (September 1, 2008 - October 10, 2014).

Student Org Advisor (Professional Org), Accounting Association. 2014 MICPA Jobs Fair. (October 3, 2014).

University Service

Committee Member, Faculty Senate Professional Development Committee. (January 10, 2014 - August 1, 2018).

Committee Member, Faculty Development Committee. (September 1, 2014 - September 1, 2017).

Committee Member, Academic Policy, and Standards Committee. (2010 - 2011).

Committee Member, Library Liaison Committee. (2007 - 2010).

Community Service

Elders Committee, St Peter's Lutheran Church, 2012 to present.

Officer: Secretary, Mecosta County Rod and Gun Club, 2011-2013.

Teresa Cook

Public Service Department Service

Committee Member, James Shimko, Tenure Committee. (September 2014 - Present).

Committee Member, Jean Inabinett, Tenure Committee. (September 2012 - Present).

Faculty Mentor, Philip Kohn, Tenure Committee. (September 2012 - Present).

SLA Faculty Member. (2003 - Present).

Committee Chair, Accounting Faculty Search Committee. (September 2013 - May 2014).
Committee Member, Accounting Faculty Search Committee. (January 2012 - August 2012).
Committee Member, Accounting Faculty Search Committee. (September 2011 - April 2012).
Committee Member, Accounting Program Review. (2009 - 2011).
Faculty Advisor, DECA Presenter. (January 2011).
Faculty Advisor, FSU Summer Orientation. (2010).
Finance Program Review. (2009 - 2010).
Faculty Advisor, DECA Presenter. (January 2010).
Committee Member, AFIS Department Search Committee. (2006 - 2007).
Committee Member, Accounting Program Review. (2004 - 2005).
Committee Member, Finance Program Review. (2004 - 2005).

Student Service

Student Org Advisor (Non-Professional Org). The Vagina Monologues. (November 2012 - March 2013).
Student Org Advisor (Non-Professional Org). The Vagina Monologues. (November 2011 - March 2012).
Judge for Student Activity. Homecoming Lip Sync Contest. (October 2011).
Judge for Student Activity. Homecoming Lip Sync Contest. (October 2010).
Judge for Student Activity. Torch Bearer/Rising Star Award. (March 2010).
Judge for Student Activity. Torch Bearer/Rising Star Award. (March 2009).

College Service

Committee Chair, COB Core Curriculum Redesign. (May 2014 - Present).
Committee Member, College Curriculum Committee. (September 2012 - May 2014).
Faculty Participant, College of Business Celebration Fest. (2005 - 2013).
Committee Member, College of Business Accreditation Committee. (2006 - 2007).
Committee Member, College of Business Core Curriculum Focus Group. (2006 - 2007).

University Service

Committee Member, Athletic Advisory Committee. (September 2013 - Present).
Faculty Senate. (April 2010 - April 2014).
Committee Member, General Education Committee. (January 2008 - April 2014).
ELearning Management Advisory Team. (October 2010 - June 2013).
Judge, Campus Wide Public Speaking Contest. (November 2012).
Committee Member, University Committee on Discipline. (August 2010 - May 2012).
Committee Member, Institutional Strategic Planning Council. (September 2009 - May 2010).
Committee Member, Athletic Advisory Committee. (January 2009 - May 2010).

Professional Service

Member, Institute of Management Accountants. (2000 - Present).
Board of Advisors of a Company, Institute of Management Accountants. (1983 - 1992).
Assistant Financial Secretary United Church of Big Rapids, Big Rapids, MI. (2005 - Present).
Ambassador family for hockey player, Ferris State University Blueline Club. (2004 - May 2015).
Board Member, Special Olympics, Big Rapids, Michigan. (November 2011 - January 2015).
Officer, President/Elect/Past, Big Rapids Band Parents, Big Rapids, MI. (May 2008 - May 2010).
Officer, Treasurer, Big Rapids Ban Parents' Association. (2004 - 2008).
Choicetime student activities volunteer, Riverview Elementary School, Big Rapids, MI. (2001).
Volunteer, Crisis Line, Center for Women in Transition, Holland, MI. (1997 - 1998).
Campaign volunteer, United Way of Muskegon County. (1992).

Jean Inabinett

Department Service

Accounting Program Coordinator, Accounting Program Coordinator. (January 12, 2015 - Present).

Committee Chair, Discover Accounting Careers. (September 17, 2015).
Committee Member, Accounting Program Scholarship Committee. (April 9, 2015).
Committee Chair, Discover Accounting Careers. (February 12, 2015).
Committee Chair, Discover Accounting Careers. (September 25, 2014).
Committee Member, Accounting Program Scholarship Committee. (April 24, 2014).
Committee Member, Accounting Program Scholarship Committee. (April 4, 2013).

Student Service

Employment recommendation letter, Jacob M. Johnson. Provided requested letter of recommendation. (June 2, 2015).
Student support at annual banquet. Ferris State University Torchbearer Awards. (April 29, 2015).
Student support at annual banquet, FSU Men's Basketball. The David Steenstra Championship Banquet. (April 19, 2015).
Student support at annual banquet. College of Business Student Excellence Award Ceremony. (April 16, 2015).
Employment recommendation letter, Courtney Olkowski. Provided requested letter of recommendation. (January 28, 2015).
Scholarship recommendation letter, Samantha Brummel. Provided requested letter of recommendation. (May 28, 2014).
Award Recommendation, Saleh Alharthi. International Department Award. (January 15, 2014 - May 9, 2014).

College Service

Faculty Volunteer, College of Business Festival. (September 18, 2014).
Food Service Committee, College of Business Festival. (September 20, 2013).
Registration Committee, College of Business Festival. (September 19, 2012).

University Service

Committee Member, Athletic Advisory Committee. (April 29, 2015 - Present).
Committee Member, First Impressions Program. (August 31, 2015).
Committee Member, Student Life Committee. (September 19, 2013 - April 30, 2015).
Judge, DECA District II Conference. (January 7, 2015).
Committee Member, Commencement Activities. (December 13, 2014).
Committee Member, First Impressions Program. (August 25, 2014).
Judge, DECA District II Conference. (January 20, 2014).
Faculty Mentor, Changsha Faculty Mentor. (February 1, 2013 - May 9, 2013).
Judge, DECA District II Conference Judge. (January 8, 2013).
Judge, 2012 Campus-Wide Public Speaking Contest. (October 29, 2012).

Professional Service

Editor, Journal Editor, Journal of Critical Incidents, Big Rapids, MI. (July 20, 2015 - August 30, 2015).
Editor, Journal Editor, Journal of Critical Incidents, Big Rapids, Michigan. (June 2, 2013 - August 12, 2013).

Public Service

Committee Member, Crop Hunger Walk, Big Rapids, Michigan. (October 4, 2015).
Accounting records advisor, Artworks, Big Rapids, MI. (May 31, 2014 - August 31, 2015).
QuickBooks Bookkeeper and part-time accountant, Habitat for Humanity -- Mecosta County, Big Rapids, MI. (November 15, 2013 - March 31, 2015).
Committee Member, Crop Hunger Walk, Big Rapids, Michigan. (October 5, 2014).
Committee Member, Crop Hunger Walk, Big Rapids, Michigan. (October 6, 2013).

Stephen Jakubowski

Department Service

Faculty Advisor, Ferris State University, Accounting Assodation. (2001 - 2014).
Committee Member, Accounting Program Search Committee. (August 2013 - May 2014).
Committee Member, Tenure Committee. (August 2004 - May 2014).
Committee Chair, Accounting Program Search Committee. (August 2007 - May 2012).
Advisory Board, Marshall University: Internship Committee, Advisory Board. (1999).
Committee Member, Marshall University: Search Committee. (1999).
Committee Member, Marshall University: Student Advisory Committee. (1999).
Committee Member, Fort Hays State University: Accounting Search Committee. (1996 - 1997).
Committee Member, Fort Hays State University: Department of Student Affairs. (1996 - 1997).
Committee Member, University of Northern Iowa: Accounting Selection Committee. (1991).

Student Service

Student Org Advisor (Professional Org), Accounting Association. (August 2001 - May 2015).

College Service

Faculty Advisor, College of Business, Student Accounting Association. (2005 - Present).
Committee Member, Promotion/Merit Committee. (August 2013 - May 2015).
Committee Member, College Curriculum Committee. (August 2007 - May 2013).
Committee Chair, College of Business, Professional Development Team. (2006 - 2007).
Committee Member, College of Business, Promotion/Merit Commttee. (2005 - 2007).
Committee Member, College of Business, Review Team. (2005 - 2006).
Committee Member, College of Business, Marketing Department Chair Search Committee. (2005).
Committee Member, Marshall University: College of Business, Assessment Committee. (2000 - 2001).
Committee Member, Marshall University: College of Business, Graduate Committee. (2000 - 2001).
Committee Member, Marshall University: Associate Dean Search Committee. (1999).
Secretary, Marshall University: College of Business, Curriculum and Academic Standards Committee. (1999).
Committee Member, Fort Hays State University: Dean's Advisory Committee. (1996 - 1997).
Committee Member, Marshall University: Division of Accountacy & Legal Environment, Search Committee. (1996 - 1997).
Faculty Advisor, University of Northern Iowa: Faculty Council. (1989 - 1990).

University Service

Committee Member, Ferris State University: University Graduate and Professional Council. (2002 - 2004).
Academic Senator, Ferris State University: University Senate. (2002 - 2004).
Committee Member, Marshall University: Budget and Academic Policy Committee. (2000).
Committee Member, Fort Hays State University: Promotion and Tenure Task Force. (1996 - 1997).
Committee Member, University of Northern Iowa: University Writing Committee. (1991 - 1994).
Committee Member, University of Northern Iowa: New Student Organization. (1990 - 1994).

Professional Service

Moderator/Facilitator, American Accounting Association, Akron, OH. (2004).
Moderator/Facilitator, American Accounting Association, North Dublin, OH. (2003).
Moderator/Facilitator, American Accounting Association, North Dublin, OH. (2002).
Reviewer, Journal Article, American Accounting Association, Cayuhoga Falls, OH. (2001).
Chairperson, American Accounting Association, OH. (1999).
Reviewer, Journal Article, American Accounting Association. (1999).
Panelist, Midwest Business and Economics Assn. Annual Meeting, Chicago, IL. (1999).
Discussant, Midwest Business and Economics Association, Chicago, IL. (1999).
Reviewer, Journal Article, American Accounting Association. (1991).

Public Service

Youth Soccer Coach, YMCA. (2007).
Soccer Coach, Immaculate Heart of Mary School. (2003 - 2004).
Youth Basketball Coach, YMCA. (1999 - 2001).
Youth Soccer Coach, YMCA. (1998 - 2001).
Musician, St. Nicholas Catholic Church, (1996 - 1998).
Committee Member, St. Patrick's Catholic Church, Finance Committee. (1993 - 1994).
St. Stephen's Catholic Student Center. (1993 - 1994).
Committee Member, St. Stephen's Catholic Student Center, UNI, Faculty Support Group. (1993 - 1994).
Board Member, Cedarloo Lions Club, (1989 - 1994).
Musician, St. Patrick Catholic Church. (1990 - 1992).

Philip Kohn

Department Service

Attendee, Meeting, Accounting Association Banquet. (April 2015).
Participant, Accounting Department. (April 1, 2014 - June 30, 2014).
Attended annual banquet, Accounting Association Banquet. (April 25, 2014).
Faculty Advisor, Accounting Department - Other. (June 1, 2013 - July 15, 2013).
Attended annual banquet, Accounting Association Banquet. (April 24, 2013).

Student Service

Student Placement. Introduction to possible employer. (2014).
Served food at COB Celebration Fest. COB Celebration Fest. (September 2014).
Student Placement. Introduction to possible employer. (2013).
Student Placement. Introduced student to possible employer. (2013).
Served food at COB Celebration Fest. COB Celebration Fest. (September 19, 2013).
Served food at COB Celebration Fest. COB Celebration Fest. (September 18, 2012).

College Service

Faculty Mentor, DECA. (January 7, 2015).
Participant, Accounting Department Accreditation (informal group). (2014).

University Service

Committee Member, Academic Policy and Standards Committee. (October 1, 2013 - Present).
Participant, FSU Academic Affairs. (September 24, 2013).
Participant, FSU Academic Affairs. (September 12, 2013).

Professional Service

Member, Washington Society of CPAs, Seattle, WA. (1983 - 2014).
Advisory Counsel, Institute for Corporate Counsel, Los Angeles, CA. (2008 - 2012).
Member, American Bar Association, Los Angeles, CA. (1991 - 2012).
Officer, Treasurer, National Contract Management Association, Canoga Park, CA. (1987 - 2012).

Public Service

Chairperson, Economic Loan Fund Committee, Edmore, MI. (December 2014 - 2017).
Board Member, Village of Edmore Zoning Committee, Edmore, MI. (November 2014 - 2017).
Officer, Vice President, Our Savior's Lutheran Church, Edmore, MI. (2012 - 2015).
Participant, Our Savior's Lutheran Church, Edmore, MI. (April 1, 2015 - October 4, 2015).
Participant, Our Savior's Lutheran Church, Edmore, MI. (April 1, 2014 - September 25, 2014).
Attendee, Meeting, St. Paul's Lutheran Church, Big Rapids, MI. (September 18, 2014).
Participant, Our Savior's Lutheran Church, Edmore, MI. (April 1, 2013 - September 25, 2013).
Attendee, Meeting, St. Paul's Lutheran Church, Big Rapids, MI. (September 20, 2013).
Attendee, Meeting, St. Paul's Lutheran Church, Big Rapids, MI. (September 19, 2012).

James Shimko

Department Service

Committee Member, Accounting Program Adjunct Hiring Committee. (October 16, 2014 - Present).

Attendee, Meeting, Accounting Program Meeting. (August 20, 2014 - Present).

Attendee, Meeting, AFIS Department Meeting. (August 20, 2014 - Present).

Student Service

Student/Industry Connection. Accounting Career Day. (September 25, 2015).

Student/Industry Connection. Accounting Career Day. (September 17, 2015).

Student/Industry Connection, Accounting Association. Accounting Association Banquet. (April 17, 2015).

Student/Industry Connection, Accounting Association. Ferris VITA Facilitated Self Assistance (FSA) Program. (January 1, 2015 - April 15, 2015).

Student/Industry Connection. Accounting Career Day. (February 12, 2015).

College Service

Attendee, Meeting, College of Business Meeting. (August 20, 2014 - Present).

Volunteer, College of Business Celebration Festival. (September 17, 2015).

University Service

Volunteer for membership when it is formed, Sustainability Task Force. (September 30, 2015 - Present).

Committee Member, Learning Technologies Advisory Board. (September 29, 2015 - Present).

Committee Member, General Education Subcommittee. (September 1, 2015 - Present).

Attendee, Meeting, Student Government Association State of University. (October 7, 2014).

Attendee, Meeting, Provost Office Breakfast. (September 17, 2014).

Professional Service

Conference-Related, Member of the American Accounting Association. (June 2015 - Present).

Member, Accreditation Council for Business Schools and Programs (ACBSP), Overland Park, KS. (October 29, 2014 - Present).

Committee Member, Michigan Association of Certified Public Accountants. (September 1, 2014 - Present).

Public Service

Program Coordinator, Internal Revenue Service VITA FSA Site, Big Rapids, MI. (January 1, 2015 - April 15, 2015).

Research

Research activities by the accounting tenure track faculty.

Lawrence Bajor

Published Intellectual Contributions

Journal Articles

Refereed Journal Articles

Bajor, L. The Change of Corporate Domicile, in the Absence of Tax Benefit Differences, Legal Environment Controls. Allied Academies April 13, 2007.

Bajor, L. and Outlsay, E., Income Management After Initial Public Offerings. Journal of the International Society of Business Disciplines Vol III, Issue III 2007.

Bajor, L., D. L. K. P. S Corporation Reform and Simplification Under the American Jobs Creation Act of 2004. Catalyst(January 2005), 66-68.

Bajor, L. (2004). ERP Systems Implementation and Firm Performance. Review of Business Information Systems, Number 8(Winter 2004), 53-59.

Bajor, L., Bajor, L. (1991). Competitive Disadvantages Faced by U.S. Multinationals. Columbia Journal of International Business, 1991, pp. 28-39.

Presentations Given

- Bajor, L., DECA Conference, "What Do Accountants Do?," DECA, Ferris State COB. (January 10, 2015).
- Bajor, L., Ferris College Lecture Series, "Thoughts About Taxation That Will Not Help You File a Form 1040," Political Engagement Project, BUS 111 Ferris State University. (March 20, 2014).
- Bajor, L., Faculty Seminars, "International Tax Planning," COB, FSU. (2012).
- Bajor, L. (Presenter & Author), Muskegon Community College Speaker Program, "Tax Planning from the Point of View of Corporations," Muskegon Community College, Muskegon, Michigan. (September 24, 2009).
- Bajor, L., State of Ohio Ways and Means Committee 2004, "The Use of Delaware Holding Companies to Manage State Taxes," State of Ohio, Columbus. (April 22, 2004).

Media Contributions

Newspaper

- Pioneer. (September 20, 2014).

Teresa Cook

Presentations Given

- Cook, T. K., W.I.L.L. Conference, "They Never Taught Me That in College," FSU Student Government, Big Rapids. (March 2015).
- Cook, T. K. (Presenter & Author), Lilly Conference, "The Affects of Culture on Critical Thinking," Traverse City. (September 2008).
- Cook, T. K., FSU College of Business Colloquium, "Teaching International Business Culture: A Case Study of the Attitudes, Opinions, and Beliefs of Faculty at a Midwestern State University," FSU College of Business, Big Rapids, MI, US. (2006).

Intellectual Contributions in Submission

Book Chapters

- Cook, T. K. (2008). 401 (k) Plans in *The Praeger Handbook of Human Resource Management and Workplace Policy*. Westport, CT: Praeger Publishers.
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Jean Inabinett

Refereed Journal Articles

- Inabinett, J. (2014). Developing An Organization By Predicting Employee Retention By Matching Corporate Culture With Employee's Values: A Correlational Study. *Organization Development Journal*, 32(1), 55 to 74.

Stephen Jakubowski

Conference Proceedings

- Jakubowski, S. T., Huh, S. K. (2014). Compliance Reporting as Part of the Financial Statement Audit: A Comparison of County Governments and their Auditors across States. New Orleans, LA, March 26-28, 2014: Proceedings: Academy of Business Research, Spring 2014.
- Jakubowski, S. T. (2013). Reporting on the Internal Controls of Local Government: Who Are the Auditors and What Are They Reporting? (Spring 2013 Conference ed., vol. Spring 2013 Conference). New Orleans, LA, New Orleans, LA, March 13-15, 2013: Academy of Business Research.
- Smith, F., Haley, D., Clayson, D., Jakubowski, S. T. Financial Recruiters and Financial Service Representatives: Selection Variables Resulting in Higher (2011th ed., vol. 12). Academy of Business Education.
- Jakubowski, S. T. (2009). Reporting on the Internal Controls of Ohio Cities: Who Are the Auditors and What Are They Reporting? With L. Jakubowski. Ohio Regional American Accounting Association Meeting.
- Jakubowski, S. T. (2008). Michigan County Audits: Who Are the Auditors and What Are They Reporting.. Michigan Academy of A~ Science, & Letters.
- Jakubowski, S. T. (2007). A Look at Differences in Governmental Audits Related to the Type of Auditor. Michigan Academy of A~ Science, & Letters.
- Jakubowski, S. T., Huh, S. K. (2005). The Single Audit Amendments of 1996: A Look at Its Impact on Local Government. Ohio Regional American Accounting Association Meeting.
- Jakubowski, S. T., Jakubowski, L. A., Huh, S. K. (2004). Single Audits Under the Single Audit Act Amendment of 1996: Where Have All the Findings Gone?. Ohio Regional American Accounting Association Meeting.
- Jakubowski, S. T., Jakubowski, L. A. (2002). The Single Audit Act Amendment of 1996.. Ohio Regional American Accounting Association Meeting.
- Jakubowski, S. T., Esmond-Kiger, C. (2001). Accounting Student Searching for Jobs: What Is Important and To Whom?. Northeast Regional American Accounting Association Meeting.
- Jakubowski, S. T., Chao, P., Huh, S., Maheshwari, S. (1999). A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, India, Taiwan and Korea (pp. 55). 1999 Annual Conference on Emerging Issues in International Accounting.
- Jakubowski, S. T., Chao, P., Huh, S. (1997). A Comparative Study of Accounting Codes of Ethics - US, Ontario, Taiwan and Korea (pp. 41-45). 1997 Allied Academics National Conference.
- Jakubowski, S. T., Kim, I., Huh, S. (1997). A Comparative Study of Accounting Codes of Ethics in South Korea and the United States (pp. 151-152). 14th Pan Pacific Conference.
- Jakubowski, S. T. (1997). Single Audits and Their Effect on County Government Financial Management: Some Evidence (pp. 45). Western Regional Meeting of the American Accounting Association.
- Jakubowski, L. A., Jakubowski, S. T., Heian, J. H. (1997). The Determinants of Audit Effort for County Government in the State of Iowa. Edmond, OK: Southwest Business Symposium, 14th Annual Meeting.
- Jakubowski, S. T. (1996). Single Audits and Their Effect on City Government Financial Management: Some Evidence (pp. 79). Mid Atlantic Regional Meeting of the American Accounting Association.
- Jakubowski, S. T., Chao, P. (1993). A Comparative Study of Accounting Codes of Ethics - U.S., Ontario and Taiwan (pp. 229-235). Annual Convention of the Association for Global Business.
- Jakubowski, S. T. (1992). A Look at How Internal Control Structures Have Changed Since the Single Audit Act of 1984 (pp. 76). Midwest Regional Meeting of the American Accounting Association.
- Jakubowski, S. T., Huh, S. K. (1991). The Single Audit: Is It Working as Intended?. Western Regional Meeting of the American Accounting Association.

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- Jakubowski, S. T. (1990). The Effect of the Single Audit Act of 1984 on Local Government Internal Control Systems (pp. 209-214). Midwest Regional Meeting of the American Accounting Association.
- Jakubowski, S. T., Huh, S. K. (1989). An Analysis of the Relationship Between Accounting Information Systems and Contingency Factors in U.S. Manufacturing Firms. (pp. Pages 106-108). Annual Convention of the Association for Global Business.

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- Jakubowski, S. T., Saunders, G. (2000). Tax Incentive Credits: Do they Work? *Oil, Gas and Energy*, 48(4), 661-669.
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- Jakubowski, S. T. (1994). Reporting on the Control Structures of any Governments. *CPA Journal*, 66-68.
- Jakubowski, S. T., Huh, S. K. (1992). Single Audit Act: Is It Working as Intended? (The case of County and City Governments in the State of California). *The Western Governmental Researcher*, II, 1-16.

Presentations Given

- Jakubowski, L. A. (Presenter & Author), Jakubowski, S. T. (Presenter & Author), Heian, J. (Presenter & Author), Annual Meeting of the American Academy of Accounting and Finance, "The Determinants of Audit Effort: An Empirical Analysis," American Academy of Accounting and Finance, New Orleans, LA, US. (December 2000).
- Jakubowski, S. T. (Presenter & Author), Smith, W. (Presenter & Author), Annual Meeting of the American Academy of Accounting and Finance, "Using Accounting Achievement Tests as an Program Assessment Tool," New Orleans, Louisiana. (December 2000).
- Jakubowski, S. T. (Presenter & Author), Smith, W. (Presenter & Author), Broce, P. (Presenter & Author), Midwest Business and Economics Association, Annual Meeting, "Assessment Examinations for Academic Accounting Programs.," MBEA, Chicago, IL. (March 2000).
- Jakubowski, S. T. (Presenter & Author), Esmond-Kiger, C. (Presenter & Author), Saunders, G. (Presenter & Author), Midwest Business and Economics Association, Annual Meeting, "Job Criteria Preferences of Senior Accounting Students," MBEA, Chicago, IL. (March 1999).
- Jakubowski, L. A. (Presenter & Author), Jakubowski, S. T. (Presenter & Author), Heian, J. (Presenter & Author), Southwest Business Symposium, 14th Annual Meeting, "The Determinants of Audit Effort in the State of Iowa," Southwest Business Symposium, Edmond, OK. (April 1997).
- Jakubowski, S. T. (Presenter & Author), Southeast Chapter of Iowa Society of CPAs, "The Single Audit: An Assessment After Four Years.," Washington, Iowa. (July 1991).

Research in Progress

"County Government Component Units, A Look at Differences Across Auditors" (On-Going).

"County Government Single Audits: Are Auditors Reporting Enough?" (On-Going).

Philip Kohn

Conference Proceedings

Kohn, P. (2012). Disruption - The Hidden Cost of Change. Asburn, VA: National Contract Management Association. www.ncmahq.org

Kohn, P. (2006). The Intersection of GAAP and CAS (pp. 21). Chicago, IL: American Bar Association. www.americanbar.org

Journal Articles

Kohn, P. (2011). Intersection of GAAP and CAS. CAP Insider.

Research in Progress

"Quantification of disruption in production projects" (Planning).

Issues involved in estimating quantum caused by disruption to production contracts and the related issues of entitlement and causation.

James Shimko

Presentations Given

Shimko, J., ACBSP Midwest Conference, "Mini-tablets: Low cost and big benefits," ACBSP, Canton, OH. (October 1, 2013).

Research in Progress

"Accounting for Sustainability" (On-Going).

Research into integrating sustainability reporting into the accounting cycle

Continuing Education

o Highlight achievements in training, development and other continuing education by all tenure-line and tenured faculty over the last three years.

James Shimko is completing his DBA in accounting in the Summer of 2016. All of the licensed CPA's must complete annual "continuing professional education".

o Highlight achievements in training, development, and other continuing education by all full-time temporary faculty over the last three years.

Dr. Teresa Cook received the Sytsma Award for Faculty Excellence. This College of Business award was established to "promote, encourage, recognize, and reward faculty performance, excellence, and improvement"

o Highlight achievements in training, development, and other continuing education by all adjunct faculty over the last three years.

None noted.

Stakeholder Perceptions of the Quality and Composition of Faculty

o Evaluate current students' perception of the composition and quality of program faculty.

See SAI Appendix 5.

o Evaluate overall student evaluation trends within the program.

The only major trend in the area of SAI's is that since going electronic, the response rates are vastly lower. During the era of manual SAI's response rates of 95% to 100% were common. Under the electronic regime, response rates of zero to 30% are common. Faculty are against giving grade points for filling out this survey.

o How does the program address student evaluation trends within the program (general) and how will the program address student evaluation trends reported (specific).

o Evaluate alumnus perceptions of the composition and quality of program faculty.

The Alumni perceive the faculty to be caring and better than average per The 2016 survey.

o Evaluate overall alumnus evaluation trends within the program.

It is difficult to obtain significant responses. The survey cited above had an n of 13. This number is below that which

o How does the program address alumnus evaluation trends within the program (general) and how will the program address alumnus evaluation trends reported (specific).

o Evaluate advisory board members' perceptions of the composition and quality of program faculty.

The advisory board members are always very straight forward. No known complaints have been raised by them against faculty members. The advisory board is amazed as to the demands made on the faculty. One of the board members is a professor emeritus from Notre Dame.

o Evaluate overall advisory board evaluation trends within the program.

According to the advisory board members, there is a need to find qualified people to replace those that are retiring in the financial/investment industry. This is a reflection of the aging population and there are no young talent to replace those that are retiring. It takes about ten years to develop to the level of the current experience/expertise that needs to be replaced.

o How does the program address advisory board evaluation trends within the program (general) and how will the program address advisory board evaluation trends reported (specific).

Annually we close our meeting by summarizing the suggested changes presented and then discuss as a group how we can implement the changes. Some suggestions implemented from past meetings include: hosting the semester Discover Accounting events; changing the computerized accounting class to use QuickBooks with Excel; requesting Accounting 201 and 202, Principals of Financial and Managerial Accounting be accepted as general education classes, and the development of new classes and new certificates such as ACCT 322 Advanced Managerial Accounting and Forensics and Fraud certificate.

Program Policy and Procedures

o How does the program provide opportunity and encouragement for program faculty to fully engage in teaching improvement activities, research, and service?

The Program encourages continuing education. There are many seminars available regarding new developments in the area of accountancy.

o How does the program provide opportunity and encouragement for program faculty to fully engage in student advising?

New faculty are not given student advising during their first 2 years. After this time they are given training and a group of students to advise. Senior faculty are always available to assist.

o Evaluate the minimum qualifications for a tenure-line faculty within the program.

One must have an undergraduate degree in accounting and or a Masters Degree in accounting. Experience in the field is preferred and certifications are required.

o Evaluate the minimum qualifications for a full time temporary faculty within the program.

Same as above.

o Evaluate the minimum qualifications for an adjunct faculty within the program.

BS in accounting a CPA certification, and a great deal of experience.

Hiring and Retention

o Evaluate the program's ability to hire and retain quality faculty at all levels.

It has been difficult to attract qualified faculty to teach in the accounting program because of a combination of several factors such as the location of the university and the non-competitive pay scale. The university is not currently competitive with market forces that drive salaries for accounting and accounting faculty. With the quantity of Ph.D. accounting graduates drastically reduced in the nation and retirements of existing faculty, new Ph.D. accounting graduates high salaries with no teaching experience, \$170,000 for a 9-month contract at a research school. There are limited incentives built into the COB reward structure to encourage professional development, pedagogical enhancement, and research directly

ties to classroom instruction. There are faculty incentives to perform non-teaching activities in the COB but they are not evenly distributed. Service is strongly encouraged by the COB administrators, but there needs to be a concerted effort to tie tenure to this critical role of faculty.

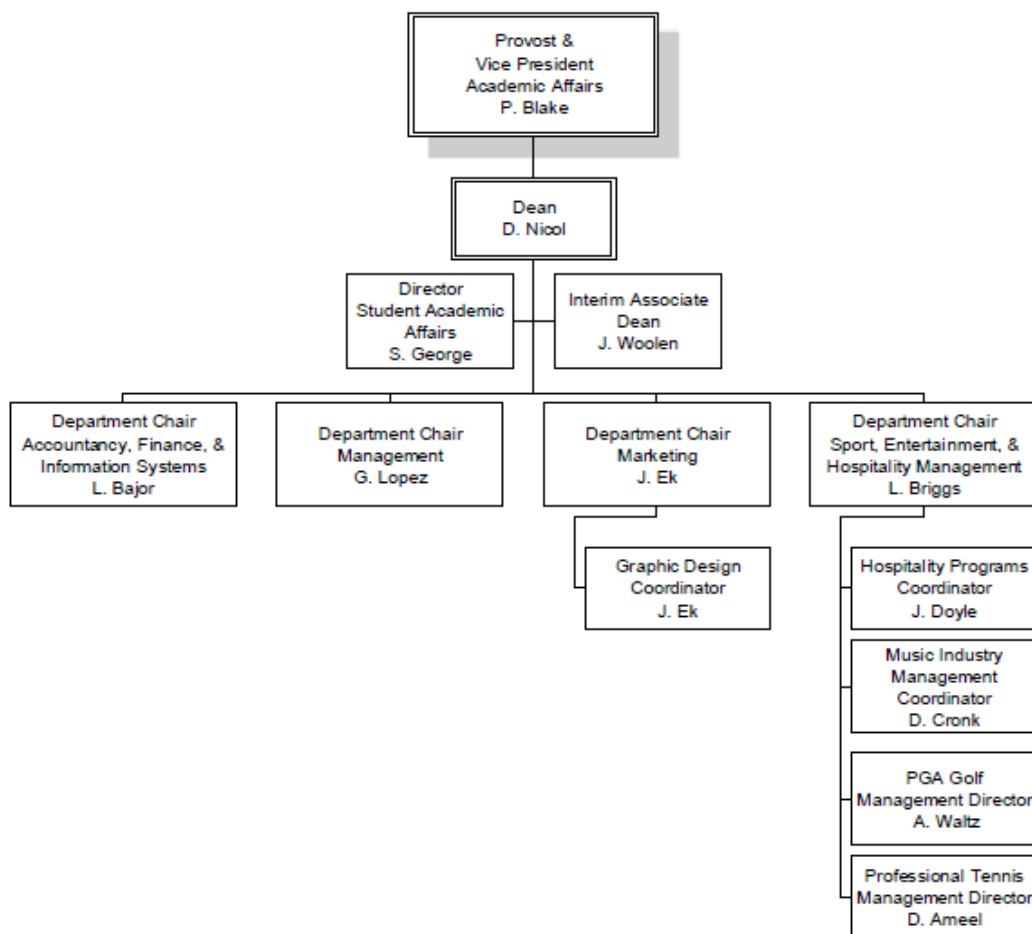
2E. Program Administration and Support

Administration

► College of Business Organizational Chart

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION

COLLEGE OF BUSINESS



o Identify administrative positions by title that have program oversight up to and including the Dean of the college.

See below.

o Report the name, highest degree earned, and administrative experience for all administrative positions with program oversight.

- COB Dean: David Nicol
 - Ph.D., Management, University of Houston
 - Dean Nicol has found that his work with students has been enhanced by his 18 years in the business community, that included both corporate and small business/entrepreneurial positions, in the U.S. and internationally.
- Interim Associate Dean: James Woolen
 - D.B.A., Nova Southeastern University
 - Dr. Woolen was selected by the U.S. Commerce Department's National Institute of Standards and Technology (NIST) to serve as a Malcolm Baldrige National Quality Award Examiner for five years (2009-2013). Since 2012, he has served as a Senior Examiner for the Michigan Quality Council.
 - Dr. Woolen was awarded senior member status by the Association for Computing Machinery (ACM) in 2010. As one of ACM's prestigious Advanced Member Grades, ACM Senior Member status recognizes the top 25% of ACM Professional Members for their demonstrated excellence in the computing field. ACM, with its 100,000 members from more than 100 countries is the world's largest education and scientific computing society.
 - Dr. Woolen is active in the Big Rapids community. He served for a decade (2004-14) as a member of the Board of Directors for Crossroads Charter Academy (CCA). Dr. Woolen served as president of CCA for 7 years (2007-14). He is a past president of the Rotary Club of Big Rapids (2008-09) and a current board member of that service organization. He served several years as a board member for Recycle of Mecosta. He is a current board member of the Mecosta County Development Corporation (MCDC).
- Department Chair of AFIS: Lawrence Bajor
 - PhD, Michigan State University
- Early in his career, he was seconded to Amax Coal Company from AMOCO to be the Human Resources and Safety representative at the AMAX Coal Sun Spot Mine. In this role, he was seasoned by administering a termination under the United Mine Workers Contract. He also administered two separate layoffs of individuals at this mine for approximately 400.
- Accounting Program Coordinator: Jean Inabinett
 - D.B.A., Accounting University of Phoenix 2010.

o Evaluate the efficiency and effectiveness of the current structure.

The people in this structure are all well-meaning and pleasant professionals. The structure does deliver Accounting Program courses to the students enrolled in the COB. Since virtually all of the important authority is centralized with the office of the President of the University, real planning and development cannot be done. For example: budgeting is a time honored management tool. There is no recognizable method of budgeting within the University.

o Evaluate the positive aspects of the current structure.

Without real budgets planning cannot be done.

o Evaluate opportunities for improving the current structure.

The Program does not for see this structure changing.

o How does the program provide opportunities for program faculty and staff to discuss the program's place within the current structure with administrators who have program oversight?

Excellent question.

Staff

o Report the number of support staff (by title) assigned to the program.

Darlene Waring: Accountancy, Accounting, and Information Systems department secretary
 Darlene has been the secretary for the Accountancy, Accounting and Information Systems Department since October 2005.

o Evaluate the efficiency and effectiveness of the current structure.

Darlene is a very knowledgeable and hard-working professional. There is only one of her to work with 40 faculty.

o Evaluate the positive aspects of the current structure.

It cannot be made leaner.

o Evaluate opportunities for improving the current structure.

All real authority is central. One can imagine improvement but one does not attempt to manage improvement.

2F. Support Services

	Information and Evaluation
FLITE Library	<ul style="list-style-type: none"> Students enrolled in the General Business program also have access to additional Dell and Macintosh computers within the main areas of the Flite Library and also within their computer lab area(s). They are loaded with standard software such as Adobe Acrobat Reader, Java, Lockdown Browser, Microsoft Office (Excel, Word, and PowerPoint), Microsoft Photostory, Microsoft Internet Explorer, and Microsoft Visual Studio. Students also have access to over 100 library databases. Specific to accounting would be: 1) Standard and Poor's Netadvantage, 2) Lexis/Nexis Academic Universe, 3) RIA Checkpoint, 4) ABI/Inform, and 5) Business and Company Resource Center.
Faculty Center for Teaching and Learning	<ul style="list-style-type: none"> Faculty are encouraged to use the services and help by the Faculty Center for Teaching and Learning (FCTL). When new technology regarding teaching and student learning arrives and faculty are in need of specific teaching-related areas, the FCTL has been an effective place to handle these issues. Especially, they have provided much help when an accounting instructor set up and run online instructions on the Blackboard.
Tutoring Center	<ul style="list-style-type: none"> Students are encouraged to seek tutoring services, which are free for up to 2 appointments per week per subject.

Technology Assistance Center (TAC)	<ul style="list-style-type: none"> The TAC takes care of various technology issues in classrooms, computer labs, and faculty offices. These people are excellent at keeping our computers running and answering software related questions.
Birkam Health Center	<ul style="list-style-type: none"> Birkam Health Center offers a wide variety of health care services and programs to our students, their spouses/dependents (2 years and older) and other authorized users. Like any physician's office, there is a fee for services that we provide. Birkam Health Center also has resources for health promotion and educational services, the professional and compassionate health care staff offer a full range of services. Annually Birkam provides flu shots free to faculty and staff.
Media Productions	<ul style="list-style-type: none"> Provide assistance to faculty, staff, and students in the design, development, implementation, and distribution of media-related resources in support of Ferris instruction and activities.
Institutional Research Board (IRB)	<ul style="list-style-type: none"> The Ferris State Institutional Review Board (IRB) is a university committee comprised of voluntary Ferris faculty, staff, and community members charged with the oversight and review of research involving human subjects. It is the responsibility of the IRB to ensure that the basic rights and welfare of research participants are protected.
Career Center	<ul style="list-style-type: none"> It is not as helpful as we would like. The Accounting Program increasingly seeks to manage its own career advising and placement help.
Institutional Research and Testing	<ul style="list-style-type: none"> Multiple-choice examinations can be graded here. The Ferris State University Testing office is a member of the National College Testing Association and the Consortium of College Testing Centers and provides services for students who have participated in the College Board Advanced Placement Program (AP®) in their high school and who have taken AP examinations may earn academic credit for equivalent courses and offers 33 national College-Level Examination Program (CLEP)* tests to provide you with the possibility of earning credit in academic areas commonly studied by college freshmen.
University Advancements and Marketing (including web content)	<ul style="list-style-type: none"> Promotes understanding and support of Ferris State University among all of its constituencies and provides alumni and industry relations, communications, fundraising and marketing assistance to members of the Ferris community. We communicate the value of a Ferris State education, develop private resources for university programs and initiatives, and facilitate beneficial relationships between Ferris and its constituencies. Annually we meet with the marketing individuals to stress the benefits of our program, but a stronger understanding would help to increase our enrollment.
Diversity and Inclusion Office	<ul style="list-style-type: none"> Does not affect our program. We accept all students that meet the preliminary requirements and can successfully complete the current curriculum.
Educational Counseling and Disabilities Services	<ul style="list-style-type: none"> Evaluates students with special needs and provides an environment for student success. Departments communicates efficiently with faculty and students.
Grounds and Maintenance	<ul style="list-style-type: none"> The Physical Plant provides well-maintained facilities and grounds that are clean, safe, functional, and attractive. The janitors assigned to our areas are very good.

Other	<ul style="list-style-type: none"> • The Academic Senate of Ferris State University represents the voice of the faculty, serving as legislative body for deliberating the academic issues that affect the quality and standard of education we provide to our students. Moreover, it is also the official representative of Ferris faculty to the President and the Board of Trustees on issues related to academic policies and programs. Several of our faculty are currently serving on the Senate • Student Government -- The mission of the FSUSGA is to represent Ferris State University student interests in all aspects of campus life and to maintain open channels of communication between students, faculty, staff, administration, and the Big Rapids community. Many of our accounting students are active in student government.
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2G. Facility and Equipment

Space

- o Provide a detailed accounting of all teaching space used by the program.
- o Provide a detailed accounting of all laboratory space used by the program.
- o Provide a detailed accounting of all office and meeting space used by the program.
- o Provide a detailed accounting of all storage space used by the program.
- o Provide a detailed accounting of all other space used by the program.

Business Building Classroom and Computer Lab Chair and Table Chart

Room Number	Type	Number of Chairs	Miscellaneous Information	ID Card Access
104	Lab	48	workstations	*
109	Lab	20	workstations	*
110	Lab	28	workstations	*
111	Aud	229	Plus 10 chairs @ tables	*
116	Lab	28	workstations	*
118	Lab	25	workstations	*
121/123	Lab	20	workstations	*
122	Lab	16	Printing Program Computer Lab	*
124	Lab		Printing Program Equip Lab	*
128	Lab	6-10	ISI Forensic Equipment	*
130	Lec	28		
202	Lec	42		
203	Lec	40		
204	Lec	36		
205	Lec	46		
206	Lec	40		
208	Lec	38		
210	Lec	42		
211	Lec	84		*
216	Lec	40		
218	Lec	41		
219	Lec	33		
221	Lec	33		
224	Lec	25		*

				GRDE Senior	
309	Lab	20		Lab/Workstations	*
310	Lec	30		6 workstations	*
311	Lab	20		Drafting Tables	
312	Lec	45			
				GRDE Junior	
313	Lab	24		Lab/Workstations	
314	Lec	45			
316	Lec	46			
327	Lec	36			
329	Lec	30		6 workstations	*
Smart Classrooms-Renovated			updated 1/12/2016		

o Evaluate the adequacy of the space available for use by the program.

	Information and Evaluation
Classrooms	<ul style="list-style-type: none"> The classrooms utilized by the department are sufficient in terms of the number of tables and seating available to accommodate student class sizes. Specifically, the COB building has 1 auditorium and 20 classrooms for lecture (see the chart below).
Computer Labs	<ul style="list-style-type: none"> The COB building has 12 computer labs for computer intensive teaching (see the chart below).
Faculty Offices	<ul style="list-style-type: none"> Each faculty member appears to have adequate office space.
Meeting Space	<ul style="list-style-type: none"> The Boardroom (BUS 222) and 2 conference rooms on the 3rd floor of the COB building that can be used for departmental and advisory board meetings.

o How does the program plan to address potential negative program impact as a result of the current state of space available for use by the program?

There is no negative impact resulting from the space available for classrooms.

o What changes to the space available for use by the program would have a positive impact on program quality?

Currently, many faculty offices are not in the College of Business but in a new section in an attached building. Many students initially have issues finding faculty offices. Faculty discussions could be enhanced if offices were located closer to the classrooms and to every member of the program.

Computers

- o Provide a detailed accounting of the computers available for use in the classroom(s).**
- o Provide a detailed accounting of the computers available for use in the laboratory(s).**
- o Provide a detailed accounting of the computers available for use in faculty offices.**
- o Provide a detailed accounting of computer labs available for student use.**

Please refer to the “*Business Building Classroom and Computer Lab Chair and Table Chart*” shown above

o Evaluate the adequacy of the computers (including software) used by the program.

We have not encounter any issue regrading adequacy of the computers and software therein.

	Information and Evaluation
Classrooms	<ul style="list-style-type: none"> • The classrooms utilized by the department are equipped with a desktop computer(s), overhead projector, DVD/VCR, and LCD projector. All hallways are equipped with video cameras to deter theft of the equipment. • All computers are connected to the University’s network and have internet access. Any upgrade on software is handled through the Network Administrator. • Laptops are available upon request for faculty teaching at satellite locations and/or for university related activities.
Computer Labs	<ul style="list-style-type: none"> • All labs are equipped with computers. The number of computers in each lab is found above in the chart.
Faculty Offices	<ul style="list-style-type: none"> • A review of their office computer equipment shows that all equipment has been purchased within the last three-four years and appears to have sufficient operating capabilities for their needs.
Meeting Space	<ul style="list-style-type: none"> • The boardroom is computer-technology enable while the other two conference rooms are not.

o How does the program plan to address potential negative program impact as a result of the current state of computers available for use by the program?

Not applicable.

o What changes to the computers available for use by the program would have a positive impact on program quality?

None needed

Equipment

- o Provide a detailed accounting of the equipment available for use in the classroom(s).**
- o Provide a detailed accounting of the equipment available for use in the laboratory(s).**
- o Provide a detailed accounting of equipment available for student use.**

Please refer to the “*Business Building Classroom and Computer Lab Chair and Table Chart*” shown above

Classrooms/ Computer labs/ Faculty office/	<ul style="list-style-type: none"> All computers in the COB building have university network and internet access, Microsoft Office, FrontPage, and other standard COB software. Additionally, all faculty have the option/ability to request that course specific software be added to any classroom computer(s) where they will be teaching. The approval of such software additions is subject to review for compliance with College of Business software requirements, as well as, any budgetary constraints.
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o Evaluate the adequacy of the equipment used by the program.

We have not encounter any issue regrading adequacy of the equipment. In order to keep the technology current, the College of Business, in collaboration with the President’s office, Academic Affairs, and Technology Services, has made a commitment to upgrade a certain number of computers and associated equipment each year. As new equipment is purchased, the equipment being replaced is passed onto other COB faculty and/or placed in classrooms for upgrade purposes. Based on this review, the facilities and equipment available to the accounting program appear to be quite adequate for their present needs.

o How does the program plan to address potential negative program impact as a result of the current state of equipment available for use by the program?

Not applicable.

o What changes to the equipment available for use by the program would have a positive impact on program quality?

Not applicable.

Section 3

Perceptions of Overall Quality

Perceptions of Overall Quality

o On a scale of 1 – 100 (with 100 representing the highest program quality achievable) rate the overall quality of the program.

100

o Summarize the reason(s) for the rating assigned.

The program does a great deal with very little.

o Outline recommended next steps to improve program quality.

Replace dead and retiring faculty in a time frame that does not disrupt the quality enhancing activities of the Program. Enable growth of a program by hiring additional faculty so new classes, certificates, or programs can be offered. Failing this request, save us from make-work projects like the APR. Every hour spent on this document is time taken from other productive activities. The fact that the writer of the APR guidelines persisted in the fiction that this effort is somehow faculty driven, makes the activity odious. Faculty members know what would be valuable to a program. It is obvious that whoever created this monstrosity knows very little about teaching and running a college program.

Section 4

Implementation of Findings

Implementation of Findings

o How does the APR review process fit with the program's overall continuous quality improvement plans?

The APR takes time away from our continuous quality improvement. In total, the APR required about 200 person hours to complete. This time is lost to all other activities. When Ferris sought outside accreditation, the APR process should have been made a formality so that more time could have been spent working on continuous improvement and other related accreditation processes. Continuing the APR in its current bloated format sends a message to the faculty that no one is thinking about quality or internal processes in any serious manner.

o How will program review results be communicated to program stakeholders?

The Accountancy Program stakeholders our students, potential employers, and the advisory board members are all serious business people. Paper work activities of this length are viewed with suspicion. Many of the Accounting Program faculty have extensive work experience outside academia. Activities such as the APR are unknown in the real world outside of academia. If they are made known, there would probably be a drop off in contributions to the university. The person writing this section worked with 3 different Fortune 500 companies. None of them had a review process resembling the APR. Reviews were brief and to the point, usually less than 3 pages. Suggesting a process akin to this document would have resulted in that individual being given the opportunity to seek other employment. The evaluation that is missing university wide is the rigors imposed by a budget backed up by an income statement. If a program is returning more resources than it consumes, students and other stakeholders are obviously answering in the affirmative as to the value of the program.

Michigan State and other AACSB universities do not have APR's. They instead produce research with an equally questionable relationship to academic quality.

o What are program plans for addressing opportunities for improvement uncovered as a result of the program review process?

This question needs to be asked of those in charge of the purse strings. Good management does not make employees responsible for events over which they have no control. Why would one have us move volumes of information from one source to another? Why would one have faculty evaluate information over which the faculty has no control?

o What are program plans for promoting program strengths and accomplishments to stakeholders uncovered as a result of the program review process?

No strengths and accomplishments were uncovered as a result of this program review process. Our program reviews strengths and weaknesses daily and discusses those with its stakeholders at our annual meeting.

Section 5 – Conclusions

Based on the Graduate Surveys, Student exit surveys, faculty surveys, advisory board meeting, and all other information that have been gathered and evaluated, the Program review panel has determined that we are achieving our mission of enabling accounting and accountancy/accounting graduates to obtain employment, to become informed citizens, and to contribute to the economic environment of the United States.

The dual accountancy majors are the only ones in Michigan. The accounting, accountancy/finance, and accountancy/CIP programs give students tangible skills that prepare them for immediate job placement. The program changes that were made since 2002 as a result of the previous Advisory Board Meetings greatly improved the program.

The results of the graduate survey support this observation. Eighty-eight percent (88%) of graduates who responded to the survey are currently employed. Of the 11.7% unemployed, two were retired and one was attending a graduate program. Out of those who responded to the question about salary, 66% has income over \$60,000. In terms of field of employment, accounting graduates are employed in a wide variety of businesses and industries as well as in government and education. The responding graduates rated their accounting degree very well in terms of preparation for a career in accounting. Concerning graduate school, 32% percent (out of 60) successfully completed a graduate program. (See Appendix 2A)

Majority of the students (91%) in the exit survey indicated the accounting program provided average or above average preparation for a career in accounting while 95% indicated average or above average intellectual challenge (See Appendix 2C).

The current facilities and equipment are adequate and serve our needs. The accounting program is cost effective in this respect. It does not require any special facilities, equipment, computer software, or lab. In terms of library resources, the library facilities are excellent.

In terms of cost per student credit hour, the accounting program is below that of Ferris State University and the College of Business in the last four years. The accounting program is a cost effective program. The latest Degree Program Costs report data were obtained from the Office of Institutional Research and Testing. The latest data that was available is for the 2007-2008 academic year. The accounting program is a cost effective program. In terms of cost per student credit hour, it was below that of the University, COB, and AFIS in all categories, including: Avg. Instructor Cost/SCH, Dept. Cost/SCH, Dean's Cost/SCH, and Total Avg. Cost/SCH. The question remains, why is efficiency not valued.

The accounting program serves the College of Business by offering ACCT 201 Financial Accounting Principles and ACCT 202 Managerial Accounting Principles, as part of the Business core. We also provide support to the off-campus programs by offering accounting electives. The university is located in the northern Michigan serving the Lower Peninsula through articulation agreements with community colleges.

Majority (90%) of the college of business faculty who responded to the survey perceived the Accounting program as quite beneficial to the college of business.

In terms of competitiveness, courses currently offered at Ferris are similar to the average accounting department. With our four full-time instructors, there is little room for course diversity, uniqueness, and competitiveness. Consequently, students have limited choices in class selections and many semesters,



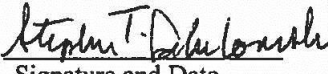
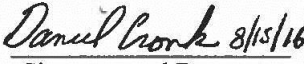
faculty allow up to 1/3 more students in the class than the set number to enable students to graduate on time. The first step to help eliminate this issue is to hire additional faculty members so we can offer additional classes and sections of current classes to allow for a better learning environment for the students. Ferris prides itself on the smaller classroom size, but our faculty limitations is eliminating that attribute that makes attending Ferris unique.

The Accounting program is a functional pillar in the college, producing approximately 10% of the college's Bachelor degree graduates each year. With almost 150 majors (45% of whom are enrolled at our remote campuses), plus another 40 or so dual majors, the program is obviously drawing in prospective students. In addition, the faculty in this program provide substantial college and institutional service as they teach two of the 'core' courses required of all COB majors, as well as service courses for various programs. The faculty have performed admirably in supporting this load, particularly in light of the fact that a significant portion of the program's majors are enrolled off-campus. Adding additional areas of emphasis, such as forensics, bodes well for the continued perceived relevance of our offerings. Currency, without diffusion, will continue to be a challenge, but I am confident the program faculty are up to the task.

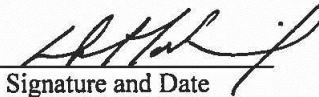
Signature Page

Accounting – BS
119 South Street
Big Rapids, MI 49307
231.591.2420

My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

 Signature and Date	Larry Bajor Department Chair and Accounting Faculty 231.591.2436 LawrenceBajor@ferris.edu
 Signature and Date	Jean Inabinett PRP Chair; Program Faculty 231.591.2473 JeanInabinett@ferris.edu
 Signature and Date	Steve Jakubowski Program Faculty 231.591.2988 StephenJakubowski@ferris.edu
 Signature and Date	Dan Cronk MIM Director 231.591.3053 DanielCronk@ferris.edu

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

 Signature and Date	David Nicol Dean 231.591.2422 DavidNicol@ferris.edu
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Accounting Program Review

Section 6 – Index of Appendices

Fall 2016

- 1. Michigan CPA Requirements**
Accounting Program Check sheets

- 2. Collection of Perceptions**
 - 2A. Graduate Survey**
 - 2B. Employer Survey**
 - 2C. Student Exit Survey**
 - 2D. Faculty Perception of the Program**
 - 2E. Advisory Committee Perception of the Program**

- 3. Program Profile**
Enrollment Data for the Accounting Program
Graduation History

- 4. Curriculum Vitas**

- 5. SAI**

- 6. Syllabi**

- 7. Non-Accounting Faculty Program Assessment.**

1. CPA Requirements

ACCOUNTANCY MAJORS

STATE OF MICHIGAN

CPA CERTIFICATION

In¹ the State of Michigan, Applicants for a CPA certificate are required to have completed 150 semester hours of college education.

Applicants are considered to have met this requirement if they have:
30 semester hours of accounting subjects, including not more than 6 semester hours each in business communications and computer technology and a minimum of 3 semester hours, but not more than 12 semester hours, in at least 5 of the following areas: business law, economics, ethics, finance, management, marketing, taxation, statistics, and business policy.

At Ferris, you can complete the 150-semester hour's requirement in a number of ways:

- Complete the B.S. Accountancy degree combined with the MBA or MISM
- Complete the B.S. Accountancy degree (or B.S. Accountancy/Finance or B.S. Accountancy/Computer Information Systems) with previous course work to total 150 semester credits
- Complete the B.S. Accountancy degree with a minor and a certificate in complimentary disciplines

Please consult with your Accountancy Faculty advisor as to the most appropriate avenue for you to meet the State of Michigan requirements in line with your career goals.

Applicants who do not have an undergraduate degree in accounting are considered to have met this requirement if they have a MASTERS degree in accounting or a MASTERS IN BUSINESS ADMINISTRATION (MBA) that includes not less than 12 semester hours of graduate level accounting.

¹ Source: State of Michigan Department of Labor and Economic Growth web page

Check Sheets

Ferris State University – College of Business ASSOCIATE IN APPLIED SCIENCE DEGREE ACCOUNTANCY – 60 Credits

NAME: _____ ID#: _____

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE
GENERAL EDUCATION – 24-26 Credits Required				
COMM	121	Fundamentals of Public Speaking (None)	3	
ENGL	150	English 1 (ENGL 074 or 14 ACT or 370 SAT)	3	
ENGL	250	English 2 (ENGL 150 w/C- or better)	3	
MATH	114	Quantitative Reasoning for Professionals 2 (MATH 109 or 110 w/C- or higher, or MATH ACT 19 or SAT 460 and ENGL 074 or ENGL ACT 14 or VERBAL SAT 370); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	4	
OR				
MATH	115	Intermediate Algebra (MATH 109 or MATH 110 w/C- or higher or MATH ACT 19 or SAT 460) If MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	3	
CULTURAL ENRICHMENT				
Consult the General Education category on the Ferris website: www.ferris.edu/HTMLS/academics/gened/courses/				
		Cultural Enrichment	3	
SOCIAL AWARENESS				
ECON	221	Principles of Macroeconomics (MATH 109 or 110 w/C- or higher, or MATH 114, 115, 116, 117, 118, 119, 120, 122, or 126 or MATH ACT 19 or SAT 460)	3	
ECON	222	Principles of Microeconomics (ECON 221)	3	
SCIENTIFIC UNDERSTANDING				
Consult the General Education category on the Ferris website: www.ferris.edu/HTMLS/academics/gened/courses/				
		Scientific Understanding w/lab	3/4	
PROFESSIONAL COMPONENT - 15 Credits Required				
ACCT	201	Principles of Financial Accounting (MATH 109 or 110 with C- or higher, or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or MATH ACT 19 or SAT 460)	3	
ISYS	105	Intro Micro Systems-Software (None)	3	
MGMT	301	Applied Management (None)	3	
STQM	260	Introduction to Statistics (MATH 114, 115, 116, 120, 126, 130, 132, or 135 w/C- or higher or MATH 24 ACT or SAT 560)	3	
CHOOSE ONE (See advisor before choosing)				
BLAW	301	Legal Environment of Business (None)	3	
BLAW	321	Contracts and Sales (None)		
ACCOUNTING MAJOR - 15 Credits Required				
ACCT	202	Principles of Managerial Accounting (ACCT 201 with a grade of C- or higher and MATH 114, 115, 116, 117 or MATH ACT 24 or SAT 560)	3	
ACCT	310	Intermediate Accounting 1 (ACCT 202 with a grade of C- or better and MATH 114 or 122 with C- or better or ACT 24 or SAT 560)	3	
ACCT	350	Federal Income Tax-Individual (ACCT 202 w/C- or better)	3	
ACCT	241	Computerized Accounting (ACCT 201 & ISYS 105)	3	
CHOOSE ONE (See advisor before choosing)				
ACCT	312	Intermediate Accounting 2 (ACCT 310 w/C- or better) – Required for BS degree		
ACCT	321	Cost Accounting 1 (ACCT 202 w/C- or better) – Required for BS degree	3	
ACCT	322	Advanced Managerial Accounting (ACCT 202 w/C- or better)		
DIRECTED ELECTIVES - 6 Credits Required				
		Directed Electives - Advisor's approval required	3	
		Directed Electives - Advisor's approval required	3	

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

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

NOTES:

1. 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.
2. Accountancy students must be able to demonstrate competency in ISYS 105 topics or take ISYS 105.

NOTE: Ferris reserves the right to correct check sheet errors at any time.

ACCT-AAS-BU Effective Fall 2001; Admin. Rev. Spring '08; Rev. Spring '09; Admin. Rev. Spring '10; Rev. Fall '16

Ferris State University - College of Business
BACHELOR OF SCIENCE DEGREE IN BUSINESS - ACCOUNTANCY - 123 credits**

NAME: Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
COMMUNICATION COMPETENCE - 15 Credits Required				
COMM 121	Fundamentals of Public Speaking (None)	3		
COMM 201	Select one of the following: COMM 221 (None), 251 (COMM 121 or COMM 121 or COMM 201), 332 (COMM 121 or COMM 121 or COMM 201), 336 (COMM 121 or COMM 121 or COMM 201)	3		
ENGL 150	English 1 - (ENGL 074 or 14 ACT or 370 SAT)	3		
ENGL 250	English 2 - (ENGL 150 w/C- or better)	3		
ENGL 325	Advanced Business Writing - (ENGL 250 or ENGL 211 w/C- or better)	3		
SCIENTIFIC UNDERSTANDING - 7 Credits Required				
Consult the Ferris website: www.ferris.edu/hmls/academics/learned/scicourses.html for approved courses.				
	Scientific Understanding with lab	4		
	Scientific Understanding	3		
QUANTITATIVE SKILLS - 4 Credits Required				
MATH 114	Quantitative Reasoning for Professionals 2 (MATH 109 or 110 w/C- or higher, or MATH ACT 19 or SAT 460 and ENGL 074 or ENGL ACT 14 or VERBAL SAT 370); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	4		
CULTURAL ENRICHMENT - 9 Credits Required*				
Consult the Ferris website: www.ferris.edu/hmls/academics/learned/culcourses.html for approved courses.				
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective (200 level or above)	3		
SOCIAL AWARENESS - 9 Credits Required*				
Consult the Ferris website: www.ferris.edu/hmls/academics/learned/soccourses.html for approved courses				
REMAINDER OF SOCIAL/AWARENESS CREDITS SATISFIED WITH "RELATED COURSES"				
	Social Awareness Elective	3		
ECON 221	Principles of Microeconomics (MATH 109 or 110 w/C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 122, or 126 or MATH ACT 19 or SAT 460)	3		
ECON 222	Principles of Microeconomics (ECON 221)	3		
ELECTIVES - 14/15 Credits Required*				
Consult the Ferris website: www.ferris.edu/hmls/academics/learned/electives.html for approved courses				
	Gen Ed Elective - 200 level or above	3		
	Gen Ed Elective	2/3		
	Free Elective - Internship highly recommended (credits over 124 can be applied to the 150 hrs.)	3		
	Free Elective	3		
	Free Elective	3		

*Global consciousness, and race ethnicity or gender requirements must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Advising Notes:

- FSUS 100 is satisfied by _____
 - Global consciousness requirement satisfied by _____
 - Race, ethnicity, gender requirement satisfied by _____
- NOTES:**
- Accountancy students must be able to demonstrate competency in ISYS 105 topics or take ISYS 105.
 - A 2.0 cumulative GPA is required in the major, business core, and overall for completion of the Accountancy degree.

ACCT-B5-BU Eff. 200508 Revisions: Admin. 200801; Rev. 200901; Admin. 201001, Admin. 201101 Rev. 201608

Required	Course Title - Prerequisites Shown in Brackets ()	Crs	Gr	Gr Pt
BUSINESS CORE - 30 Credits Required				
ACCT 201	Principles of Financial Accounting (MATH 109 or 110 with C- or higher, or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or MATH ACT 19 or SAT 460)	3		
ACCT 202	Principles of Managerial Accounting (ACCT 201 with a grade of C- or higher and MATH 114, 115, 116, 117 or MATH ACT 24 or SAT 560)	3		
BLAW 321	Contracts and Sales (None)	3		
BUSN 499	Interdisciplinary Integrating Exp. (FINC 322 & MGMT 370 & MKTG 321, & senior status)	3		
FINC 322	Financial Management 1 (ACCT 202, MATH 114 or 115 or MATH ACT 24 or SAT 560)	3		
ISVS 321	Business Information Systems (ACCT 202 & MKTG 321 & MGMT 301)	3		
MGMT 301	Applied Management (None)	3		
MGMT 370	Quality/Operations Management (STOM 260 and sophomore standing or instructor permit)	3		
MKTG 321	Principles of Marketing (sophomore standing)	3		
STOM 260	Introduction to Statistics (MATH 114, 115, 116, 120, 126, 130, 132 or 135 w/C- or higher or MATH ACT 24 or SAT 560)	3		
ACCOUNTANCY COMMON CORE COURSES - 18 Credits Required				
ACCT 310	Intermediate Accounting 1 (ACCT 202 with a grade of C- or better and MATH 114 or 122 with C- or better or ACT 24 or SAT 560)	3		
ACCT 312	Intermediate Accounting 2 (ACCT 310 w/C- or better)	3		
ACCT 321	Cost Accounting 1 (ACCT 202 w/C- or better)	3		
ACCT 350	Federal Income Tax/Individual (ACCT 202 w/C- or better)	3		
ACCT 431	Accounting Systems & Controls 1 (ACCT 312)	3		
ACCT 441	Auditing 1 (ACCT 431)	3		
CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:				
PUBLIC ACCOUNTING (CPA) CONCENTRATION - 17 Credits Required				
ACCT 410	Advanced Financial Accounting 1 (ACCT 312)	3		
ACCT 412	Advanced Financial Accounting 2 (ACCT 312)	3		
ACCT 414	Financial Accounting Theory (ACCT 312)	3		
ACCT 450	Federal Income Tax/Corporate (ACCT 202 w/C- or better)	3		
ACCT 461	Governmental Accounting (ACCT 312)	3		
BLAW 322	Commercial Paper & Secured Transactions (BLAW 221 or BLAW 321)	2		

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

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

PROFESSIONALLY DIRECTED CONCENTRATION - 18 Credits Required				
(Must receive prior course approval from your advisor for the directed electives)				
ACCT	Directed Accounting Elective at the 300 level or above	3		
ACCT	Directed Accounting Elective at the 300 level or above	3		
ACCT	Directed Accounting/Business Elective at the 300 level or above	3		
	Directed Accounting/Business Elective at the 300 level or above	3		
	Free Elective	3		

WITHDRAWAL, RE-ADMISSION & 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: Ferris reserves the right to correct check sheet errors at any time.

2A Graduate Survey

2016 ACCT APR Alumni Frequencies

Prepared by: Institutional Research & Testing, 08/16

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Year received degree	13	0			
q2 Major area of study	13	0	1.38	1.00	.870
q2a Other area specified	13	0			
q3a FSU's academic programs overall	13	0	3.62	4.00	1.044
q3b FSU's faculty overall	13	0	3.62	4.00	1.121
q3c FSU's Accounting programs	13	0	3.62	4.00	1.193
q3d FSU's Accounting faculty	13	0	3.62	3.00	1.193
q3e FSU's facilities and equipment overall	11	2	3.64	4.00	.809
q3f College of Business facilities and equipment	12	1	3.67	4.00	.651
q3g FSU's placement office	8	5	2.88	3.00	.991
q3h Accounting Association (Club/Society)	8	5	3.13	3.00	1.246
q3i FSU's computer equipment/software	12	1	3.50	3.50	1.087
q3j FSU's library facilities	9	4	4.11	4.00	.782
q4 Satisfied with overall education & training received	13	0	3.46	3.00	1.506
q5a Accounting proficiency	13	0	3.85	4.00	1.068
q5b Computer application skills	13	0	3.38	4.00	1.387
q5c Critical thinking/analytical skills	12	1	3.58	3.50	1.084
q5d Communication skills	12	1	3.67	3.50	1.155
q5e Ethical and moral values	10	3	3.70	4.00	1.160
q5f Ability to work successfully in a team	12	1	3.83	4.00	.937
q5g Ability to work without supervision	13	0	4.08	4.00	1.038
q5h Leadership	13	0	3.92	4.00	.954
q6 How well prepared were you for the job market	12	1	2.67	3.00	1.303
q7 Recommend an accounting career to a student	13	0	1.23	1.00	.439
q7a Briefly explain why not	13	0			
q8 Recommend FSU's ACCT program to prospective student	13	0	1.31	1.00	.480
q8a Briefly explain why not	13	0			
q9 Take a licensing exam	13	0	2.08	3.00	1.038
q9a Pass exam	6	7	1.17	1.00	.408
q10 Indicate if you were a traditional or nontraditional student while at FSU	13	0	1.38	1.00	.506
q11 Status when you first began major area of study at FSU	13	0	2.62	2.00	1.446
q11a Other status specified	13	0			
q12 Member of the Accounting Association (Club/Society)	13	0	1.54	2.00	.519

q13 Number years have you worked in an accounting related field	13	0	3.54	3.00	1.450
q14 How long to find first accounting position	13	0			
q15 How many different positions held since began career	13	0	2.15	2.00	1.068
q16 How many different firms/institutions employed at since began career	12	1	1.75	1.50	.866
q17 Currently employed in the field of accounting	12	1	1.42	1.00	.515
q17a Please indicate why not from list	5	8	5.20	6.00	2.490
q17ao Other reason why not specified	13	0			
q17b How closely is present job related to courses/training	5	8	2.40	3.00	1.342
q18 Best describes industry in which you work	13	0	2.69	2.00	1.843
q18a Other industry specified	13	0			
q19_1 Current position/job title. Accountant	13	0	.23	.00	.439
q19_2 Current position/job title. Consultant	13	0	.00	.00	.000
q19_3 Current position/job title. Instructor/Lecturer	13	0	.08	.00	.277
q19_4 Current position/job title. Analyst	13	0	.31	.00	.480
q19_5 Current position/job title. Auditor	13	0	.31	.00	.480
q19_6 Current position/job title. Professor	13	0	.00	.00	.000
q19_7 Current position/job title. Supervisor/Mgr	13	0	.31	.00	.480
q19_8 Current position/job title. Partner	13	0	.00	.00	.000
q19_9 Current position/job title. VP, CFO, Controller	13	0	.08	.00	.277
q19_10 Current position/job title. Other	13	0	.31	.00	.480
q19a Other position/title specified	13	0			
q20 Current annual salary (including bonuses)	11	2	4.82	5.00	2.089
q21 Satisfied with present job	13	0	4.00	5.00	1.354
q22 Additional comments/suggestions	13	0			

Frequency Table

q1 Year received degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1997	1	7.7	7.7	7.7
	2000	1	7.7	7.7	15.4
	2001	1	7.7	7.7	23.1
	2002	1	7.7	7.7	30.8
	2006	2	15.4	15.4	46.2
	2009	1	7.7	7.7	53.8
	2010	1	7.7	7.7	61.5
	2011	2	15.4	15.4	76.9
	2013	2	15.4	15.4	92.3
	2016	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q2 Major area of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting	10	76.9	76.9	76.9
	Accounting & Finance	2	15.4	15.4	92.3
	Other, Please Specify	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q2a Other area specified

		Frequency	Percent	Valid Percent	
Valid		12	92.3	92.3	
	Finance with an Associates in Accounting	1	7.7	7.7	
	Total	13	100.0	100.0	

q2a Other area specified

		Cumulative Percent
Valid		92.3
	Finance with an Associates in Accounting	100.0
	Total	

q3a FSU's academic programs overall

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	7.7	7.7	7.7
	Average	4	30.8	30.8	38.5
	4	6	46.2	46.2	84.6
	Excellent	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q3b FSU's faculty overall

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	7.7	7.7	7.7
	Average	5	38.5	38.5	46.2
	4	4	30.8	30.8	76.9
	Excellent	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q3c FSU's Accounting programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	7.7	7.7	7.7
	2	1	7.7	7.7	15.4
	Average	3	23.1	23.1	38.5
	4	5	38.5	38.5	76.9
	Excellent	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q3d FSU's Accounting faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	7.7	7.7	7.7
	Average	6	46.2	46.2	53.8
	4	2	15.4	15.4	69.2
	Excellent	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q3e FSU's facilities and equipment overall

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	7.7	9.1	9.1

	Average	3	23.1	27.3	36.4
	4	6	46.2	54.5	90.9
	Excellent	1	7.7	9.1	100.0
	Total	11	84.6	100.0	
Missing	No Opinion	1	7.7		
	System	1	7.7		
	Total	2	15.4		
Total		13	100.0		

q3f College of Business facilities and equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	38.5	41.7	41.7
	4	6	46.2	50.0	91.7
	Excellent	1	7.7	8.3	100.0
	Total	12	92.3	100.0	
Missing	No Opinion	1	7.7		
	Total	13	100.0		

q3g FSU's placement office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	7.7	12.5	12.5
	2	1	7.7	12.5	25.0
	Average	4	30.8	50.0	75.0
	4	2	15.4	25.0	100.0
	Total	8	61.5	100.0	
Missing	No Opinion	4	30.8		
	System	1	7.7		
	Total	5	38.5		
Total		13	100.0		

q3h Accounting Association (Club/Society)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	7.7	12.5	12.5
	2	1	7.7	12.5	25.0
	Average	3	23.1	37.5	62.5
	4	2	15.4	25.0	87.5
	Excellent	1	7.7	12.5	100.0
	Total	8	61.5	100.0	
Missing	No Opinion	5	38.5		
Total		13	100.0		

q3i FSU's computer equipment/software

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	7.7	8.3	8.3
	Average	5	38.5	41.7	50.0
	4	4	30.8	33.3	83.3
	Excellent	2	15.4	16.7	100.0
	Total	12	92.3	100.0	
Missing	No Opinion	1	7.7		
Total		13	100.0		

q3j FSU's library facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	15.4	22.2	22.2
	4	4	30.8	44.4	66.7
	Excellent	3	23.1	33.3	100.0
	Total	9	69.2	100.0	
Missing	No Opinion	3	23.1		
	System	1	7.7		
	Total	4	30.8		
Total		13	100.0		

q4 Satisfied with overall education & training received

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unsatisfied	2	15.4	15.4	15.4
	2	1	7.7	7.7	23.1
	3	4	30.8	30.8	53.8
	4	1	7.7	7.7	61.5
	Very Satisfied	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q5a Accounting proficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	7.7	7.7	7.7
	3	5	38.5	38.5	46.2
	4	2	15.4	15.4	61.5
	Very Satisfied	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q5b Computer application skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unsatisfied	2	15.4	15.4	15.4
	2	1	7.7	7.7	23.1
	3	3	23.1	23.1	46.2
	4	4	30.8	30.8	76.9
	Very Satisfied	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q5c Critical thinking/analytical skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	15.4	16.7	16.7
	3	4	30.8	33.3	50.0
	4	3	23.1	25.0	75.0
	Very Satisfied	3	23.1	25.0	100.0
	Total	12	92.3	100.0	
Missing	No Opinion	1	7.7		
Total		13	100.0		

q5d Communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	15.4	16.7	16.7
	3	4	30.8	33.3	50.0
	4	2	15.4	16.7	66.7
	Very Satisfied	4	30.8	33.3	100.0
	Total	12	92.3	100.0	
Missing	No Opinion	1	7.7		
Total		13	100.0		

q5e Ethical and moral values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	15.4	20.0	20.0
	3	2	15.4	20.0	40.0
	4	3	23.1	30.0	70.0
	Very Satisfied	3	23.1	30.0	100.0
	Total	10	76.9	100.0	
Missing	No Opinion	3	23.1		
Total		13	100.0		

q5f Ability to work successfully in a team

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	7.7	8.3	8.3
	3	3	23.1	25.0	33.3
	4	5	38.5	41.7	75.0
	Very Satisfied	3	23.1	25.0	100.0
	Total	12	92.3	100.0	
Missing	No Opinion	1	7.7		
Total		13	100.0		

q5g Ability to work without supervision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	7.7	7.7	7.7
	3	3	23.1	23.1	30.8
	4	3	23.1	23.1	53.8
	Very Satisfied	6	46.2	46.2	100.0
	Total	13	100.0	100.0	

q5h Leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	7.7	7.7	7.7
	3	3	23.1	23.1	30.8
	4	5	38.5	38.5	69.2
	Very Satisfied	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q6 How well prepared were you for the job market

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Worse	3	23.1	25.0	25.0
	2	2	15.4	16.7	41.7
	About the same	4	30.8	33.3	75.0
	4	2	15.4	16.7	91.7
	Better	1	7.7	8.3	100.0
	Total	12	92.3	100.0	
Missing	No Opinion	1	7.7		
Total		13	100.0		

q7 Recommend an accounting career to a student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	76.9	76.9	76.9
	No	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q7a Briefly explain why not

		Frequency	Percent	Valid Percent	
Valid		10	76.9	76.9	
	Accounting reflects on the history of the company. I feel as though finance would have been a better option for myself as it looks at the future and helps guide the direction of the company.	1	7.7	7.7	
	Difficulty in getting first accounting job.	1	7.7	7.7	
	In my time at Ferris, there were only a handful of profs that really cared about their students and their learning.	1	7.7	7.7	
	Total	13	100.0	100.0	

q7a Briefly explain why not

		Cumulative Percent
Valid		76.9
	Accounting reflects on the history of the company. I feel as though finance would have been a better option for myself as it looks at the future and helps guide the direction of the company.	84.6
	Difficulty in getting first accounting job.	92.3
	In my time at Ferris, there were only a handful of profs that really cared about their students and their learning.	100.0
	Total	

q8 Recommend FSU's ACCT program to prospective student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	69.2	69.2	69.2
	No	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q8a Briefly explain why not

		Frequency	Percent	Valid Percent	
Valid		9	69.2	69.2	
	Career services was non-existent & frankly, embarrassing. No public accounting firms recruit from the campus. Opportunities are not readily available. I had to attend a different school & obtain a graduate degree in order to get an appropriate job for for a CPA.	1	7.7	7.7	
	I was not interested in the career path.	1	7.7	7.7	
	The University is not well known.	1	7.7	7.7	
	When I started public accounting, my peers were far more knowledgeable than me. Most had internship experience which wasn't pushed hard FSU. I learned others from GVSU and Calvin had more hands on audit practice in their classes as well.	1	7.7	7.7	
Total	13	100.0	100.0		

q8a Briefly explain why not

		Cumulative Percent
Valid		69.2
	Career services was non-existent & frankly, embarrassing. No public accounting firms recruit from the campus. Opportunities are not readily available. I had to attend a different school & obtain a graduate degree in order to get an appropriate job for for a CPA.	76.9
	I was not interested in the career path.	84.6
	The University is not well known.	92.3
	When I started public accounting, my peers were far more knowledgeable than me. Most had internship experience which wasn't pushed hard FSU. I learned others from GVSU and Calvin had more hands on audit practice in their classes as well.	100.0
	Total	

q9 Take a licensing exam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CPA	6	46.2	46.2	46.2
	No	7	53.8	53.8	100.0
	Total	13	100.0	100.0	

q9a Pass exam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	38.5	83.3	83.3
	No	1	7.7	16.7	100.0
	Total	6	46.2	100.0	
Missing	System	7	53.8		
Total		13	100.0		

q10 Indicate if you were a traditional or nontraditional student while at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traditional	8	61.5	61.5	61.5
	Nontraditional	5	38.5	38.5	100.0
	Total	13	100.0	100.0	

q11 Status when you first began major area of study at FSU

		Frequency	Percent	Valid Percent
Valid	First year college student	4	30.8	30.8
	Transfer student from another college or university (non-degree)	3	23.1	23.1
	Student with an Associate's degree from FSU	1	7.7	7.7
	Student with an Associate's degree from another college or university	4	30.8	30.8
	Student from another program at FSU	1	7.7	7.7
	Total	13	100.0	100.0

q11 Status when you first began major area of study at FSU

		Cumulative Percent
Valid	First year college student	30.8
	Transfer student from another college or university (non-degree)	53.8
	Student with an Associate's degree from FSU	61.5
	Student with an Associate's degree from another college or university	92.3
	Student from another program at FSU	100.0
	Total	

q11a Other status specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	100.0	100.0	100.0

q12 Member of the Accounting Association (Club/Society)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	46.2	46.2	46.2
	No	7	53.8	53.8	100.0
	Total	13	100.0	100.0	

q13 Number years have you worked in an accounting related field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	1	7.7	7.7	7.7
	1-2	2	15.4	15.4	23.1
	3-5	4	30.8	30.8	53.8
	6-10	2	15.4	15.4	69.2
	11-20	3	23.1	23.1	92.3
	21 or more	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q14 How long to find first accounting position

		Frequency	Percent	Valid Percent	
Valid	1 month	3	23.1	23.1	
	1.5 years	1	7.7	7.7	
	3	1	7.7	7.7	
	3 months	2	15.4	15.4	
	6 mos	1	7.7	7.7	
	7 mo	1	7.7	7.7	
	hired several months prior to graduation	1	7.7	7.7	
	NA	3	23.1	23.1	
	Total	13	100.0	100.0	

q14 How long to find first accounting position

		Cumulative Percent
Valid	1 month	23.1
	1.5 years	30.8
	3	38.5
	3 months	53.8
	6 mos	61.5
	7 mo	69.2
	hired several months prior to graduation	76.9
	NA	100.0
	Total	

q15 How many different positions held since began career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	30.8	30.8	30.8
	2	5	38.5	38.5	69.2
	3	2	15.4	15.4	84.6
	4	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q16 How many different firms/institutions employed at since began career

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	46.2	50.0	50.0
	2	3	23.1	25.0	75.0
	3	3	23.1	25.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q17 Currently employed in the field of accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	53.8	58.3	58.3
	No	5	38.5	41.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

q17a Please indicate why not from list

		Frequency	Percent	Valid Percent	
Valid	Promotion to a non-accounting position	1	7.7	20.0	
	Decided I did not like accounting work	1	7.7	20.0	
	Unable to find an accounting position	1	7.7	20.0	
	Other, Please Specify	2	15.4	40.0	
	Total	5	38.5	100.0	
Missing	System	8	61.5		
Total		13	100.0		

q17a Please indicate why not from list

		Cumulative Percent
Valid	Promotion to a non-accounting position	20.0
	Decided I did not like accounting work	40.0
	Unable to find an accounting position	60.0
	Other, Please Specify	100.0
	Total	
Missing	System	
Total		

q17ao Other reason why not specified

		Frequency	Percent	Valid Percent	
Valid		11	84.6	84.6	
	I found a career that uses my nursing degree and accounting background but am not working directly in Accounting.	1	7.7	7.7	
	Was working in the accounting department of the company and with company changes my position was handled by the others is the corporate office so I was moved into another area of the business.	1	7.7	7.7	
	Total	13	100.0	100.0	

q17ao Other reason why not specified

		Cumulative Percent
Valid		84.6
	I found a career that uses my nursing degree and accounting background but am not working directly in Accounting.	92.3
	Was working in the accounting department of the company and with company changes my position was handled by the others is the corporate office so I was moved into another area of the business.	100.0
	Total	

q17b How closely is present job related to courses/training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very related	2	15.4	40.0	40.0
	Somewhat related	2	15.4	40.0	80.0
	Not related	1	7.7	20.0	100.0
	Total	5	38.5	100.0	
Missing	System	8	61.5		
Total		13	100.0		

q18 Best describes industry in which you work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business/Industry	5	38.5	38.5	38.5
	Public Accounting	2	15.4	15.4	53.8
	Educational Institution	2	15.4	15.4	69.2
	Government	2	15.4	15.4	84.6
	Other, Please Specify	2	15.4	15.4	100.0
	Total	13	100.0	100.0	

q18a Other industry specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		11	84.6	84.6	84.6
	Newspaper/advertising	1	7.7	7.7	92.3
	Utility	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q19 1 Current position/job title. Accountant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	10	76.9	76.9	76.9
	Selected	3	23.1	23.1	100.0
	Total	13	100.0	100.0	

q19 2 Current position/job title. Consultant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	13	100.0	100.0	100.0

q19_3 Current position/job title. Instructor/Lecturer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	92.3	92.3	92.3
	Selected	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q19_4 Current position/job title. Analyst

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	9	69.2	69.2	69.2
	Selected	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q19_5 Current position/job title. Auditor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	9	69.2	69.2	69.2
	Selected	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q19_6 Current position/job title. Professor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	13	100.0	100.0	100.0

q19_7 Current position/job title. Supervisor/Mgr

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	9	69.2	69.2	69.2
	Selected	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q19_8 Current position/job title. Partner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	13	100.0	100.0	100.0

q19_9 Current position/job title. VP, CFO, Controller

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	92.3	92.3	92.3
	Selected	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q19_10 Current position/job title. Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	9	69.2	69.2	69.2
	Selected	4	30.8	30.8	100.0
	Total	13	100.0	100.0	

q19a Other position/title specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		9	69.2	69.2	69.2
	Account associate	1	7.7	7.7	76.9
	Admin Assistant to HR/Payroll director	1	7.7	7.7	84.6
	Operations Specialist	1	7.7	7.7	92.3
	Sr. Clinical Value Analyst	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

q20 Current annual salary (including bonuses)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$19,999 or less	1	7.7	9.1	9.1
	\$20,000 to \$29,999	1	7.7	9.1	18.2
	\$30,000 to \$39,999	1	7.7	9.1	27.3
	\$40,000 to \$49,999	1	7.7	9.1	36.4
	\$50,000 to \$69,999	2	15.4	18.2	54.5
	\$70,000 to \$99,999	2	15.4	18.2	72.7
	\$100,000 to \$149,999	3	23.1	27.3	100.0
	Total	11	84.6	100.0	
Missing	System	2	15.4		
Total		13	100.0		

q21 Satisfied with present job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Unsatisfied	1	7.7	7.7	7.7
	2	1	7.7	7.7	15.4
	3	2	15.4	15.4	30.8
	4	2	15.4	15.4	46.2
	Very Satisfied	7	53.8	53.8	100.0
	Total	13	100.0	100.0	

q22 Additional comments/suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	38.5	38.5	38.5
	Help students in who are in off campus locations in vocational services.	1	7.7	7.7	46.2
	I think it was very beneficial to have my minor in CIS with my accounting degree, it seemed to give me an edge over my competition.	1	7.7	7.7	53.8
	I wish I would have had exposure to QuickBooks	1	7.7	7.7	61.5
	It is inexcusable that major public accounting firms do not have a presence at FSU. Profs & career service professionals failed to provide resources to students to assist them in finding a career in which the cost of obtaining the accounting degree will pay off. This is in stark contrast to GVSU and other competitors that tailor curricula to prepare students for careers in public accounting. Pushing careers in DFAS doesn't count. Career services needs to employ individuals with public accounting experience & contacts so that students are made aware of the types of opportunities CPA candidates should be seeking.	1	7.7	7.7	69.2

Many college grads start out their careers at a public accounting firm to meet the requirements for CPA licensure. When I graduated, I knew the technical components of an audit however was completely unfamiliar with how the process came together from planning through completion. I'd have been better prepared for my career if there had been a concentrated focus on classroom exercises in conducting & documenting an audit along with developing mgmt letter recommendations & preparing/presenting audit results to mgmt &/or those charged with governance. Public accounting firms rely heavily on Microsoft Office (primarily Word and Excel) in executing audits including maintaining the trial balance and preparation of financial statements. I'd have been better prepared had I received advanced training on those software applications to be fluent in complex Excel formulas/functions (including pivot tables) & had an in-depth understanding of Word formatting functions.	1	7.7	7.7	76.9
Provide more courses that concentrate on subjects that pertain specifically to the CPA Exams.	1	7.7	7.7	84.6
Teachers need to go through homework questions in more depth with students.	1	7.7	7.7	92.3
When I went to the Accounting Association, the members did not make me feel welcome at all. They wouldn't answer questions or even acknowledge me. Also, only two professors had a vested interest in students' learning.	1	7.7	7.7	100.0
Total	13	100.0	100.0	

2b. Survey of Employer Intern Evaluations.

Employer Survey via Employer Evaluation of Accounting Interns				
Five point scale 1 poor to 5 exceptional				average
a.	Ability to Learn			4.5
b.	Reading/Writing/Computational Skills			4.9
c.	Listening and Oral Communication Skills			4.2
d.	Creative Thinking/Problem Solving			4.5
e.	Professional and Career Development Skills			5
f.	Interpersonal and Teamwork Skills			5
g.	Organizational Effectiveness Skills			5
h.	Basic Work Habits			5
Grand Mean				4.7625

2C Student Survey

ACCT APR Current Students Frequencies

Prepared by: Institutional Research & Testing, 05/16

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Accounting program chosen	40	0	2.30	2.00	.648
q2 Class standing	40	0	3.48	4.00	.847
q3 How enter major at FSU	40	0	3.43	4.00	1.723
q3a How enter major Other specified	40	0			
q4a Writing skills	32	8	3.34	3.00	.701
q4b Communication skills: Writing	33	7	3.18	3.00	.683
q4c Communication skills: Verbal	33	7	3.06	3.00	.747
q4d Problem solving/Critical thinking skills	35	5	3.11	3.00	.796
q5a Use for statistical or other analysis	34	6	2.85	3.00	1.019
q5b Software MS programs & accounting software	29	11	2.31	2.00	1.039
q5c Internet use	33	7	2.88	3.00	1.083
q5d WebCT use	23	17	1.87	2.00	1.140
q5e Classroom use	34	6	2.74	3.00	1.082
q6a Finance skills and knowledge	36	4	3.00	3.00	.828
q6b Statistical skills and knowledge	33	7	2.97	3.00	.883
q6c Management skills and knowledge	35	5	3.06	3.00	.906
q6d Problem solving skills	37	3	3.03	3.00	.799
q7a Financial Accounting	37	3	3.19	3.00	.877
q7b Managerial Accounting	37	3	3.16	3.00	.958
q7c Tax Accounting	34	6	2.82	3.00	.968
q7d Governmental Accounting	19	21	2.68	3.00	1.157
q7e Accounting Systems	20	20	3.25	3.00	.851
q7f Assurance Services	16	24	2.75	3.00	.856
q8a Overall quality of program	40	0	3.10	3.00	.871

q8b Quality of Accounting faculty	40	0	3.08	3.00	.917
q8c Preparation for a career in accounting	40	0	2.88	3.00	.966
q9 Member of the Ferris Accounting Association	40	0	1.75	2.00	.439
q10_1 Extracurricular activities: Athletics	7	33	1.00	1.00	.000
q10_2 Extracurricular activities: Band	1	39	1.00	1.00	
q10_3 Extracurricular activities: Fraternity	0	40			
q10_4 Extracurricular activities: Sorority	3	37	1.00	1.00	.000
q10_5 Extracurricular activities: Golden Key	0	40			
q10_6 Extracurricular activities: - Red Cross	0	40			
q10_7 Extracurricular activities: Big Brothers/Big Sisters	0	40			
q10_8 Extracurricular activities: Other	9	31	1.00	1.00	.000
q10a Extracurricular activities Other specified	40	0			
q11 Expect your extracurricular activities will help your business career preparation	37	3	1.78	2.00	.750
q12 Completed, or currently participating in, a Cooperative Education or Internship experience	40	0	1.70	2.00	.464
q13 Expect to have a/another Cooperative Education or Internship experience?	39	1	1.62	2.00	.493
q14 Hours of undergrad coursework anticipate having at graduation	40	0			
q15 Anticipate you will obtain at least one graduate degree	38	2	1.32	1.00	.471
q15a_1 Interest: Master of Business Admin (MBA)	10	30	1.00	1.00	.000
q15a_2 Interest: Master of Accountancy (MSA)	16	24	1.00	1.00	.000
q15a_3 Interest: Master of Taxation (MST)	4	36	1.00	1.00	.000
q15a_4 Interest: Law degree (JD, LLB)	1	39	1.00	1.00	
q15_5 Interest: Other	1	39	1.00	1.00	
q15b Interest Other specified	40	0			
sr1 (Seniors only) List 3 strengths of the program	40	0			
sr2 (Seniors only) List 3 improvements for the program	40	0			
sr3 (Seniors only) Accounting courses were MOST beneficial and why	40	0			
sr4 (Seniors only) Accounting courses would you want to change or improve	40	0			
sr5 (Seniors only) Courses outside of accounting were most rewarding and why	40	0			
sr6 (Seniors only) Courses outside of accounting would you want to change or improve	40	0			
q16 Additional comments	40	0			

Frequency Table

q1 Accounting program chosen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate	1	2.5	2.5	2.5
	Bachelors	29	72.5	72.5	75.0
	Dual Accountancy/Finance	7	17.5	17.5	92.5
	Dual Accountancy/CIS	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

q2 Class standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	2	5.0	5.0	5.0
	Sophomore	3	7.5	7.5	12.5
	Junior	9	22.5	22.5	35.0
	Senior	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

q3 How enter major at FSU

		Frequency	Percent	Valid Percent
Valid	As a freshman	8	20.0	20.0
	As a transfer from another college or university (non-degree)	8	20.0	20.0
	With an Associate's degree from FSU	1	2.5	2.5
	With an Associate's degree from another coll/univ	8	20.0	20.0
	From another program at FSU	12	30.0	30.0
	Other, Please Specify	3	7.5	7.5
	Total	40	100.0	100.0

q3 How enter major at FSU

		Cumulative Percent
Valid	As a freshman	20.0
	As a transfer from another college or university (non-degree)	40.0
	With an Associate's degree from FSU	42.5
	With an Associate's degree from another coll/univ	62.5
	From another program at FSU	92.5
	Other, Please Specify	100.0
	Total	

q3a How enter major Other specified

		Frequency	Percent	Valid Percent
Valid		37	92.5	92.5
	Added Accountancy as a second academic major to complete along with my previous degree program.	1	2.5	2.5
	Had BA from Alma College, 1998. Had transfer credits but not enough. Had to take some classes at NMC, but did not receive associates.	1	2.5	2.5
	Went back to school after earning a BA in Music from WMU.	1	2.5	2.5
	Total	40	100.0	100.0

q3a How enter major Other specified

		Cumulative Percent
Valid		92.5
	Added Accountancy as a second academic major to complete along with my previous degree program.	95.0
	Had BA from Alma College, 1998. Had transfer credits but not enough. Had to take some classes at NMC, but did not receive associates.	97.5
	Went back to school after earning a BA in Music from WMU.	100.0
	Total	

q4a Writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.5	3.1	3.1
	Somewhat Dissatisfied	1	2.5	3.1	6.3
	Somewhat Satisfied	16	40.0	50.0	56.3
	Very Satisfied	14	35.0	43.8	100.0
	Total	32	80.0	100.0	
Missing	NA	8	20.0		
Total		40	100.0		

q4b Communication skills: Writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.5	3.0	3.0
	Somewhat Dissatisfied	2	5.0	6.1	9.1
	Somewhat Satisfied	20	50.0	60.6	69.7
	Very Satisfied	10	25.0	30.3	100.0
	Total	33	82.5	100.0	
Missing	NA	7	17.5		
Total		40	100.0		

q4c Communication skills: Verbal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.5	3.0	3.0
	Somewhat Dissatisfied	5	12.5	15.2	18.2
	Somewhat Satisfied	18	45.0	54.5	72.7
	Very Satisfied	9	22.5	27.3	100.0
	Total	33	82.5	100.0	
Missing	NA	7	17.5		
Total		40	100.0		

q4d Problem solving/Critical thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.0	5.7	5.7
	Somewhat Dissatisfied	3	7.5	8.6	14.3
	Somewhat Satisfied	19	47.5	54.3	68.6
	Very Satisfied	11	27.5	31.4	100.0
	Total	35	87.5	100.0	
Missing	NA	5	12.5		
Total		40	100.0		

q5a Use for statistical or other analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.0	6.1	6.1
	Somewhat Dissatisfied	8	20.0	24.2	30.3
	Somewhat Satisfied	13	32.5	39.4	69.7
	Very Satisfied	10	25.0	30.3	100.0
	Total	33	82.5	100.0	
Missing	NA	6	15.0		
	System	1	2.5		
	Total	7	17.5		
Total		40	100.0		

q5b Software MS programs & accounting software

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	15.0	21.4	21.4
	Somewhat Dissatisfied	8	20.0	28.6	50.0
	Somewhat Satisfied	11	27.5	39.3	89.3
	Very Satisfied	3	7.5	10.7	100.0
	Total	28	70.0	100.0	
Missing	NA	11	27.5		
	System	1	2.5		
	Total	12	30.0		
Total		40	100.0		

q5c Internet use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.5	9.4	9.4
	Somewhat Dissatisfied	6	15.0	18.8	28.1
	Somewhat Satisfied	12	30.0	37.5	65.6
	Very Satisfied	11	27.5	34.4	100.0
	Total	32	80.0	100.0	
Missing	NA	7	17.5		
	System	1	2.5		
	Total	8	20.0		
Total		40	100.0		

q5d WebCT use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	6	15.0	30.0	30.0
	Somewhat Dissatisfied	6	15.0	30.0	60.0
	Somewhat Satisfied	7	17.5	35.0	95.0
	Very Satisfied	1	2.5	5.0	100.0
	Total	20	50.0	100.0	
Missing	NA	17	42.5		
	System	3	7.5		
	Total	20	50.0		
Total		40	100.0		

q5e Classroom use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	5	12.5	15.2	15.2
	Somewhat Dissatisfied	4	10.0	12.1	27.3
	Somewhat Satisfied	16	40.0	48.5	75.8
	Very Satisfied	8	20.0	24.2	100.0
	Total	33	82.5	100.0	
Missing	NA	6	15.0		
	System	1	2.5		
	Total	7	17.5		
Total		40	100.0		

q6a Finance skills and knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.5	8.3	8.3
	Somewhat Dissatisfied	3	7.5	8.3	16.7
	Somewhat Satisfied	21	52.5	58.3	75.0
	Very Satisfied	9	22.5	25.0	100.0
	Total	36	90.0	100.0	
Missing	NA	4	10.0		
Total		40	100.0		

q6b Statistical skills and knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.5	9.1	9.1
	Somewhat Dissatisfied	4	10.0	12.1	21.2
	Somewhat Satisfied	17	42.5	51.5	72.7
	Very Satisfied	9	22.5	27.3	100.0
	Total	33	82.5	100.0	
Missing	NA	7	17.5		
Total		40	100.0		

q6c Management skills and knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.0	5.7	5.7
	Somewhat Dissatisfied	7	17.5	20.0	25.7
	Somewhat Satisfied	13	32.5	37.1	62.9
	Very Satisfied	13	32.5	37.1	100.0
	Total	35	87.5	100.0	
Missing	NA	5	12.5		
Total		40	100.0		

q6d Problem solving skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.5	8.1	8.1
	Somewhat Dissatisfied	2	5.0	5.4	13.5
	Somewhat Satisfied	23	57.5	62.2	75.7
	Very Satisfied	9	22.5	24.3	100.0
	Total	37	92.5	100.0	
Missing	NA	3	7.5		
Total		40	100.0		

q7a Financial Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	5.0	5.4	5.4
	Somewhat Dissatisfied	5	12.5	13.5	18.9
	Somewhat Satisfied	14	35.0	37.8	56.8
	Very Satisfied	16	40.0	43.2	100.0
	Total	37	92.5	100.0	
Missing	NA	3	7.5		
Total		40	100.0		

q7b Managerial Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.5	8.1	8.1
	Somewhat Dissatisfied	5	12.5	13.5	21.6
	Somewhat Satisfied	12	30.0	32.4	54.1
	Very Satisfied	17	42.5	45.9	100.0
	Total	37	92.5	100.0	
Missing	NA	3	7.5		
Total		40	100.0		

q7c Tax Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	10.0	11.8	11.8
	Somewhat Dissatisfied	7	17.5	20.6	32.4
	Somewhat Satisfied	14	35.0	41.2	73.5
	Very Satisfied	9	22.5	26.5	100.0
	Total	34	85.0	100.0	
Missing	NA	6	15.0		
Total		40	100.0		

q7d Governmental Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	10.0	21.1	21.1
	Somewhat Dissatisfied	4	10.0	21.1	42.1
	Somewhat Satisfied	5	12.5	26.3	68.4
	Very Satisfied	6	15.0	31.6	100.0
	Total	19	47.5	100.0	
Missing	NA	21	52.5		
Total		40	100.0		

q7e Accounting Systems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.5	5.0	5.0
	Somewhat Dissatisfied	2	5.0	10.0	15.0
	Somewhat Satisfied	8	20.0	40.0	55.0
	Very Satisfied	9	22.5	45.0	100.0
	Total	20	50.0	100.0	
Missing	NA	20	50.0		
Total		40	100.0		

q7f Assurance Services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	2.5	6.3	6.3
	Somewhat Dissatisfied	5	12.5	31.3	37.5
	Somewhat Satisfied	7	17.5	43.8	81.3
	Very Satisfied	3	7.5	18.8	100.0
	Total	16	40.0	100.0	
Missing	NA	24	60.0		
Total		40	100.0		

q8a Overall quality of program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	3	7.5	7.5	7.5
	Somewhat Dissatisfied	4	10.0	10.0	17.5
	Somewhat Satisfied	19	47.5	47.5	65.0
	Very Satisfied	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

q8b Quality of Accounting faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	10.0	10.0	10.0
	Somewhat Dissatisfied	3	7.5	7.5	17.5
	Somewhat Satisfied	19	47.5	47.5	65.0
	Very Satisfied	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

q8c Preparation for a career in accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	4	10.0	10.0	10.0
	Somewhat Dissatisfied	9	22.5	22.5	32.5
	Somewhat Satisfied	15	37.5	37.5	70.0
	Very Satisfied	12	30.0	30.0	100.0
Total		40	100.0	100.0	

q9 Member of the Ferris Accounting Association

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	25.0	25.0	25.0
	No	30	75.0	75.0	100.0
	Total	40	100.0	100.0	

q10 1 Extracurricular activities: Athletics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	7	17.5	100.0	100.0
Missing	Not Selected	33	82.5		
Total		40	100.0		

q10 2 Extracurricular activities: Band

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	1	2.5	100.0	100.0
Missing	Not Selected	39	97.5		
Total		40	100.0		

q10 3 Extracurricular activities: Fraternity

		Frequency	Percent
Missing	Not Selected	40	100.0

q10 4 Extracurricular activities: Sorority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	3	7.5	100.0	100.0
Missing	Not Selected	37	92.5		
Total		40	100.0		

q10_5 Extracurricular activities: Golden Key

		Frequency	Percent
Missing	Not Selected	40	100.0

q10_6 Extracurricular activities: - Red Cross

		Frequency	Percent
Missing	Not Selected	40	100.0

q10_7 Extracurricular activities: Big Brothers/Big Sisters

		Frequency	Percent
Missing	Not Selected	40	100.0

q10_8 Extracurricular activities: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	9	22.5	100.0	100.0
Missing	Not Selected	31	77.5		
Total		40	100.0		

q10a Extracurricular activities Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		31	77.5	77.5	77.5
	College of Business Student Delegates	1	2.5	2.5	80.0
	Formerly part of a religious RSO.	1	2.5	2.5	82.5
	Homecoming, FSUSG, SLAAC, LeaderSHAPE, CLACS Student Development Leadership Program, NSCS	1	2.5	2.5	85.0
	I am the accountant for an RSO and sang in the Ferris Student Choir freshman year. I have also participated in the Big Event in previous years.	1	2.5	2.5	87.5
	Leadership development	1	2.5	2.5	90.0
	NSCS member	1	2.5	2.5	92.5
	SAGC	1	2.5	2.5	95.0
	Statewide student	1	2.5	2.5	97.5
	Student Government	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

q11 Expect your extracurricular activities will help your business career preparation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not helpful at all	15	37.5	40.5	40.5
	Moderately helpful	15	37.5	40.5	81.1
	Very helpful	7	17.5	18.9	100.0
	Total	37	92.5	100.0	
Missing	0	3	7.5		
Total		40	100.0		

q12 Completed, or currently participating in, a Cooperative Education or Internship experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	30.0	30.0	30.0
	No	28	70.0	70.0	100.0
	Total	40	100.0	100.0	

q13 Expect to have a/another Cooperative Education or Internship experience?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	37.5	38.5	38.5
	No	24	60.0	61.5	100.0
	Total	39	97.5	100.0	
Missing	0	1	2.5		
Total		40	100.0		

q14 Hours of undergrad coursework anticipate having at graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	10.0	10.0	10.0
	0	1	2.5	2.5	12.5
	120	4	10.0	10.0	22.5
	125	2	5.0	5.0	27.5
	130	3	7.5	7.5	35.0
	131	1	2.5	2.5	37.5
	133	1	2.5	2.5	40.0
	137	1	2.5	2.5	42.5
	140	1	2.5	2.5	45.0
	145	1	2.5	2.5	47.5
	150	8	20.0	20.0	67.5

	151	1	2.5	2.5	70.0
	155	1	2.5	2.5	72.5
	158	1	2.5	2.5	75.0
	160	2	5.0	5.0	80.0
	165	1	2.5	2.5	82.5
	166	1	2.5	2.5	85.0
	172	2	5.0	5.0	90.0
	175	1	2.5	2.5	92.5
	190	1	2.5	2.5	95.0
	199	1	2.5	2.5	97.5
	73	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

q15 Anticipate you will obtain at least one graduate degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	65.0	68.4	68.4
	No	12	30.0	31.6	100.0
	Total	38	95.0	100.0	
Missing	0	2	5.0		
Total		40	100.0		

q15a 1 Interest: Master of Business Admin (MBA)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	10	25.0	100.0	100.0
Missing	Not Selected	30	75.0		
Total		40	100.0		

q15a 2 Interest: Master of Accountancy (MSA)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	16	40.0	100.0	100.0
Missing	Not Selected	24	60.0		
Total		40	100.0		

q15a 3 Interest: Master of Taxation (MST)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	4	10.0	100.0	100.0
Missing	Not Selected	36	90.0		
Total		40	100.0		

q15a 4 Interest: Law degree (JD, LLB)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	1	2.5	100.0	100.0
Missing	Not Selected	39	97.5		
Total		40	100.0		

q15 5 Interest: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	1	2.5	100.0	100.0
Missing	Not Selected	39	97.5		
Total		40	100.0		

q15b Interest Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		39	97.5	97.5	97.5
	Forensic accounting	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

sr1 (Seniors only) List 3 strengths of the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		24	60.0	60.0	60.0
	1. A lot of different aspects of accounting are covered by individuals with varying backgrounds. 2. Every professor I've had genuinely cares about our success in the program. 3. Classes are generally well thought out and applicable.	1	2.5	2.5	62.5
	1. Covers a broad range of accounting topics. 2. Requires additional business classes to give the student a full systems view of how businesses are run. 3. Teaches all topics required for CPA certification.	1	2.5	2.5	65.0
	1. Has all CPA requirements to sit for the exam included in the program 2. Encourages internships and involvement on campus, love the Discover Accounting event 3. Good advising for what classes to take and in what order to take them.	1	2.5	2.5	67.5

1. I think it is great that you can get your 4 year Bachelor's Degree & be prepared to sit for & pass the CPA exam. When you look at the practice problems for the CPA exam, they are very similar to tests taken here. The program is geared towards the highest value for the lowest cost.	1	2.5	2.5	70.0
1. Well rounded education program. 2. Some excellent instructors who are very knowledgeable and passionate about their field. 3. In class and online opportunity.	1	2.5	2.5	72.5
3 strengths are: Preparation for the CPA exam. Realization of hard work. Focusing on key concepts.	1	2.5	2.5	75.0
Communication with professors	1	2.5	2.5	77.5
Friendly & approachable staff. Knowledgeable staff with experience. Classes are difficult which prepares you for the real world. I have had multiple internships that have tested my knowledge, fortunately I was sufficiently prepared by FSU's faculty.	1	2.5	2.5	80.0
Good classes. Knowledgeable faculty. Traverse City extension is convenient.	1	2.5	2.5	82.5
I'm not sure what this question is asking.	1	2.5	2.5	85.0
Intermediate Accounting was rigorous. Offers all courses necessary to sit for CPA . Majority of faculty available and willing to help outside of class.	1	2.5	2.5	87.5
Online classes	1	2.5	2.5	90.0
The accounting faculty at SMC has been incredibly supportive. Many courses are offered online, & the evenings and summer, which helps when I have to work during the day. The program is regularly reviewed & improved based on information from students,	1	2.5	2.5	92.5
The classes are a joke, the teachers sit on their high horse. They sit there and hand out answers with no explanations behind those answers. Questions about sections are avoided & then they wonder why the exam grades are so low. If you want to learn you have to do it on your own as the lectures I've had over the last year are a joke.	1	2.5	2.5	95.0
The courses cover many segments of accounting. The courses are quite comprehensive. The courses will help prepare me for the CPA exam.	1	2.5	2.5	97.5

	The program gives a lot real life examples, and the professors have generally practiced what they teach. Most of the time the professors do all they can do to help you succeed.	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

sr2 (Seniors only) List 3 improvements for the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		26	65.0	65.0	65.0
	1. Excel & QuickBooks advanced classes should be required. If not a separate class, then it should be tagged onto Systems. 2. Having more Accounting events & bringing more accounting employers to the career fair. 3. A great idea would be to develop some sort of partnership with local businesses, where students interested in working 10-15 hrs per week could help run their books, or do other work. It would help the businesses & give experience to the students.	1	2.5	2.5	67.5
	1. Make more students aware that it is possible to get 150 credits in 4 years. 2. Require internships. 3. Get more involvement in the Accounting Association.	1	2.5	2.5	70.0
	1. Many starting accounting positions require employees to be experienced with accounting software and to be very proficient with Microsoft Excel. The accountancy program courses don't do much to provide these skills to students, especially with computerized accounting being only an elective course. 2. There is too much tax material to fit in just two classes. Those should probably be broken up to give students more exposure the material. This will help us to retain more of what we learn as well. 3. Much of the material covered in ACCT 321 is not relevant to Managerial Accounting strategic decision making.	1	2.5	2.5	72.5

1. Professors in Traverse City consistently cancel more classes than they keep. I'd rather learn the material now than on the job. 2. Ensure Traverse City professors are sticking to the intended curriculum-several teach what they consider to be important which doesn't appear to match the intended goals of the class.3. Offer more online options so students don't have to take 6 hours of class after a day of work-by my second class I know I'm not retaining anything.	1	2.5	2.5	75.0
1. You need more online classes. 2. Different students have different ways of learning but some classes are only taught one way by one teacher & this is not sufficient or beneficial to some students. 3. Please stop teaching accounting classes without the benefit of an online resource such as Connect or Cengage. Those resources are invaluable.	1	2.5	2.5	77.5
3 improvements include: More CPA prep questions and study guides. Focus more on what accountants do in the real world. Hire new staff to maybe get a new perspective on the profession.	1	2.5	2.5	80.0
Better advisors.	1	2.5	2.5	82.5
Emphasis on pushing internships. Better outside preparation for different accounting exams . More mock interviewing skills	1	2.5	2.5	85.0
Get better teachers. Don't use canned programs through the textbook websites. Try teaching instead of reading powerpoints	1	2.5	2.5	87.5
I wish that classes were offered in-seat as well as online; some courses were only offered online & I don't learn well in those types of courses, so I wish I'd had more options. I wish more accounting electives were offered through SMC. Registration opens in the middle of the semester for the following year, but I'm unable to register for anything because the courses in which I'm enrolled are prerequisites, so that can be annoying.	1	2.5	2.5	90.0
Maybe replace some of the general education & program requirements with more useful classes. Example small group decisions a with hands on accounting software class	1	2.5	2.5	92.5
Split Auditing into two classes. Get rid of extra useless business classes where you don't learn anything. Ex. ISYS 321, MATH 122, ISYS 105, BUSN 499	1	2.5	2.5	95.0

There is a lot of assuming that students should know certain things from previous classes and if you do not know then they will now take the time explain it.	1	2.5	2.5	97.5
Use care to assign faculty to teach classes in their specific area of expertise. Use more computer programs as part of the coursework. Make an internship a requirement - develop a network of employers to make this possible.	1	2.5	2.5	100.0
Total	40	100.0	100.0	

sr3 (Seniors only) Accounting courses were MOST beneficial and why

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	57.5	57.5	57.5
201: I had a great prof who helped me get a good foundation in accounting & peaked my interest in accounting. 310: good real life examples 341: Loved doing the mock audit because it showed me a little bit about what it would be like to be an actual auditor.	1	2.5	2.5	60.0
ACCT 202/201 because these paved the way for the rest of the accounting courses.	1	2.5	2.5	62.5
ACCT350: There is an incredible amount of personal application. ACCT310/312: Introduced many of the topics used in ACCT412.	1	2.5	2.5	65.0
ACCT450 - Dr.Bajor is the absolute best	1	2.5	2.5	67.5
All of my accounting courses were very beneficial to me because I'm studying to be a CPA.	1	2.5	2.5	70.0
All the accounting classes were beneficial. I actually learned things that I will be using in my future career.	1	2.5	2.5	72.5
Both Tax and both Intermediate courses. They will be used most in practice.	1	2.5	2.5	75.0
Individual and Corporate tax, governmental and not for profit. These were the most interesting. Advanced Financial Accounting Part 2 - I felt I learned more in this class than any other financial accounting class	1	2.5	2.5	77.5

Intermediate 1 & 2 were extremely beneficial as they provide the logic, reasoning, & background for what accounting is & how we record transactions. It was a tough class, but for those who put the effort in, they learned a lot. Cost Accounting: This class really brought everything from Managerial Accounting together & it made sense. Most accountants end up in private industry, so these classes are important to have. Governmental was also a great class to see how & why we account for Governmental & NFP organizations the way we do.	1	2.5	2.5	80.0
Intermediate accounting I and II were extremely helpful and full of information that I've used in my internship since.	1	2.5	2.5	82.5
Intermediate Accounting: I expect it to be helpful in passing the CPA. Governmental Accounting: I learned a specific area of accounting that is likely to help in my career. Forensic Accounting: Taught me about several areas of specialization that may lead to more interesting career possibilities. Auditing: Provided me with a relevant real-life project.	1	2.5	2.5	85.0
Managerial accounting is the most common careers direction especially in Michigan. Systems was important because it shows you how to use accounting in the real world.	1	2.5	2.5	87.5
None. The only thing I learned how to do was memorize a lot of information only to forget it in order to memorize new information for the next test.	1	2.5	2.5	90.0
One of the most beneficial accounting classes I had was Accounting Theory. Our whole degree is based around numbers & the technical steps we have take. It was good to learn where our degree comes from & the governing things behind it. Another one was Systems, it allowed us to see first hand what an accounting software looks like & how it works. This was helpful so we atleast have some idea what we are getting into when we actually go to work.	1	2.5	2.5	92.5
Probably the tax classes ... I was able to use one semester of individual tax to get a part time tax job this spring.	1	2.5	2.5	95.0

The accounting courses most beneficial were intermediate accounting, governmental accounting & cost accounting because they focused on the key areas I want to go into as I move on. I thought they were taught in a proficient manner & I happy with the dedication and work involved. I realize accounting is not easy and is a lot of work.	1	2.5	2.5	97.5
The online classes I took were the most beneficial to me. I'm not a person who learns by listening to someone read the book to me or present me with slides I can read for myself. I need to read the material & dig into it for myself, hands-on. Once I have it solidified it in my head in the order it is easiest for me to reference, it is very much not beneficial to have an instructor rearrange my thoughts with a different version.	1	2.5	2.5	100.0
Total	40	100.0	100.0	

sr4 (Seniors only) Accounting courses would you want to change or improve

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	65.0	65.0	65.0
412: I did not learn anything this semester & felt that the prof didn't care about the class & didn't care about us learning . 450: it was hard to get all of the information down in just one semester.	1	2.5	2.5	67.5
ACCT 310/312. ACCT Governmental . ACCT Systems each of the teaching styles of these courses needs improvement.	1	2.5	2.5	70.0
ACCT321: The course concepts and objectives need to be re-written. The material was incredibly dry & unnecessarily overly complicated due to the teacher using needlessly complex terms for simple concepts. Also, almost none of the material was relevant to making managerial accounting decisions. ACCT 350/450: These courses really should be split up into additional classes. There is simply too much content to cover in a single semester. This causes the course to feel very rushed & it's impossible to retain everything learned in the class.	1	2.5	2.5	72.5

Advanced accounting 1&2 were taught without using an online resource. The books used, had spreadsheets at the end of the chapters to reference material throughout the chapters. I had to rip my book apart so I could see the spreadsheets while I read. I ended up simply memorizing information long enough to take the tests and get a good grade but have retained none of the information I should have learned. To me, that is very disappointing because, not only do I need that information for my career, I paid a lot of money for nothing. I hear that Jane Zlojutro will now be teaching those classes. That is the BEST change you could have made. She is amazing. Governmental accounting was also taught without an online resource and that is one of the most twisted classes I've taken. How is anyone supposed to remember these things without proper practice?	1	2.5	2.5	75.0
Advanced Accounting: Assign a professor with expertise in the subject matter! Government Accounting: A field trip to the local government offices could have really made this particular class 'come alive'. Individual Taxation: Move quicker toward applying the theories by providing more opportunities to prepare various tax forms and returns.	1	2.5	2.5	77.5
All of them. Instead of giving answers give lectures on how to find those answers.	1	2.5	2.5	80.0
All of them. The professors are not helpful. I have to teach myself or learn from other students.	1	2.5	2.5	82.5
Business Law - commercial paper and secure transactions. Required for an accounting degree but doesn't seem to relate much at all.	1	2.5	2.5	85.0
I would change the tax classes and systems and controls because it could have been explained better and more organized. I realize that tax is a very broad subject to focus on. However, the teaching needs to be better in order for students to learn better.	1	2.5	2.5	87.5

One class I would improve is the intermediate courses. I feel that it is a lot of material to go through in a short amount of time. I feel as though in that class a lot of time is spent on going over the homework. This being said if we kept the same 2day a week 75 minute class period but did electronic homework then there would be more in class time to actually cover material. This would allow some topics more time and explanation when needed. I feel as though this would allow students to have more understanding of the material.	1	2.5	2.5	90.0
Overall I am happy with my education experience.	1	2.5	2.5	92.5
The idea was floated about having Systems & Auditing do a joint project with the not-for-profits that the students in Auditing currently do. I think this would be a good idea. Adding some advanced Excel skills, maybe even if it was for 2 or 3 weeks would be beneficial. The project in Systems & Governmental does help, though.	1	2.5	2.5	95.0
The structure of both Advanced courses is really difficult	1	2.5	2.5	97.5
The tax courses (both individual and corporate) were very information-heavy and difficult to follow. They may be better as 4 credit courses that meet more often during the week rather than dumping information in 3 hours, 1 night a week.	1	2.5	2.5	100.0
Total	40	100.0	100.0	

sr5 (Seniors only) Courses outside of accounting were most rewarding and why

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	65.0	65.0	65.0
441: I am going to be an auditor after I graduate and this gave me the knowledge I needed to feel confident about choosing that career path	1	2.5	2.5	67.5
ACCT201 because it helped me to be encouraged that I choice a good major.	1	2.5	2.5	70.0
BLAW321: Hard skills and knowledge that is useful.	1	2.5	2.5	72.5
Business Law 390 is a useful, functional view of applying law to business situations, and it was an enjoyable class.	1	2.5	2.5	75.0

Business law because the professor actually taught and I learned things that I can apply to the real world. We weren't given a canned program that had to be completed online. We actually talked about the material in class.	1	2.5	2.5	77.5
Business writing was very rewarding; the writing tips and techniques I learned in that course have stuck with me since, and I know I sound more professional because of it. Finite Mathematics (Math for Business?) provided a lot of information about using excel, which I've put to use in my internship.	1	2.5	2.5	80.0
Finance with Professor Nazar was a valuable experience, she is an awesome teacher with a ton of knowledge.	1	2.5	2.5	82.5
Human Resources: it actually shed a lot of light on employer-employee relations.	1	2.5	2.5	85.0
I am currently taking an advanced business writing course. I am not a writer & don't wish to do a lot of it in my career but it seems I likely will. My instructor is very tough on grades but I am used to sliding by with my current writing skills. He has challenged me and pushed me to become better and I am thankful for it. I have completed many things I have never tried before.	1	2.5	2.5	87.5
I really enjoyed the BUSN499 Capstone class. The simulation game brought everything that we learned together. MGMT 370 was also a great class where i got experience giving presentations about our company we were running & having to explain where & how we got the numbers. COMM336 also stretched me out of my comfort zone with regards to giving presentations. I took it for that reason. I did well in the class & learned great exercises & tips for delivering professional presentations.	1	2.5	2.5	90.0
I took only a few non accounting classes at Ferris and they were all peg ram specific general education requirements. Mostly these classes were not useful to me.	1	2.5	2.5	92.5

I took several Criminal Justice classes. The subject matter was VERY different from accounting; the 'people oriented' focus of the subject matter provided an important balance for me.	1	2.5	2.5	95.0
MGMT370: This course introduced many important strategies & concepts regarding operations and managerial decision making. This class introduced most of the concepts that I dealt with during my internship, and again in ACCT321. FINC322: This course introduces many important financial topics for both business & personal application. SPAN201,202,301, 302: I am pursuing a Spanish Minor & I just really enjoy the subject and the courses.	1	2.5	2.5	97.5
The classes outside accounting were my finance courses. I enjoyed the dual approach in learning different material that had close ties with accounting. It is also something I did in my internship and I enjoy putting the puzzle pieces together like that.	1	2.5	2.5	100.0
Total	40	100.0	100.0	

sr6 (Seniors only) Courses outside of accounting would you want to change or improve

	Frequency	Percent	Valid Percent	
Valid	29	72.5	72.5	
412: new professor please	1	2.5	2.5	
Can't think of any; I've had great luck with other classes.	1	2.5	2.5	
I feel as though that the ISYS class should focus more on the accounting side of computers, it should almost be an indepth excel class. As it currently stands I do not feel as though the ISYS321 class does not really offer anything substantially helpful in the business world.	1	2.5	2.5	
Introduction to Finance did not work very well as a hybrid summer course. It was very confusing.	1	2.5	2.5	
ISYS100 or the very basic Microsoft class, I don't remember the exact class name. It needs to be much more advanced. The only new thing I had learned in that class was in the last 2 weeks. Instead of allowing students to test out, make it more advanced.	1	2.5	2.5	

ISYS321 was basically irrelevant to accounting (at least the section that I took). MATH122 needs to be updated to use modern technology. I don't think anybody would do those calculations by hand in an actual business setting.	1	2.5	2.5	
MGMT301,302,373,447, 492: I really did not learn anything related to business operations in these courses. It was all common sense knowledge and not really worth the time or money.	1	2.5	2.5	
N/A	1	2.5	2.5	
Please offer more online courses.	1	2.5	2.5	
The English classes. I don't want to be paying money to take grammar quizzes.	1	2.5	2.5	
There is some like the general education classes which are meaningless towards the major. If I could change it, general education classes should be not hard but something that relates to accounting or finance.	1	2.5	2.5	
Total	40	100.0	100.0	

sr6 (Seniors only) Courses outside of accounting would you want to change or improve

		Cumulative Percent
Valid		72.5
	412: new professor please	75.0
	Can't think of any; I've had great luck with other classes.	77.5
	I feel as though that the ISYS class should focus more on the accounting side of computers, it should almost be an indepth excel class. As it currently stands I do not feel as though the ISYS321 class does not really offer anything substantially helpful in the business world.	80.0
	Introduction to Finance did not work very well as a hybrid summer course. It was very confusing.	82.5
	ISYS100 or the very basic Microsoft class, I don't remember the exact class name. It needs to be much more advanced. The only new thing I had learned in that class was in the last 2 weeks. Instead of allowing students to test out, make it more advanced.	85.0
	ISYS321 was basically irrelevant to accounting (at least the section that I took). MATH122 needs to be updated to use modern technology. I don't think anybody would do those calculations by hand in an actual business setting.	87.5
	MGMT301,302,373,447, 492: I really did not learn anything related to business operations in these courses. It was all common sense knowledge and not really worth the time or money.	90.0
	N/A	92.5

	Please offer more online courses.	95.0
	The English classes. I don't want to be paying money to take grammar quizzes.	97.5
	There is some like the general education classes which are meaningless towards the major. If I could change it, general education classes should be not hard but something that relates to accounting or finance.	100.0
	Total	

q16 Additional comments

		Frequency	Percent	Valid Percent	
Valid		31	77.5	77.5	
	Although some business professors may know their subject matter, they need to learn how to actually teach students so they can better understand it. I found the professors to lack the necessary understanding of educational practices that are useful to help students make the necessary connections to learn the material.	1	2.5	2.5	
	Faculty is very knowledgeable and intelligent.	1	2.5	2.5	
	In my experience with the computer side of business, I really wish that as part of learning about excel, word, and power point, that access was also included.	1	2.5	2.5	
	It is a great program.	1	2.5	2.5	
	N/A	2	5.0	5.0	
	None.	1	2.5	2.5	
	Seriously, look at the professor attendance in Traverse City. The professors cancel more classes than they teach. It's frustrating to spend so much money for an A that means nothing because we weren't in class long enough to learn a thing.	1	2.5	2.5	

The University needs to work on employer relations & foster more interest in Ferris grads. The amount of employers attending career fairs & the COB fair was highly disappointing. If your a grad & want to work on GR, then you are set. If you are a grad, and want to work in larger cities or out if the state, Ferries does not excel in creating those opportunities or making known if they already exist. Overall, the program should be measured in post-college placements among grads. As far as I know, the Big Four do not necessary convent Ferris grads.	1	2.5	2.5	
Total	40	100.0	100.0	

q16 Additional comments

		Cumulative Percent
Valid		77.5
	Although some business professors may know their subject matter, they need to learn how to actually teach students so they can better understand it. I found the professors to lack the necessary understanding of educational practices that are useful to help students make the necessary connections to learn the material.	80.0
	Faculty is very knowledgeable and intelligent.	82.5
	In my experience with the computer side of business, I really wish that as part of learning about excel, word, and power point, that access was also included.	85.0
	It is a great program.	87.5
	N/A	92.5
	None.	95.0
	Seriously, look at the professor attendance in Traverse City. The professors cancel more classes then they teach. It's frustrating to spend so much money for an A that means nothing because we weren't in class long enough to learn a thing.	97.5
	The University needs to work on employer relations & foster more interest in Ferris grads. The amount of employers attending career fairs & the COB fair was highly disappointing. If your a grad & want to work on GR, then you are set. If you are a grad, and want to work in larger cities or out if the state, Ferries does not excel in creating those opportunities or making known if they already exist. Overall, the program should be measured in post-college placements among grads. As far as I know, the Big Four do not necessary convent Ferris grads.	100.0
	Total	

2D Faculty Survey

ACCT APR Faculty Frequencies

Prepared by: Institutional Research & Testing, 05/16

Statistics

	N		Mean	Median	
	Valid	Missing			
q1 Perceived value of the Accountancy program to COB	15	0	1.13	1.00	
q2 Perception of academic preparation of grads in Accountancy	15	0	1.67	2.00	
q3 Perception of the courses required for Accountancy majors	15	0	1.47	1.00	
q4 Perception of courses required for Accountancy/Finance majors	12	3	1.33	1.00	
q5 Perception of the Accountancy faculty regarding communications, requests or suggestions	13	2	1.54	1.00	
q6 Perception regarding adequacy of facilities & equipment to meet instructional needs	12	3	1.92	2.00	
q7 Perception of quality & composition of Accountancy faculty	14	1	1.79	2.00	
q8_1 Strength: Curriculum uniqueness	4	11	1.00	1.00	
q8_2 Strength: Curriculum diversity	4	11	1.00	1.00	
q8_3 Strength: Curriculum flexibility	2	13	1.00	1.00	
q8_4 Strength: Ability to incorporate current industry needs into the curriculum	9	6	1.00	1.00	
q8_5 Strength: Faculty expertise	11	4	1.00	1.00	
q8_6 Strength: Educational rigor	8	7	1.00	1.00	
q8_7 Strength: Balanced emphasis on key accountancy sub-disciplines	3	12	1.00	1.00	
q8_8 Strength: Other, Please Specify	2	13	1.00	1.00	
q8a Strength: Other specified	15	0			
q9 Accountancy program be improved	15	0			
q10 Additional suggestions	15	0			
q11 Department	15	0			
q12 How long teaching at FSU	15	0			

Statistics

	Std. Deviation
q1 Perceived value of the Accountancy program to COB	.352
q2 Perception of academic preparation of grads in Accountancy	.617
q3 Perception of the courses required for Accountancy majors	.516
q4 Perception of courses required for Accountancy/Finance majors	.492
q5 Perception of the Accountancy faculty regarding communications, requests or suggestions	.660
q6 Perception regarding adequacy of facilities & equipment to meet instructional needs	.793
q7 Perception of quality & composition of Accountancy faculty	.699
q8_1 Strength: Curriculum uniqueness	.000
q8_2 Strength: Curriculum diversity	.000
q8_3 Strength: Curriculum flexibility	.000
q8_4 Strength: Ability to incorporate current industry needs into the curriculum	.000
q8_5 Strength: Faculty expertise	.000
q8_6 Strength: Educational rigor	.000
q8_7 Strength: Balanced emphasis on key accountancy sub-disciplines	.000
q8_8 Strength: Other, Please Specify	.000
q8a Strength: Other specified	
q9 Accountancy program be improved	
q10 Additional suggestions	
q11 Department	
q12 How long teaching at FSU	

Frequency Table

q1 Perceived value of the Accountancy program to COB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beneficial	13	86.7	86.7	86.7
	4	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

q2 Perception of academic preparation of grads in Accountancy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Well Prepared	6	40.0	40.0	40.0
	4	8	53.3	53.3	93.3
	3	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

q3 Perception of the courses required for Accountancy majors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	53.3	53.3	53.3
	4	7	46.7	46.7	100.0
	Total	15	100.0	100.0	

q4 Perception of courses required for Accountancy/Finance majors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	53.3	66.7	66.7
	4	4	26.7	33.3	100.0
	Total	12	80.0	100.0	
Missing	System	3	20.0		
Total		15	100.0		

q5 Perception of the Accountancy faculty regarding communications, requests or suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Responsive	7	46.7	53.8	53.8
	4	5	33.3	38.5	92.3
	3	1	6.7	7.7	100.0
	Total	13	86.7	100.0	
Missing	System	2	13.3		
Total		15	100.0		

q6 Perception regarding adequacy of facilities & equipment to meet instructional needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	4	26.7	33.3	33.3
	4	5	33.3	41.7	75.0
	3	3	20.0	25.0	100.0
	Total	12	80.0	100.0	
Missing	System	3	20.0		
Total		15	100.0		

q7 Perception of quality & composition of Accountancy faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	33.3	35.7	35.7
	4	7	46.7	50.0	85.7
	3	2	13.3	14.3	100.0
	Total	14	93.3	100.0	
Missing	System	1	6.7		
Total		15	100.0		

q8 1 Strength: Curriculum uniqueness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	4	26.7	100.0	100.0
Missing	Not Selected	11	73.3		
Total		15	100.0		

q8 2 Strength: Curriculum diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	4	26.7	100.0	100.0
Missing	Not Selected	11	73.3		
Total		15	100.0		

q8 3 Strength: Curriculum flexibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	2	13.3	100.0	100.0
Missing	Not Selected	13	86.7		
Total		15	100.0		

q8_4 Strength: Ability to incorporate current industry needs into the curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	9	60.0	100.0	100.0
Missing	Not Selected	6	40.0		
Total		15	100.0		

q8 5 Strength: Faculty expertise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	11	73.3	100.0	100.0
Missing	Not Selected	4	26.7		
Total		15	100.0		

q8 6 Strength: Educational rigor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	8	53.3	100.0	100.0
Missing	Not Selected	7	46.7		
Total		15	100.0		

q8 7 Strength: Balanced emphasis on key accountancy sub-disciplines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	3	20.0	100.0	100.0
Missing	Not Selected	12	80.0		
Total		15	100.0		

q8 8 Strength: Other, Please Specify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Selected	2	13.3	100.0	100.0
Missing	Not Selected	13	86.7		
Total		15	100.0		

q8a Strength: Other specified

		Frequency	Percent	Valid Percent	
Valid		13	86.7	86.7	
	All faculty have practical experience in the field.	1	6.7	6.7	
	Dual degree Accountancy/Finance.	1	6.7	6.7	
Total		15	100.0	100.0	

q8a Strength: Other specified

		Cumulative Percent
Valid		86.7
	All faculty have practical experience in the field.	93.3
	Dual degree Accountancy/Finance.	100.0
Total		

q9 Accountancy program be improved

		Frequency	Percent	Valid Percent	
Valid		12	80.0	80.0	
	More accounting electives.	1	6.7	6.7	
	More Excel spreadsheet training/use in the curriculum.	1	6.7	6.7	
	The accountancy program needs another faculty member. It is burdened by additional demands from the MBA program which will utilize 3/4 of a new faculty member.	1	6.7	6.7	
	Total	15	100.0	100.0	

q9 Accountancy program be improved

		Cumulative Percent
Valid		80.0
	More accounting electives.	86.7
	More Excel spreadsheet training/use in the curriculum.	93.3
	The accountancy program needs another faculty member. It is burdened by additional demands from the MBA program which will utilize 3/4 of a new faculty member.	100.0
	Total	

q10 Additional suggestions

		Frequency	Percent	Valid Percent	
Valid		11	73.3	73.3	
	Couldn't answer questions five and six, as there's no provision for 'Don't Know.'	1	6.7	6.7	
	I don't see any major issue about the Accountancy program as it is. Just keep up the good work.	1	6.7	6.7	
	Offer the Accountancy/Finance program in Grand Rapids. The Accountancy program is already offered there and the business program.	1	6.7	6.7	

<p>The people in the Timme Center have stated time and time again how wonderful a tool the APR happens to be. I am convinced that none of them have ever been exposed to this useless process. Take this survey for instance. It assumes that I know what is going on in the accounting program. I have my own program which keeps me very busy. I see the accounting faculty in the halls on occasion. Outside of that I have NO expertise in accounting. I have NO knowledge of what transpires in their classrooms or how their students fair in the marketplace. This survey is a waste of my time. The APR is a waste of the accounting department's time. Unlike the liberal arts on the north end of campus, the COB is actually interested in teaching our students things about how the world works. We do not have courses ostensibly about "weighty matters" (see the convoluted terms used in the general education requirements) which consist of bashing anything and everything practical. From the COB it appears that the main reason for a 40% gen ed requirement is full employment for the otherwise unemployable. If these people are going to take student tuition dollars the students ought to receive value for their money, instead of the desultory philippics and political screeds that constitute general education today. I may not know what is going on in the accounting program. I have many advisees all of whom have little good to say about what happens on the North end of campus. What sort of a miscreant takes borrowed money from 18 year olds in exchange for political hate speech unrelated to the advertised content of the course?</p>	1	6.7	6.7	
Total	15	100.0	100.0	

q10 Additional suggestions

		Cumulative Percent
Valid		73.3
	Couldn't answer questions five and six, as there's no provision for 'Don't Know.'	80.0
	I don't see any major issue about the Accountancy program as it is. Just keep up the good work.	86.7

	Offer the Accountancy/Finance program in Grand Rapids. The Accountancy program is already offered there and the business program.	93.3
	The people in the Timme Center have stated time and time again how wonderful a tool the APR happens to be. I am convinced that none of them have ever been exposed to this useless process. Take this survey for instance. It assumes that I know what is going on in the accounting program. I have my own program which keeps me very busy. I see the accounting faculty in the halls on occasion. Outside of that I have NO expertise in accounting. I have NO knowledge of what transpires in their classrooms or how their students fair in the marketplace. This survey is a waste of my time. The APR is a waste of the accounting department's time. Unlike the liberal arts on the north end of campus, the COB is actually interested in teaching our students things about how the world works. We do not have courses ostensibly about "weighty matters" (see the convoluted terms used in the general education requirements) which consist of bashing anything and everything practical. From the COB it appears that the main reason for a 40% gen ed requirement is full employment for the otherwise unemployable. If these people are going to take student tuition dollars the students ought to receive value for their money, instead of the desultory philippics and political screeds that constitute general education today. I may not know what is going on in the accounting program. I have many advisees all of whom have little good to say about what happens on the North end of campus. What sort of a miscreant takes borrowed money from 18 year olds in exchange for political hate speech unrelated to the advertised content of the course?	100.0
	Total	

q11 Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	26.7	26.7	26.7
	a business department	1	6.7	6.7	33.3
	AFIS	7	46.7	46.7	80.0
	Marketing	3	20.0	20.0	100.0
	Total	15	100.0	100.0	

q12 How long teaching at FSU

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	26.7	26.7	26.7
10+ years	1	6.7	6.7	33.3
14 years	1	6.7	6.7	40.0
17	1	6.7	6.7	46.7
21 years	1	6.7	6.7	53.3
26 years	1	6.7	6.7	60.0
29 years	1	6.7	6.7	66.7
30+	1	6.7	6.7	73.3
4 years	2	13.3	13.3	86.7
8 years	1	6.7	6.7	93.3
Many years.	1	6.7	6.7	100.0
Total	15	100.0	100.0	

**2E. Advisory Board Minutes 2013-2015 years
2013**

**FERRIS STATE UNIVERSITY COLLEGE OF BUSINESS
ACCOUNTANCY, FINANCE & INFORMATION SYSTEMS (AFIS)
Accountancy Program Advisory Board Meeting
MINUTES**

October 18, 2013

PRESENT: •*Advisory Board members:* Kristy Brown, Brandi Clark, Steve Gerschoffer, Justin Gruber, Krista Helder, Kurt Kramer, Teresa McKay (via telephone), Richard Noreen, Alan Schefke, Floyd Schmitzer, Renee Sorrels, Scott Strong, Madonna Williams. •*Accounting Association officers:* Josh Demarrs (president), Christie Kothenbeutel (vice president), Mike Olaki treasurer), Joe Bauer (secretary), Taylor Rose (community service), Ashley Gu (public relations) •*Accountancy faculty:* Larry Bajor, Jean Inabinett, Steve Jakubowski, Phil Kohn •*Additional:* Dave Nicol – College of Business Dean, Darlene Waring – AFIS Department secretary

I. WELCOME/INTRODUCTIONS *Larry Bajor, Accountancy professor*

II. COLLEGE OF BUSINESS STATUS *Dave Nicol, Dean* •*Enrollment Status* -University: Decline in credit hours (students are taking less classes). There was also a two million budget loss. -College of Business: Growth in off-campus and online student credit hours and head count. -The economy and cost of education is effecting enrollment dramatically. Seventeen percent of the university funding comes from the state. The burden of the remaining cost is transferred to students, with yearly tuition fees totaling approximately \$23,000. Any student fees are “rolled into” tuition. Ferris doesn’t have endowment resources other colleges have. We need to find a way to reduce student indebtedness. Students need to be educated regarding financial realities. The financial aid office recognizes 12 credit hours (4 classes) as qualifying for full-time student status. The reality is that if students don’t take classes during summer semester or take 5 classes instead of 4, they won’t graduate in 4 years...it will take 5 years. -Pell grants were taken away for summer semester. Students are now having difficulty covering the cost of attending classes during summer semester. -With less money coming from the state, student indebtedness has increased. - “Dumming down” the curriculum **is not** an option for increasing graduation rates. -Over 500 bachelor degrees were awarded for COB programs in 2013. Fifty two percent of students that graduated were FTIACs (first time college students). The remainder were transfer students.

III. INTERNSHIPS – Paul Kwant – College of Business internship coordinator -The job fair held on campus recently was well attended, with well over 1,000 students attending. -Current goal is to create international and virtual

internships. -Students aren't placed into internships. Instead, they're expected to seek out internship positions among a pool of businesses provided to them, and use the opportunity to gain experience in applying for a job. - The trend is for colleges to require internships. -Advisory board members can be important partners with internship connections and opportunities.

IV. ACCOUNTING ASSOCIATION (registered student organization for accounting majors) Josh Demarrs (president), Christie Kothenbeutel (vice president), Mike Olaki (treasurer), Joe Bauer (secretary), Taylor Rose (community service), Ashley Gu (public relations) -The goal for this year's board of officers is to run the association in a more professional manner. The board gives a report at each meeting, roll call is conducted, active membership is stressed, and eight hours of community service is required. -Meetings are held twice a month. -Activities include an annual banquet, career fair and conference attendance. *Advisory board comments:* -Contact Renee Sorrels if searching for an additional resource for activities to satisfy minimum community service hours. -Contact Floyd Schmitzer for assistance with VITA presentations. He's interested in conducting presentations and training sessions. -Stress the importance of improving business writing/communication/public speaking skills. Offer opportunities for doing so.

2014

**FERRIS STATE UNIVERSITY COLLEGE OF BUSINESS
ACCOUNTANCY, FINANCE & INFORMATION SYSTEMS (AFIS)
Accountancy Program Advisory Board Meeting
MINUTES October 24, 2014**

PRESENT: •*Advisory Board members:* Krista Helder, Kurt Kramer, Jim Neubecker, Richard Noreen, Alan Schefke, Renee Sorrels, Scott Strong, Steve Vernon, Jim Wittenbach. •*Accountancy program faculty:* Larry Bajor, Teresa Cook, Jean Inabinett. •*Accounting Association Officers:* Tayler Rodes-President, Benjamin Brackett-Vice President, Stephanie Evans- Secretary, Zachary Bartholomy-Treasurer, Megan Brockett-Public Relations. •*Additional Attendees:* Dave Nicol-College of Business Dean, Paul Kwant-College of Business Internship Coordinator, Darlene Waring-AFIS Department Secretary.

WELCOME AND INTRODUCTIONS

COLLEGE OF BUSINESS STATUS – Dave Nicol, College of Business Dean -The number of high school graduates has decreased for the last two or three years. This trend is projected to continue for the next seven years. As the competition to draw students to universities continues, Ferris must have distinctiveness in programs and curriculums, in addition to including meaningful added value. Contributions and input from advisory board members regarding the changing needs of the workplace can assist us with doing this. -Enrollment: University enrollment is down slightly (less than one percent). The College of Business has experienced a decline in "head count", but an increase in terms of student credit hours (student credit hours determine incoming funds). -Budget: One of the challenges we're facing is accomplishing more with less funding. We've had eight consecutive years of budget cuts. Over the last ten years, enrollment has increased by 25%, and there hasn't been a corresponding addition of faculty to teach the extra students. There's been a slight increase in class section size that equates to a savings of about two million dollars a year as far as overhead. -Delivery modes: Ten percent of courses are offered fully online. We don't embrace fully online programs, but can't take all courses to the off-campus locations (27% of students are off-campus, i.e. don't attend classes at the Big Rapids campus). We want to cater to the needs of our students, but don't want to "dummy down" our degrees in the process. -Technology: The use of technology in classrooms enhances learning, but is also an added expense. -International students: Within the last few years, the number of international students has increased from between 150 and 160 to approximately 500. -Tuition: In the last three years, tuition increases have been two to three percent. Students are graduating with a fair amount of debt (roughly three quarters of them have an average debt of approximately \$37,000). We're working with processes to help students understand how their actions can influence their success with completing a degree (i.e. – for *financial aid purposes*, 12 credit hours is considered full-time status; however, students *can't* finish a degree in four years if they're only taking 12 credits per semester). Taking 15 credits during Fall and Spring semester or taking a couple of classes during the Summer semester in addition to 12 credits during Fall and Spring semesters are required in order to graduate in 4 years. Online courses can be completed while doing an internship. Students need to understand that re-taking classes, changing programs, etc. will delay graduation. Questions/Comments -Q: What are orientation counselors telling students when they come in? A: Some students are being encouraged to take 12 credits coming into Ferris. Comment: Let students know financially how much it will cost them and if they don't take more than 12 credits per semester. The added expense will include interest on their loan too. -Q: How successful are online courses when compared to the value students get through the interaction that takes place

with face to face classes? A: Anecdotally, the courses are the same. More effort is required to establish a social dynamic with online classes. Videotape lectures in which students can watch the lecture independently are the same as face to face. A hybrid class (partial online and partial face to face meetings) is a good option because the instructor actually gets to meet with the students.

The College of Business is trying to get students to embrace a global reality by looking for situations where students can experience a different culture through a two to six week experience. We're developing a relationship with a German university that has 5,000 students and 89 countries represented. The campus language is English, so there would be no language barriers for students that choose to participate. As a college, we're providing financial support for students that want to do this (the only cost for students would be the expense to get there and back). Tuition for classes taken would be paid to Ferris, just as it would be if the students were taking classes here.

II. INTERNSHIPS – Paul Kwant, College of Business Internship Coordinator -Yesterday the Career and Internship fair was held. One of the many goals of the fair is to boost professionalism, and with that in mind, a dress code was recently implemented. -Advisory board members have stepped up in assisting with internships for students. Many students are hired by the firms they do internships with. -The internship program is steadily growing. The first summer Paul took over as internship coordinator, there were 86 students. This past summer there were 121 students. -Enhancements to the internship website means students can now complete forms electronically. Efforts are being made to provide consistent improvement to the website. -It's tough for students to become engaged. The goal is to get freshman students and parents considering intern- ship opportunities and advantages from day one. Out of country internships also offer opportunities for growth. -An internship for students in the accounting program is a highly recommended elective, but isn't required. The grade students earn for completing an internship is "credit" or "no credit". -Most students complete their internships during the summer so they don't get behind in completing their degree. Questions/Comments -Q: The State of Michigan offers students internship opportunities. Are there any in corporate? The program needs to push corporate internships. A: We have none in corporate, but we're trying to develop the partnerships that could lead to them.

III. ACCOUNTING ASSOCIATION – Accounting Association officers – PowerPoint presentation -This Registered Student Organization (RSO) has 36 active members, 6 executive board members, and a social committee. Questions/Comments - Q: Is this organization working with the internship office for business contacts? A: They're beginning to work on this. -Q: As students, where do they think their struggles are? A: Being prepared for interviews, getting outside of their comfort zone. -Q: Are there specific events that would help students? A: Mock interviews would be helpful. Unfortunately, attempts to conduct these have resulted in a low turnout. Suggestion - send a survey to students in the program to find out what they would find useful. -Q: Has the Accounting Association had much competition from professional fraternities/sororities? A: Not aware of any. -How about doing an internship through Career Services? Put internship students in touch with program grads. Use the link to program grads to establish relationships with the companies they work for. Seek assistance from the Alumni Association. -Encourage students to network through involvement with off-campus organizations (e.g. – Rotary, Jaycees).

IV. ACCOUNTANCY PROGRAM STATUS

1. Discover Accounting Careers -This event is intended to give students in the accounting program the opportunity to discuss different career options with representatives from a variety of businesses. -Six organizations participated in the event held on September 25th. Ten minute presentations were done by each organization, then representatives from each organization met with students during the second hour. -Please let Jean Inabinett know if you're interested in participating next year. Ideas for improvement: -With hiring taking place in October, holding this event during the first two weeks in September would be ideal. -Have students go to Grand Valley or Western to see how it's done or for ideas. -Renee Sorrels from Crowe Horwath and Krista Helder from Plante Moran suggested involving students in a conference (to be held at Ferris in February). In the fall, they'll help with the recruiting process, and put students in touch with recruiters at Plante Moran and Horwath. This will prepare students for August and September. Make students aware of opportunities and get them interested. -Tie this event to a class so student attendance is guaranteed.

2. Information on ACCT 322 (Teresa Cook) -ACCT 322 (Advanced Managerial Accounting) will be offered for the first time during Spring 2015 semester. Students seeking CMA certification are strongly encouraged to take this class. -Last year Teresa Cook attended an IMA conference with students. The subject matter of one of the breakout sessions was certification and accounting topics that meet CMA accounting topics. Promotion of CMA would fit nicely into the program.

3. Revisions -ACCT 312 (Intermediate Accounting 2) and ACCT 322 (Advanced Managerial Accounting) were added to the program major classes. ACCT 231 (Payroll Accounting) and ACCT 301 (Federal Tax Concepts for Business) were deleted from the program major classes. -Q: Is STQM 260 more of an applied stats or research stats course? (applied stats is more useful skill). A: Not sure - it's a general statistics class.

V. PROGRAM DISCUSSION 1. Potential classes for the future a. IFRS -Dick Hewer has done very little with it. Don't know if it's worth doing a whole course for it. -Jean: The goal is to get ready for work and prepare to pass the CPA exam. Suggestions/Comments -Where is SAC going with this? Unless the IRS changes their rules, it could put a lot of companies out of business. -Combine IFRS with these other elements so students can complete the exam. - Package some of these elements into existing or new courses for those taking the exam. -An accounting research class would be helpful. Combine it with IFRS. -It's difficult to mix preparing for the exam and the work world. It's hard to learn on the job. -IFRS is becoming more a part of the CPA exam. There should be a course that addresses it for those students taking the CPA exam. b. CPA Review (for credit) Suggestions/Comments -There was a CPA review class offered at Ferris during the 70's. It would be a good idea to bring it back. c. Survey of Accounting - Jean: All COB majors need to take ACCT 201 and 202. This is a disservice to accounting majors because the courses need to be presented at a simpler level to non-accounting majors. These courses need to be customized to suit the needs of both accounting majors and non-accounting majors. Suggestions/Comments -The survey of accounting is a good idea. d. ERP (Enterprise software) 2. Additional Programs a. Computer Business Certificate - Development of a four course computerized business applications certificate is being planned. The four required courses would be Access, QuickBooks, ERP, and one additional class chosen by the student. The certificate would be available for all College of Business majors, not just accounting majors. An ERP class would need to be developed for the certificate. ERP (Enterprise Resource Planning) is a business management software, typically a suite of integrated applications. The cost is prohibitive, but we may be able to lease it for as little as \$3,000 a year. b. Forensic Accounting Certificate General Comments/Discussion: -Offer a course for management professionals. - Lots of universities have adopted executive operations courses. -Jean: Students need stronger basic computer skills (Access, Excel, PowerPoint, QuickBooks). -Students in the accounting program coming out of college need advanced Excel skills. -At the first, second, and third levels, management is important to a career. Universities groom accountants, not managers. -CORE REDESIGN (Teresa Cook): Accounting core classes haven't been redesigned in thirteen years. The College of Business is taking a look at what they should be, what they actually are, and considering redesigning them. Please review the handout (3 columns) and give your input (circle 1, 2, or 3). What is most important for new employees? -Program focus should be: 1) Discover Accounting Careers event in February, 2) MBA emphasis for accounting, 3) Accounting research survey, 4) Finance majors keeping ACCT 201 and 202. -The math department is working on a class for accounting majors that will eliminate MATH 122 (this would result in there being one math requirement instead of two). Quantitative math skills will also be broadened. - Q: How are students completing the 150 hour requirement? A: A lot of students just take additional courses. -Jean Inabinett converted a computerized accounting class (ACCT 241) into a QuickBooks class that's taught online. The goal is to have students take it as an elective towards their 150 hours -Q: Are instructors required to have a PhD to teach? A: An instructor with a Master's degree makes less than an instructor with a PhD. The pay doesn't allow us to attract quality people. We're not paying adjuncts enough, plus they typically already have full-time jobs. The courses that are taught are based upon faculty you have to teach them. -Q: Are program faculty encouraging students to go out into the workforce before they pursue an MBA? A: Some students use it to get their 150 hours. Teresa Cook is encouraging them to get their 150 hours, then pursue their MBA. It's better for students to get a job first. -Q: Are there many students in the Accountancy/Computer Information Systems program? The prerequisite steps are tight. A: There are more students in the Accountancy/Finance program than the Accountancy/Computer Information Systems program.

V. ACCOUNTANCY PROGRAM STATUS 1) Loss of Chuck Wolgamott 2) Enrollment trends 3) New faculty searches - Awaiting cost of advertising the posting.

VI. FEEDBACK/SUMMARY/DISCUSSION/SUGGESTIONS *For next year's meeting:* -Encourage juniors to attend the "meet and greet" held the evening prior to the advisory board meeting. -Report on progress of internships. -Discuss choice of electives for accounting majors. *Suggestions for improvement:* -Expand on the additional certificates

available to show why Ferris is distinctive in order to attract firms that may want to hire students that have completed the accountancy degree at Ferris. -Encourage involvement with industry groups. -Enhance student oral/written and resume building skills. -Increase on-campus recruiting activities. -Utilize an annual newsletter to keep in touch with program graduates. This could be an important link. -Plan an annual event (mixer, golf outing?) for Accountancy program graduates as a way of “keeping in touch”. -Work with the English department to develop a more industry specific English class. *Comments:* -Faculty exchanges for international experiences would be beneficial. -Networking is very important. Tell students not to be discouraged by the small number of companies that are looking for accounting students. They need to make connections that may eventually lead to a job. *Keeping students “on target” for timely graduation and budgeting planning:* -Limit the number of classes that are only offered once a semester. -Offer online classes for those needing to meet accelerated degree completion. -Equivalency courses offered at community colleges – students can complete these from their hometowns. -Insure students can continue working on their business core while studying abroad. -Create a “fast track” that outlines course completion that includes taking classes during summer semester. -Link check sheets to an Excel spreadsheet that estimates the cost of taking classes required for the degree. *Internships:* -Students should only participate in an internship with a company they’d eventually like to work for. Large firms are insulted when you don’t accept a position after you’ve completed an internship with them. -Ferris should do the “footwork” for providing students with internships. Students shouldn’t have to seek them out on their own. -In order to make the internship experience successful, faculty should be working with students, “grooming” them for the experience. -Use contact with graduates from the accountancy program for possible internship resources. -Ferris’s Job Fair is held too late for some opportunities – what would it take to change the dates? -Internships are important, but not everyone who’s going into accounting will benefit from it.

2015

**FERRIS STATE UNIVERSITY COLLEGE OF BUSINESS
ACCOUNTANCY, FINANCE & INFORMATION SYSTEMS (AFIS)
Accountancy Program Advisory Board Meeting**

MINUTES October 23, 2015

PRESENT:

Advisory Board members: Kristy Brown, Joshua DeMars, Krista Helder, Kurt Kramer, Teresa McKay, Jim Neubecker, Richard Noreen, Latrice Russell, Renee Sorrels, Scott Strong.
Accountancy program faculty: Larry Bajor, Teresa Cook, Jean Inabinett, Steve Jakubowski, Phil Kohn, Jim Shimko.
Accounting Association Officers: Ben Brackett-President, Stephanie Evans-Vice President, Chris Rozine-Secretary, Seth Austin-Treasurer, Megan Brockett-Public Relations, Shashi Asohan-Community Service
Additional Attendees: Dave Nicol-College of Business Dean, Paul Kwant-College of Business Internship Coordinator, Darlene Waring-AFIS Department Secretary.

WELCOME AND INTRODUCTIONS

I. COLLEGE OF BUSINESS STATUS – Dave Nicol, College of Business Dean

II. Enrollment

-College of Business enrollment: 2,787. Accounting program enrollment: 117 Big Rapids campus students, 65 students at off campus sites (the majority of off campus students are at the Grand Rapids campus). University enrollment: 14,700 (10,000 at Big Rapids campus).
 -Over the last ten years, enrollment has grown 21%. Due to the declining number of high school graduates and a reduction in the number of community college students, there’s been a decline in the number of freshmen and transfer students entering Ferris. This has been offset by a higher retention rate.

Student Debt

-As of two years ago, three quarters of Ferris students graduated with debt, with an average indebtedness of

\$37,000. Last year this indebtedness dropped to \$35,000.

-We're seeking to address indebtedness issues through advising that outlines the negative aspects of changing programs multiple times, taking courses that don't apply to a student's major, sequencing of course offerings, etc.

Students also need to know that they're not going to graduate in four years if they're only taking twelve credits worth of classes each semester. Twelve credits is the *financial aid* minimum to be declared a full-time student.

Students need to take at least fifteen credits each semester and/or take Summer semester classes in order to graduate in four years.

-Tuition is 45% of the cost for attending college. The remainder is the cost of room, board and other expenses.

-As an institution, Ferris is lagging as far as financial assistance to students. We need to work on increasing the amount of money being donated from outside sources.

Off Campus Delivery

-Twenty seven percent of students are at off campus sites (at a site other than Big Rapids). The challenge this poses is that it's more difficult to monitor both courses and adjunct instructors.

-Because we can't take every course to each Ferris location, ten percent of courses have sections offered online.

The challenge posed by this is that it requires that courses be rebuilt for online delivery.

Questions/Comments

-Q: Are students allowed to take off campus and Big Rapids campus classes at the same time?

A: Yes, but it poses challenges as far as tracking because it causes inaccuracies with the scheduling matrix.

-Hybrid courses work well. Compressing the timeframe for completion of courses *isn't* a good idea.

III. INTERNSHIPS – Paul Kwant, College of Business Internship Coordinator

-An Internship Awareness Day was held in the IRC connector on September 21st. There were 21 companies and

between 350 and 400 students in attendance. This event will be held once a year, with the goal being to offer a learning experience for students. Next year the length of the event will be extended from three hours to five hours.

-Internships are steadily increasing. This doesn't happen without the success of students and employers.

-The Center for Leadership, Activities and Career Services holds a Career Fair during Fall and Spring semesters.

Teresa Cook doesn't think the Career Fair generates turn-out for business majors. Paul is hoping the internship

fair being held at IRC will offer the opportunity to actively promote business students working at companies that

may appear as being tech only.

IV. ACCOUNTING ASSOCIATION – Accounting Association officers – PowerPoint presentation (hard copy of presentation available at department office)

-This RSO meets twice a month (there were 34 attendees at the first meeting), with activities that include:

1) Tutoring sessions for students in ACCT 201 and ACCT 202 classes.

2) The IRS VITA (Volunteer Income Tax Assistance) program that's designed to support free tax preparation

service for low to moderate income individuals, persons with disabilities, the elderly, and limited English speakers.

-Funding needs:

1) IMA conference (\$2,000 is paid for by the Center for Leadership, Activities and Career Services office).

Disney

World is the location for the 2015 conference. Attendance at this event assists students with professional development, networking, etc.

2) Accounting Association Banquet.

Questions/Comments

-Q: How often is tutoring offered?

A: Tuesdays and Thursdays 6-7 p.m., Mondays, Wednesdays and Thursdays noon until 1 p.m. One on one

tutoring is dependent upon how many students there are at the session.

V. ACCOUNTANCY PROGRAM STATUS

1. Discover Accounting Careers (Dr. Jean Inabinett)

-The Spring semester Discover Accounting Careers event was held on February 12th, the Fall semester event

was held on September 17th.

Questions/Comments

-Q: What's the difference between the university-wide career fairs, the COB internship fair, and the Discover Accounting Careers event?

A: The difference is in the groups they're focusing on. The Discover Accounting Careers event is held to assist

students with discovering careers that are available in the accounting field. This event targets accounting students exclusively and gives them a chance to meet with firms in the field of accounting.

2. New business core math classes (Dr. Teresa Cook)

-The College of Business will soon be incorporating a new math class into our programs. There's a two course

sequence for students to follow (MATH 110 and MATH 115). These will be replaced with MATH 114 (Quantitative Reasoning for Professionals 2), which is a four credit class. The change is being made to make

math concepts apply to "real world" situations, and will take approximately two years to incorporate into use.

Questions/Comments

-Q: What will be done with MATH 122?

A: It fits under Quantitative Skills on the General Education side of the check sheet. STQM 260 will eventually replace MATH 122.

-Q: Will the program eventually eliminate MATH 122? Using MATH 115 as a replacement for CLEP or for transfer students is a good idea.

A: We plan to try MATH 114 first to see how it works out before deciding to drop MATH 122. How should the

decision about whether or not to allow students to take MATH 122 be determined? Base the decision on ACT

scores?...on whether or not they've taken MATH 115 elsewhere?

-Students need the skills that are taught in 122. Can students complete a test to prove they have these skills?

-Accountancy majors will meet the quantitative requirement with classes they take for their program.

-Students will have less math anxiety and learn how to manipulate equations if they take MATH 114.

-Teresa Cook – if students have already taken 110 or 115, should they be exempted from taking MATH 122?

-Steve Jakubowski concern – What does MATH 114 transfer out as? (content covers college level algebra). Transfer issues are going to pose a problem.

-Jim Shimko – Use MATH 114, 122 or equivalent for transfer students. Faculty can evaluate whether courses are equivalent.

VI. PROGRAM DISCUSSION

1. Potential future classes

a. CPA review for credit (Dr. Steve Jakubowski)

There's pressure on faculty to reduce the number of credit hours required to complete a program to under 120 (reduce major classes and have students take General Education classes). Students seeking 150 credit hours are: 1) Students completing four year degree transferring from another program (don't need additional credits), 2) Dual degree students – taking additional upper level classes as a mechanism to build up to 150 credits.

Questions/Comments

Q: How would you go about developing and implementing a CPA review course?

A: This would likely need to be “team taught”. Students could begin preparing for the CPA exam during their senior year with a three or four credit course to be taught during Spring semester. Students should be ready to take the CPA exam during Summer semester.

Q: Have there been significant changes in the CPA exam recently?

A: The structure of the new CPA exam has more task based simulations and less multiple choice, plus the IFRS content is being increased. Offering the CPA review course is a good idea. Since a four credit CPA review course would be based on what students have learned during the previous four years, there's going to a lot of study time involved. An alternative to covering the full content of coursework completed during the four years in the program would be to focus on the parts of the exam that are the most difficult and subject matter that is covered most frequently. Need to think about how will students be graded for the CPA review course. Would it be graded like the CPA exam? (pass/fail). Would it be based upon completion of practice tests and assignments? The CPA review course could also be offered as a Summer class, or divided between Spring and Summer semesters (two credits for each semester) for a total of four credits.

b. Survey of Accounting for Non-Business Majors (Dr. Teresa Cook)

Will qualify as a General Education credit: 1) Problem solving and collaboration course will need to be incorporated into programs (hope to have “up and running” by Fall 2016 semester). 2) ERP-core redesign – computerized business application course. Reviewing prerequisites, math classes, core classes that qualify as General Education (ISYS 105 isn't a prerequisite for core courses, but students need the computer skills taught through this class). ISYS 105 could be made a prerequisite for other courses to ensure that students are taking it (make it a prerequisite for ISYS 321?). 3) Business communications class – build this into the core and cover resume writing, interviews, communication skills needed for presentations, etc. Incorporating prerequisites into the core properly will guide students into taking certain courses.

General Comments/Discussion:

Q: Do professors require presentations and group projects for their classes? Business students are weak as far as presentation skills.

A: Core classes *do* address these topics, accounting classes do not.

c. ERP (Enterprise software) Business Aps Certification (Dr. Teresa Cook)

d. Rhein-waal (Dr. Larry Bajor)

Ferris has developed exchange and study abroad agreements with Rhein-waal University in Germany. While in the exchange program, students pay tuition and other fees to Ferris while attending classes in Germany. Because students at Rhein-waal can't get a degree in Accountancy or Finance, we're hopeful that they'll want come to Ferris for them.

2. Additional Program Options for 150 Hours

a. Certificates

b. Minors

General Comments/Discussion:

-Resume suggestions: 1) Make it a requirement for students to submit a resume when they see their advisor at the beginning of each semester. 2) Expand the network of people that are reviewing/critiquing student resumes through LinkedIn, the Accounting Association website, and social media sites. 3) Include things that will catch the reviewers eye – don't include it if it's bland. 4) Cover letters are important – make sure the cover letter is relevant to the job students are applying for. NOTE: Let Jean know if you would like to assist students with resume tips, review and critiques.

- Increasing Career Fair attendance: Make an outing to attend the Career Fair an assignment for an intermediate accounting class. Require students to turn in a paper on it.
- Governmental accounting is now a requirement to sit for the CPA exam.
- Try to schedule the advisory board meeting and the Discover Accounting Careers event so they coincide with each other (invitations should go out in April). How about a spring event? (a spring event wouldn't be good for CPA companies because of tax season).
- The program is moving in the right direction. ERPS are here to stay.
- Analytical, reasoning, and leadership skills are important qualities for students going into the Accountancy field to have.
- Personality profiles at the sophomore level would help students a lot (Ferris's Career Services office has this service available for students).

Student Comments/Suggestions/Concerns

- Not all the students in ACCT 202 classes are accounting majors – they aren't interested in the subject matter.
Participation isn't what it should be. Students aren't actively engaged.
- Freshmen at Ferris are required to complete an FSUS class. This class includes an emphasis on the importance of quality resumes.
- It's difficult to get students involved in the Accounting Association. There's a lack of motivation to get things done, work hard, and look for opportunities.
- Students wait too long to submit resumes and get jobs.

3. Program Profile

4. Curriculum Vitae

Dr. Lawrence H. Bajor Ph.D

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Education

MA, Wayne State Univ.
Major: Counseling

MS, University of Illinois.
Major: Tax

Ph D, Michigan State, 2002.
Major: Accounting/Tax
Supporting Areas of Emphasis: Statistics

BA, Kalamazoo College, 1972.
Major: Psychology
Supporting Areas of Emphasis: Statistics

Professional Positions

Academic - Post-Secondary

Assistant Professor of Accounting, Bowling Green State University.
Associate Professor of Accounting, Ferris State University. (2007 - Present).

Department Chair AFIS (Fall 2015 to present)

Professional

International Tax Manager, Dow Corning Corp. (1987 - 1995).

Tax Accountant, Amoco Corp. (1982 - 1987).

Licensures and Certifications

C.P.A. Certificate, Illinois. (May 6, 1982 - Present).

Professional Memberships

Michigan CPA (MICPA). (March 1, 2012 - Present).

Development Activities Attended

Conference Attendance, "MACPA Educator Conference," Michigan Association of CPA's, Livonia, Michigan. (October 25, 2013).

Conference Attendance, "American Accounting Association Conference," AAA, Washington, D.C., N/A/, U.S. (August 8, 2012 - August 11, 2012).

Awards and Honors

Appreciation, Ferris Accounting Association. (May 2012).

Appreciation, Ferris Accounting Association. (2010).

Distinguished Research Award, Allied Academies. (2007).

Teaching

Teaching Experience

Ferris State University

ACCT 201, Principles of Accounting, 7 courses.

ACCT 202, Management Accounting, 1 course.

ACCT 205, Managerial Accounting, 1 course.

ACCT 221, Principles of Construction Accounting, 1 course.

ACCT 350, Individual Taxation, 11 courses.

ACCT 410, Advanced Financial Accounting, 1 course.

ACCT 412, Advanced Accounting 2, 2 courses.

ACCT 414, Financial Accounting Theory, 14 courses.

ACCT 450, Fed Income Tax-Corp and Flowthrough Entities, 7 courses.

ACCT 461, Governmental Accounting, 1 course.

Non-Credit Instruction

Review Course, Becker CPA Review, 20 participants. (May 15, 2009 - August 12, 2014).

Review Course, Becker C.P.A. Review, 100 participants. (May 1, 2008 - October 30, 2009).

Workshop, Foreign Students' Department, 60 participants. (January 15, 2008 - October 1, 2009).

Research

Published Intellectual Contributions

Journal Articles

Bajor, L., D. L. K. P. S Corporation Reform and Simplification Under the American Jobs Creation Act of 2004. *Catylist*(January 2005), 66-68.

Other

Bajor, L. (in press). *Thoughts About Taxation That Will Not Help You File a Form 1040*.

Refereed Journal Articles

Bajor, L. (2004). ERP Systems Implementation and Firm Performance. *Review of Business Information Systems, Number 8*(Winter 2004), 53-59.

Bajor, L., Bajor, L. (1991). Competitive Disadvantages Faced by U.S. Multinationals. *Columbia Journal of International Business, 1991*, pp. 28-39.

Presentations Given

Bajor, L., DECA Conference, "What Do Accountants Do?," DECA, Ferris State COB. (January 10, 2015).

Bajor, L., Ferris College Lecture Series, "Thoughts About Taxation That Will Not Help You File a Form 1040," Political Engagement Project, BUS 111 Ferris State University. (March 20, 2014).

Bajor, L., Faculty Seminars, "International Tax Planning," COB, FSU. (2012).

Bajor, L. (Presenter & Author), Muskegon Community College Speaker Program, "Tax Planning from the Point of View of Corporations," Muskegon Community College, Muskegon, Michigan. (September 24, 2009).

Bajor, L., State of Ohio Ways and Means Committee 2004, "The Use of Delaware Holding Companies to Manage State Taxes," State of Ohio, Columbus. (April 22, 2004).

Media Contributions

Newspaper

Pioneer. (September 20, 2014).

Service

Department Service

Member, Faculty Senate. (November 2013 - Present).

Committee Member, Tenure Review Committee Jim Shimko. (August 18, 2014 - December 31, 2015).

Committee Member, Tenure Review Committee Phil Kohn. (September 1, 2012 - December 31, 2015).

Committee Chair, Tenure Review Committee. (September 1, 2012 - December 31, 2015).

Committee Chair, Search Committee. (August 2011 - May 2012).

AFIS Dept Program Review Committee. (2009 - 2010).

Professional Core Committee. (2009 - 2010).

Committee Member, Faculty Search Committees. (2007 - Present).

Student Service

Student Org Advisor (Professional Org), Accounting Association. Co Advisor. (September 1, 2008 - October 10, 2014).

Student Org Advisor (Professional Org), Accounting Association. 2014 MICPA Jobs Fair. (October 3, 2014).

University Service

Committee Member, Faculty Senate Professional Development Committee. (January 10, 2014 - August 1, 2018).

Committee Member, Faculty Development Committee. (September 1, 2014 - September 1, 2017).

Committee Member, Academic Policy and Standards Committee. (2010 - 2011).

Committee Member, Library Liaison Committee. (2007 - 2010).

Dr. Teresa K. Cook, CMA

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Email: cookt@ferris.edu

Education

Ph D, Capella University, 2005.
Major: Organization & Management
Dissertation Title: Teaching International Business Culture: A Case Study of the Attitudes, Opinions, and Beliefs of Faculty at a Midwestern State University

MBA, Grand Valley State University, 1992.

BS, Ferris State University, 1982.
Major: Accountancy

Professional Positions**Academic - Post-Secondary**

Associate Professor, Ferris State University. (September 2011 - Present).
Assistant Professor, Ferris State University. (September 2007 - September 2011).
Adjunct, Online Accounting Instructor, Davenport University. (January 2007 - May 2008).
Full-time Temporary Faculty, Ferris State University. (May 2001 - May 2007).
Instructor, Ferris State University Center for Extended Learning. (May 2003).
Adjunct Accounting Instructor, Kalamazoo Valley Community College. (September 1998 - May 2001).

Professional

Regional Administrative Manager, RE/MAX of Michigan. (November 1998 - May 2001).
Controller, Charter House, Inc. (August 1996 - August 1998).
Controller, Efficiency Productions, Inc. (October 1995 - July 1996).
Corporate Controller, Northern Star Companies. (March 1993 - October 1995).
Financial Accounting Supervisor, Sealed Power Division of SPX Corporation. (July 1990 - February 1993).
Financial/Cost Analyst, Sealed Power Division of SPX Corporation. (November 1989 - July 1990).
Assistant Controller, American Coil Spring, Inc. (March 1985 - November 1989).
General Accountant, LOMAC of Michigan (formerly Bofors Nobel, Inc.). (June 1982 - March 1985).

Licensures and Certifications

Certified Management Accountant. (August 2001 - 2001).

Professional Memberships

Board of Directors, Institute of Management Accountants. (June 1982 - Present).
American Accounting Association. (September 2007 - August 2008).

Development Activities Attended

- Conference Attendance, "IMA International Student Leadership Conference," Institute of Management Accountants, Orlando, FL, USA. (November 12, 2015 - November 14, 2015).
- Conference Attendance, "IMA 95th Annual Conference & Exposition," IMA, Minneapolis, MN, USA. (June 21, 2014 - June 25, 2014).
- Conference Attendance, "Spring Accounting Educators Conference," MACPA, Grand Rapids, MI, USA. (May 30, 2014).
- Conference Attendance, "Redesigning Undergraduate Curriculum Conference," AACSB, Tampa, FL, USA. (May 18, 2014 - May 20, 2014).
- Webinar, "Internal Control Series - Risk Assessment," IMA, Big Rapids, MI, USA. (May 6, 2014).
- Continuing Education Program, "IMA Monthly Meetings," Institute of Management Accountants, Grand Rapids, MI. (February 2014).
- Conference Attendance, "IMA National Student Conference," Institute of Management Accountants, Charlotte, NC. (November 2013).
- Conference Attendance, "IMA 93rd Annual Conference & Exposition," Institute of Management Accountants, Las Vegas, NV. (June 23, 2012 - June 26, 2012).
- Continuing Education Program, "Spring Accounting Educators Conference," Michigan Association of Certified Public Accountants, Traverse City, MI. (June 1, 2012).
- Continuing Education Program, "COSO's Revised Internal Control Framework - An Opportunity for Management Accountants to 'Step Up'," Institute of Management Accountants. (February 9, 2012).
- Conference Attendance, "IMA 92nd Annual Conference & Exposition," Institute of Management Accountants, Orlando, FL. (June 4, 2011 - June 8, 2011).
- Continuing Education Program, "SMART Bundle (Internal Controls)," Thomson Reuters. (May 19, 2011).
- Continuing Education Program, "How to Beat Spreadsheet Misery: An XBRL Case Study from the State of Nevada," Institute of Management Accountants. (May 11, 2011).
- Workshop, "Ensuring Online Quality with the eQuality Model," Ferris Faculty Center for Teaching and Learning. (November 2010).
- Workshop, "Academic Dishonesty: Defining, Detecting, and Deterring," Ferris Faculty Center for Teaching and Learning. (June 2010).
- Workshop, "FSUS Instructor Training." (May 2010).
- Workshop, "Degree Works." (April 2010).
- Continuing Education Program, "Financial Reporting in Multiple Jurisdictions: What should Multinationals Expect in 2010?," IMA/Thomson Reuters. (December 2009).
- Conference Attendance, "IMA Student Leadership Conference," Institute of Management Accountants, St. Louis, MO. (November 2009).
- Workshop, "Tegrity." (September 2009).
- Conference Attendance, "IMA 90th Annual Conference and Exposition," Institute of Management Accountants, Denver, CO. (June 2009).
- Continuing Education Program, "XBRL in Action: Live Demonstration of Concepts," Institute of Management Accountants, Grand Rapids, MI. (May 2009).
- Conference Attendance, "Lilly Conference on Education and Teaching," Traverse City, MI. (September 2008).
- Workshop, "FerrisConnect." (June 2008).

Seminar, "IMA Spring Professional Development Seminar," Institute of Management Accountants, Grand Rapids, MI. (May 2008).
Conference Attendance, "IMA National Student Conference," Institute of Management Accountants, Louisville, KY. (November 2007).
Workshop, "Ferris Connect," FSU FCTL, Big Rapids, MI. (September 2007).

Workshop, "FerrisConnect." (September 2007).
Continuing Education Program, "10 Steps for Starting a Lean Accounting Program," Institute of Management Accountants, Grand Rapids, MI. (December 2006).
Workshop, "Academic Advising," University College of FSU, Big Rapids, MI. (February 2005).
Workshop, "The Courage to Teach - book review," FSU FCTL, Big Rapids, MI. (April 2003 - May 2003).

Awards and Honors

Recognition by Honors Student, FSU Honors Program. (2007).
Recognition by Student Athletes, FSU Student Athletic Association. (2007).
Recognition by COB Internship student, College of Business. (2006).
Recognition by Honors Student, FSU Honors Program. (2006).
Recognition by Student Athletes, FSU Student Athletic Association. (2006).
Recognition by Honors Student, FSU Honors Program. (2005).
Recognition by Student Athletes, FSU Student Athletic Association. (2005).
Recognition by Honors Student, FSU Honors Program. (2004).
Recognition by Student Athletes, FSU Student Athletic Association. (2004).
Recognition by Student Athletes, FSU Student Athletic Association. (2003).

Teaching

Teaching Experience

Ferris State University

ACCT 202, Managerial Accounting, 1 course.
ACCT 321, Cost Accounting, 1 course.
ACCT 431, Accounting Information Systems, 1 course.

Non-Credit Instruction

Management/Executive Development, FSU Center for Extended Learning, 10 participants. (May 2003).

Directed Student Learning

Directed Individual/Independent Study, Management. (July 2009 - August 2009).
Master's Thesis Committee Chair, Management. (January 2007 - August 2007).
Advised: Erin Miller, Amanda Hoppe

Awards and Honors

Recognition by Student Athletes, SAAC. (January 2016).
COB Faculty Excellence Award, COB. (May 2015).
Recognition by Student Athletes, SAAC. (January 2015).
COB Outstanding Advising and Service, College of Business. (August 20, 2014).
Recognition by Student Athletes, SAAC. (January 2014).
Golden Apple of Excellence Award, National Residence Hall Honorary. (February 2013).
Pineapple Professor Award, Hospitality Management. (March 2012).
Honors Outstanding Professor, FSU Honors Program. (2009).
Image Award, Black Greek Council. (2009).

Faculty of the Year, Student Government. (2008).
Faculty of the Year - finalist, College of Business. (2008).
Image Award, Black Greek Council. (2008).
Recognition by Honors Student, FSU Honors Program. (2008).
Recognition by Student Athletes, FSU Student Athlete Association. (2008).

Research

Presentations Given

Cook, T. K., W.I.L.L. Conference, "They Never Taught Me That in College," FSU Student Government, Big Rapids. (March 2015).
Cook, T. K. (Presenter & Author), Lilly Conference, "The Affects of Culture on Critical Thinking," Traverse City. (September 2008).
Cook, T. K., FSU College of Business Colloquium, "Teaching International Business Culture: A Case Study of the Attitudes, Opinions, and Beliefs of Faculty at a Midwestern State University," FSU College of Business, Big Rapids, MI, US. (2006).

Intellectual Contributions in Submission

Book Chapters

Cook, T. K. (2008). *401 (k) Plans in The Praeger Handbook of Human Resource Management and Workplace Policy*. Westport, CT: Praeger Publishers.
Cook, T. K. (2008). *Pensions in The Praeger Handbook of Human Resource Management and Workplace Policy*. Westport, CT: Praeger Publishers.

Service

Public Service Department Service

Committee Member, James Shimko, Tenure Committee. (September 2014 - Present).
Committee Member, Jean Inabinett, Tenure Committee. (September 2012 - Present).
Faculty Mentor, Philip Kohn, Tenure Committee. (September 2012 - Present).
SLA Faculty Member. (2003 - Present).
Committee Chair, Accounting Faculty Search Committee. (September 2013 - May 2014).
Committee Member, Accounting Faculty Search Committee. (January 2012 - August 2012).
Committee Member, Accounting Faculty Search Committee. (September 2011 - April 2012).
Committee Member, Accounting Program Review. (2009 - 2011).
Faculty Advisor, DECA Presenter. (January 2011).
Faculty Advisor, FSU Summer Orientation. (2010).
Finance Program Review. (2009 - 2010).
Faculty Advisor, DECA Presenter. (January 2010).
Committee Member, AFIS Department Search Committee. (2006 - 2007).
Committee Member, Accounting Program Review. (2004 - 2005).
Committee Member, Finance Program Review. (2004 - 2005).

Student Service

Student Org Advisor (Non-Professional Org). The Vagina Monologues. (November 2012 - March 2013).
Student Org Advisor (Non-Professional Org). The Vagina Monologues. (November 2011 - March 2012).
Judge for Student Activity. Homecoming Lip Sync Contest. (October 2011).
Judge for Student Activity. Homecoming Lip Sync Contest. (October 2010).
Judge for Student Activity. Torch Bearer/Rising Star Award. (March 2010).
Judge for Student Activity. Torch Bearer/Rising Star Award. (March 2009).

College Service

Committee Chair, COB Core Curriculum Redesign. (May 2014 - Present).

Committee Member, College Curriculum Committee. (September 2012 - May 2014).
Faculty Participant, College of Business Celebration Fest. (2005 - 2013).
Committee Member, College of Business Accreditation Committee. (2006 - 2007).

Committee Member, College of Business Core Curriculum Focus Group. (2006 - 2007).

University Service

Committee Member, Athletic Advisory Committee. (September 2013 - Present).
Faculty Senate. (April 2010 - April 2014).
Committee Member, General Education Committee. (January 2008 - April 2014).
ELearning Management Advisory Team. (October 2010 - June 2013).
Judge, Campus Wide Public Speaking Contest. (November 2012).
Committee Member, University Committee on Discipline. (August 2010 - May 2012).
Committee Member, Institutional Strategic Planning Council. (September 2009 - May 2010).
Committee Member, Athletic Advisory Committee. (January 2009 - May 2010).

Professional Service

Member, Institute of Management Accountants. (2000 - Present).
Board of Advisors of a Company, Institute of Management Accountants. (1983 - 1992).
Assistant Financial Secretary, United Church of Big Rapids, Big Rapids, MI. (2005 - Present).
Ambassador family for hockey player, Ferris State University Blueline Club. (2004 - May 2015).
Board Member, Special Olympics, Big Rapids, Michigan. (November 2011 - January 2015).
Officer, President/Elect/Past, Big Rapids Band Parents, Big Rapids, MI. (May 2008 - May 2010).
Officer, Treasurer, Big Rapids Ban Parents' Association. (2004 - 2008).
Choicetime student activities volunteer, Riverview Elementary School, Big Rapids, MI. (2001).
Volunteer, Crisis Line, Center for Women in Transition, Holland, MI. (1997 - 1998).
Campaign volunteer, United Way of Muskegon County. (1992).

Consulting

Litigation, Judge Ron Nichols, Big Rapids, MI.
For Profit Organization, Fluid Routing Systems, Big Rapids, MI. (June 2008 - August 2008).

Dr. Jean M. Inabinett

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Education

DBA, University of Phoenix, 2010.
Major: Business Administration
Dissertation Title: Employee Tenure: A Quantitative Correlational Study Of Employees' Values And Corporate Culture

MBA, Keller Graduate School, 2002.
Major: Emphasis in Human Resource Management

BS, Northern Arizona University, 1981.
Major: Accountancy

Professional Positions

Academic - Post-Secondary

Accounting Program Coordinator, Ferris State University. (January 12, 2015 - Present).

Professional

Assistant Professor of Accounting, Ferris State University. (August 13, 2012 - Present).

Owner, Jean M. Inabinett, CPA. (August 1, 1995 - August 31, 2012).

Adjunct Professor, Keller Graduate School of Management/DeVry University. (February 7, 2011 - July 20, 2012).

Office Administrator, Helfrey, Neiers & Jones, P. C. (September 16, 2002 - March 30, 2012).

Billing Supervisor, Thompson Coburn LLP. (September 16, 1996 - September 13, 2002).

Commercial Business Manager, Zielinski & Associates, P. C. (January 2, 1992 - July 31, 1995).

Owner, Baker, Boudette & Co., Prescott, AZ. (May 16, 1981 - May 31, 1989).

Licensures and Certifications

Chartered Global Management Accountant, American Institute of Certified Public Accountants. (September 30, 2012 - Present).

Certified Public Accountant, State of Michigan. (July 1, 2012 - Present).

Certified information Technology Professional, American Institute of Certified Public Accountants. (March 31, 2012 - Present).

CPA, State of Missouri. (December 14, 1989 - Present).

Professional Memberships

Michigan Association of Certified Public Accountants. (April 1, 2013 - Present).

American Institute of Certified Public Accountants. (June 1, 1981 - Present).

Committee Chair, Missouri Society of Certified Public Accountants. (September 10, 1989 - June 30, 2015).

Development Activities Attended

Conference Attendance, "2016 Business Educators Forum in Nashville," Cengage Learning, Nashville, Tennessee, USA. (March 3, 2016 - March 4, 2016).

Conference Attendance, "2015 Midwest Region Meeting," American Accounting Association, St. Louis, Missouri, USA. (October 15, 2015 - October 17, 2015).

Workshop, "Wiley EdTech Summit for Introductory Accounting," Wiley, New Orleans, LA, USA. (March 5, 2015 - March 7, 2015).

Workshop, "TracDat Training - Advanced," Ferris State University, Big Rapids, MI, USA. (February 19, 2015).

Workshop, "TracDat Training - Basic," Ferris State University, Big Rapids, MI, USA. (February 19, 2015).

Workshop, "My Lab Training," Pearson, Big Rapids, MI, USA. (December 16, 2014).

Workshop, "McGraw Hill Higher Education Conference," McGraw-Hill, Chicago, IL, USA. (November 6, 2014 - November 8, 2014).

Conference Attendance, "Mega Conference," MICPA, Lansing, MI, USA. (October 30, 2014).

Seminar, "Respondus 4.0 Instructor Training: Create & Manage Exam Content," Respondus, Big Rapids, Michigan, USA. (September 4, 2014).

Seminar, "Instructor Training for LockDown Browser and Respondus Monitor: Prevent Cheating During Exams," Respondus, Big Rapids, Michigan, USA. (August 6, 2014).

Conference Attendance, "Spring Accounting Educators Conference - 2014," Michigan Association of CPAs, Grand Rapids, Michigan, USA. (May 30, 2014).

Training, "Office 365 Advanced Training," FSU, Big Rapids, Michigan, USA. (March 11, 2014).
Office 365 Training, "Microsoft Office 365 Intro & Overview," FSU, Big Rapids, Michigan, USA.
(March 6, 2014).

Tutorial, "Office 365 Introduction," Ferris State University, Big Rapids, Michigan, USA. (January 16, 2014).

Continuing Education Program, "Women's Leadership Luncheon," MACPA, Grand Rapids, Michigan, USA. (December 12, 2013).

Seminar, "My Degree Training," Ferris State University/College of Business, Big Rapids, Michigan, USA. (August 22, 2013).

Workshop, "Summer Academic Advising Workshop," Educational Counseling and Disabilities Services, Big Rapids, Michigan, USA. (July 23, 2013).

Conference Attendance, "MACPA Spring Accounting Educators Conference," Michigan Association of Certified Public Accountants, Traverse City, Michigan, USA. (May 10, 2013).

New Faculty Training, "New Faculty Transition Program," Faculty Center for Teaching and Learning, Big Rapids, Michigan, USA. (September 6, 2012 - April 25, 2013).

Seminar, "Teaching with Case Studies," FSU Marketing Department, Big Rapids, Michigan, USA. (January 17, 2013).

Continuing Education Program, "2012 Tax Update," Tax Education, Inc., Chesterfield, Missouri, USA. (December 20, 2012).

Continuing Education Program, "2011 Tax Update," Tax Education, Inc., Chesterfield, Missouri, USA. (December 19, 2011).

Continuing Education Program, "Year-End Accounting and Tax Update," Rubin Brown, St. Louis, Missouri, USA. (December 15, 2011).

Continuing Education Program, "Technology: Trends, Options & Opportunities," Rubin Brown, St. Louis, Missouri, USA. (November 2, 2011).

Continuing Education Program, "Professional Ethics," Rubin Brown, St. Louis, Missouri, USA. (October 5, 2011).

Continuing Education Program, "Retirement Plan Fiduciaries: Do You Know Your Duties," Rubin Brown, St. Louis, Missouri, USA. (January 13, 2011).

Continuing Education Program, "Year-End Accounting and Tax Update," Rubin Brown, St. Louis, Missouri, USA. (December 15, 2010).

Continuing Education Program, "Professional Ethics Seminar," Rubin Brown, St. Louis, Missouri, USA. (October 7, 2010).

Continuing Education Program, "Year-End Financial Accounting and Tax Update," Rubin Brown, St. Louis, Missouri, USA. (December 15, 2009).

Continuing Education Program, "Attorney Marketing & Ethics in a Recession," Husch Blackwell Sanders LLP, St. Louis, Missouri, USA. (October 21, 2009).

Conference Attendance, "ALA 2009 Region 3 Educational Conference and Exposition," Association of Legal Administrators, St. Louis, Missouri, USA. (October 9, 2009 - October 10, 2009).

Research

Published Intellectual Contributions

Refereed Journal Articles

Inabinett, J. (2014). Developing An Organization By Predicting Employee Retention By Matching Corporate Culture With Employee's Values: A Correlational Study. *Organization Development Journal*, 32(1), 55 to 74.

Service

Department Service

Accounting Program Coordinator, Accounting Program Coordinator. (January 12, 2015 - Present).
Committee Chair, Discover Accounting Careers. (September 17, 2015).
Committee Member, Accounting Program Scholarship Committee. (April 9, 2015).
Committee Chair, Discover Accounting Careers. (February 12, 2015).
Committee Chair, Discover Accounting Careers. (September 25, 2014).
Committee Member, Accounting Program Scholarship Committee. (April 24, 2014).
Committee Member, Accounting Program Scholarship Committee. (April 4, 2013).

Student Service

Employment recommendation letter, Jacob M. Johnson. Provided requested letter of recommendation. (June 2, 2015).
Student support at annual banquet. Ferris State University Torchbearer Awards. (April 29, 2015).
Student support at annual banquet, FSU Men's Basketball. The David Steenstra Championship Banquet. (April 19, 2015).
Student support at annual banquet. College of Business Student Excellence Award Ceremony. (April 16, 2015).
Employment recommendation letter, Courtney Olkowski. Provided requested letter of recommendation. (January 28, 2015).
Scholarship recommendation letter, Samantha Brummel. Provided requested letter of recommendation. (May 28, 2014).
Award Recommendation, Saleh Alharthi. International Department Award. (January 15, 2014 - May 9, 2014).

College Service

Faculty Volunteer, College of Business Festival. (September 18, 2014).
Food Service Committee, College of Business Festival. (September 20, 2013).
Registration Committee, College of Business Festival. (September 19, 2012).

University Service

Committee Member, Athletic Advisory Committee. (April 29, 2015 - Present).
Committee Member, First Impressions Program. (August 31, 2015).
Committee Member, Student Life Committee. (September 19, 2013 - April 30, 2015).
Judge, DECA District II Conference. (January 7, 2015).
Committee Member, Commencement Activities. (December 13, 2014).
Committee Member, First Impressions Program. (August 25, 2014).
Judge, DECA District II Conference. (January 20, 2014).
Faculty Mentor, Changsha Faculty Mentor. (February 1, 2013 - May 9, 2013).
Judge, DECA District II Conference Judge. (January 8, 2013).
Judge, 2012 Campus-Wide Public Speaking Contest. (October 29, 2012).

Professional Service

Editor, Journal Editor, Journal of Critical Incidents, Big Rapids, MI. (July 20, 2015 - August 30, 2015).
Editor, Journal Editor, Journal of Critical Incidents, Big Rapids, Michigan. (June 2, 2013 - August 12, 2013).

Public Service

Committee Member, Crop Hunger Walk, Big Rapids, Michigan. (October 4, 2015).

Accounting records advisor, Artworks, Big Rapids, MI. (May 31, 2014 - August 31, 2015).

QuickBooks Bookkeeper and part-time accountant, Habitat for Humanity -- Mecosta County, Big Rapids, MI. (November 15, 2013 - March 31, 2015).

Committee Member, Crop Hunger Walk, Big Rapids, Michigan. (October 5, 2014).

Committee Member, Crop Hunger Walk, Big Rapids, Michigan. (October 6, 2013).

Awards and Honors

Service, University

Outstanding Advising and Service, College of Business. (April 21, 2015).

Phillip M. Kohn

Ferris State University

AFIS

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Email: kohnp@ferris.edu

Education

MS, Arizona State University, 1985.

Major: Accounting

BA, Alma College, 1980.

Major: Business Administration

Supporting Areas of Emphasis: Accounting

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2012 - Present).

Instructor, University of California Los Angeles (UCLA) Extension. (2009).

Instructor & Graduate Student, Arizona State University. (August 1983 - May 1985).

Professional

Director, Veritas Advisory Group. (2011 - 2012).

Director, RGL, Inc. (2009 - 2011).

Director, BDO. (2008 - 2009).

Director, Moss Admas. (2003 - 2008).

Director, BDO. (2001 - 2003).

Director, Westchester Consulting Group. (1999 - 2001).

Senior Manager, Deloitte & Touche. (1996 - 1998).

Partner, Barrington Consulting Group. (1991 - 1995).

Director, Peterson & Co. (1985 - 1990).

Internal Auditor, First Interstate Bank. (1981 - 1983).

Staff Accountant, North Las Vegas Casino Corporation. (1980 - 1981).

Staff Accountant, Jesse Lothamer, CPA. (1980).

Licensures and Certifications

CFF - Certified in Financial Forensics, American Institute of Certified Public Accountants. (2013 - 2016).
Certified Public Accountant, WA State Board of Accountancy. (1983 - 2015).

Professional Memberships

American Accounting Association. (2015 - Present).
American Association of Certified Public Accountants. (1985 - Present).
Washington Society of CPAs. (1983 - Present).
Advisory Counsel, Institute for Corporate Counsel. (2008 - 2012).
American Bar Association. (1991 - 2012).
Chapter Officer, National Contract Management Association. (1987 - 2012).

Development Activities Attended

Conference Attendance, "Scholarship of Teaching and Learning Conference," FCTL, Findlay, OH, US.
(May 18, 2015 - May 19, 2015).
Conference Attendance, "Forensic & Valuation Services Conference," AICPA, Las Vegas, NV, US.
(November 10, 2013 - November 12, 2013).
Workshop, "Summer Academic Advising Workshop," FSU, Big Rapids, MI, US. (July 23, 2013).
Conference Attendance, "Making Student Learning Visible," Grand Valley State University, Grand
Rapids, MI, U.S. (May 19, 2013 - May 21, 2013).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (April 11, 2013).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (March 21, 2013).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (February 7, 2013).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (January 24, 2013).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (November 8, 2012).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (October 4, 2012).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (September 20, 2012).
Workshop, "NFTP," FSU - FCTL, Big Rapids, MI, U.S. (September 6, 2012).
Workshop, "New Faculty Orientation Week," FSU, Big Rapids, MI, U.S. (August 13, 2012 - August 17,
2012).
Conference Attendance, "NCMA World Congress Conference," National Contract Management
Association, Boston, MA, U.S. (July 29, 2012 - August 1, 2012).

Awards and Honors

Teaching

Teaching Experience

Ferris State University

ACCT 201, Principles of Accounting 1, 15 courses.
ACCT 202, Principles of Accounting 2, 5 courses.
ACCT 221, Construction Accounting, 1 course.
ACCT 370, Forensic Accounting, 2 courses.
ACCT 410, Advanced Accounting 1, 7 courses.

Research

Published Intellectual Contributions

Conference Proceedings

Kohn, P. (2012). *Disruption - The Hidden Cost of Change*. Asburn, VA: National Contract Management Association. www.ncmahq.org

Kohn, P. (2006). *The Intersection of GAAP and CAS* (pp. 21). Chicago, IL: American Bar Association. www.americanbar.org

Journal Articles

Kohn, P. (2011). Intersection of GAAP and CAS. *CAP Insider*.

Research in Progress

"Quantification of disruption in production projects" (Planning).

Issues involved in estimating quantum caused by disruption to production contracts and the related issues of entitlement and causation.

Service

Department Service

Attendee, Meeting, Accounting Association Banquet. (April 2015).

Participant, Accounting Department. (April 1, 2014 - June 30, 2014).

Attended annual banquet, Accounting Association Banquet. (April 25, 2014).

Faculty Advisor, Accounting Department - Other. (June 1, 2013 - July 15, 2013).

Attended annual banquet, Accounting Association Banquet. (April 24, 2013).

Student Service

Student Placement. Introduction to possible employer. (2014).

Served food at COB Celebration Fest. COB Celebration Fest. (September 2014).

Student Placement. Introduction to possible employer. (2013).

Student Placement. Introduced student to possible employer. (2013).

Served food at COB Celebration Fest. COB Celebration Fest. (September 19, 2013).

Served food at COB Celebration Fest. COB Celebration Fest. (September 18, 2012).

College Service

Faculty Mentor, DECA. (January 7, 2015).

Participant, Accounting Department Accreditation (informal group). (2014).

University Service

Committee Member, Academic Policy and Standards Committee. (October 1, 2013 - Present).

Participant, FSU Academic Affairs. (September 24, 2013).

Participant, FSU Academic Affairs. (September 12, 2013).

Professional Service

Member, Washington Society of CPAs, Seattle, WA. (1983 - 2014).

Advisory Counsel, Institute for Corporate Counsel, Los Angeles, CA. (2008 - 2012).

Member, American Bar Association, Los Angeles, CA. (1991 - 2012).

Officer, Treasurer, National Contract Management Association, Canoga Park, CA. (1987 - 2012).

Public Service

Chairperson, Economic Loan Fund Committee, Edmore, MI. (December 2014 - 2017).
Board Member, Village of Edmore Zoning Committee, Edmore, MI. (November 2014 - 2017).
Officer, Vice President, Our Savior's Lutheran Church, Edmore, MI. (2012 - 2015).
Participant, Our Savior's Lutheran Church, Edmore, MI. (April 1, 2015 - October 4, 2015).
Participant, Our Savior's Lutheran Church, Edmore, MI. (April 1, 2014 - September 25, 2014).
Attendee, Meeting, St. Paul's Lutheran Church, Big Rapids, MI. (September 18, 2014).
Participant, Our Savior's Lutheran Church, Edmore, MI. (April 1, 2013 - September 25, 2013).
Attendee, Meeting, St. Paul's Lutheran Church, Big Rapids, MI. (September 20, 2013).
Attendee, Meeting, St. Paul's Lutheran Church, Big Rapids, MI. (September 19, 2012).

Consulting

Non-Governmental Organization (NGO), Downtown Development Association, Edmore, MI. (2015).
Non-Governmental Organization (NGO), Downtown Development Association, Edmore, MI. (June 15, 2014 - July 17, 2014).
Litigation, TechForward, Los Angeles, CA. (2011 - 2012).
Litigation, The Boeing Company, Los Angeles, CA. (2010 - 2011).
For Profit Organization, The Boeing Company, Los Angeles, CA. (2010).
Litigation, ShinMaywa, Japan. (2009 - 2010).
Litigation, Jim Dial, et al., Phoenix, AZ. (2008).
Litigation, Clean Water Technologies, Inc. and Marvin Engineering Co. Inc., Los Angeles, CA. (2007).
Litigation, ITT Industries, Orange County, CA. (2007).
Litigation, Lynwood Unified School District, Los Angeles, CA. (2006 - 2007).
Litigation, Net-Present.Com, Inc., Los Angeles, CA. (2006 - 2007).
Litigation, Jeffery Carlton, et al. vs Jim Floor, et al., Los Angeles, CA. (2005 - 2007).
Litigation, Berkman, et al., Los Angeles, CA. (2006).
Litigation, Bruskin International, LLC, Los Angeles, CA. (2006).
Litigation, Andrea M. Ania, Los Angeles, CA. (2005).
For Profit Organization, Los Angeles Dodgers, Los Angeles. (2005).
For Profit Organization, Capstone Turbine, Inc., Canoga Park, CA. (2004).
Arbitration, Yaqui and Interlink, San Diego, CA. (2004).
Litigation, Ameron Global, Inc., Los Angeles, CA. (2003).
Litigation, MassMicroelectronics LLC, Boston, MA. (2002).
Litigation, United Ribbon Co., Los Angeles, CA. (2002).
For Profit Organization, American Electric Power. (2001).
Litigation, KittyHawk, Inc., Dallas, TX. (2001).
Litigation, General Motors, Detroit, MI. (1999 - 2000).
For Profit Organization, Grupo ICA, Mexico City, Mexico. (1998).
For Profit Organization, Honda, North America, Los Angeles, (1997 - 1998).
Government, San Diego County, San Diego, CA. (1996 - 1997).
For Profit Organization, General Dynamics, Tucson, AZ. (1993 - 1995).
Litigation, Traylor Brothers, Dallas, TX. (1993 - 1994).
Litigation, Hughes Aircraft Company, Los Angeles, CA. (1985 - 1991).
Litigation, San Diego Gas & Electric, San Diego, CA. (1987).
Litigation, Gould, Inc., Chicago, IL. (1986 - 1987).
Litigation, Southern California Edison, Los Angeles, CA. (1986).

Stephen T. Jakubowski

Ferris State University

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Education

Ph D, Kent State University, 1988.

Major: Accounting

MS, Central Michigan University, 1977.

Major: Accounting

BS, St. Joseph's College, 1974.

Major: Accounting

Professional Positions**Academic - Post-Secondary**

Professor, Ferris State University. (2001 - Present).

Professor (tenured) and Interim Head, Marshall University. (1999 - 2000).

Associate Professor, MBA Director, Fort Hays State University. (1996 - 1998).

Associate Professor, King's College. (1994 - 1996).

Assistant Professor, University of Northern Iowa. (1989 - 1994).

Teaching Fellow, Kent State University. (1982 - 1987).

Assistant Professor, North Carolina Wesleyan College. (1980 - 1982).

Assistant Professor, North Carolina Wesleyan College. (1980 - 1982).

Instructor, Central Michigan University. (1977 - 1980).

Graduate Assistant, Central Michigan University. (1977).

Professional

Fellowship, Doctoral Research Program, U.S. General Accounting Office. (1987 - 1988).

Fund Accountant, Genesee County. (1974 - 1975).

Licensures and Certifications

Certified Public Accountant, MI. (1982 - Present).

Professional Memberships

American Accounting Association.

Awards and Honors

Best Paper (Accounting), Academy of Business Research Spring 2013 Conference, New Orleans, LA, Certified Public Accountant (Michigan), American Accounting Association. (2007).

Who's Who Among America's Teachers. (2002).

Outstanding Teacher Award, Gamma Beta Phi. (2000).

Micro Computer Equipment Grant recipient, UNI. (1992).

Summer Fellowship, UNI Graduate School. (1991).

Nominated to attend, Robert M. Trueblood Seminar for Professors. (1990).

Doctoral Research Fellowship, U.S. General Accounting Office. (1987).
University Fellowship, Kent State University. (1984).

Teaching

Teaching Experience

Ferris State University

201, Principles of Accounting 1, 3 courses.

310, Intermediate Accounting 1, 2 courses.

312, Intermediate Accounting 2, 1 course.

441, Auditing, 1 course.

ACCT 201, Principles of Accounting 1, 17 courses.

ACCT 202, Principles of Accounting 2, 5 courses.

ACCT 310, Intermediate Accounting 1, 15 courses.

ACCT 312, Intermediate Accounting 2, 21 courses.

ACCT 441, Auditing, 6 courses.

ACCT 461, Governmental Accounting, 9 courses.

Awards and Honors

University Apple for the Teacher Award. (1994).

Research

Published Intellectual Contributions

Conference Proceedings

Jakubowski, S. T., Huh, S. K. (2014). *Compliance Reporting as Part of the Financial Statement Audit: A Comparison of County Governments and their Auditors across States*. New Orleans, LA, March 26-28, 2014: Proceedings: Academy of Business Research, Spring 2014.

Jakubowski, S. T. (2013). *Reporting on the Internal Controls of Local Government: Who Are the Auditors and What Are They Reporting?* (Spring 2013 Conference ed., vol. Spring 2013 Conference). New Orleans, LA, New Orleans, LA, March 13-15, 2013: Academy of Business Research.

Smith, F., Haley, D., Clayson, D., Jakubowski, S. T. *Financial Recruiters and Financial Service Representatives: Selection Variables Resulting in Higher* (2011th ed., vol. 12). Academy of Business Education.

Jakubowski, S. T. (2009). *Reporting on the Internal Controls of Ohio Cities: Who Are the Auditors and What Are They Reporting? With L. Jakubowski*. Ohio Regional American Accounting Association Meeting.

Jakubowski, S. T. (2008). *Michigan County Audits: Who Are the Auditors and What Are They Reporting.*. Michigan Academy of A~ Science, & Letters.

Jakubowski, S. T. (2007). *A Look at Differences in Governmental Audits Related to the Type of Auditor*. Michigan Academy of A~ Science, & Letters.

Jakubowski, S. T., Huh, S. K. (2005). *The Single Audit Amendments of 1996: A Look at Its Impact on Local Government*. Ohio Regional American Accounting Association Meeting.

Jakubowski, S. T., Jakubowski, L. A., Huh, S. K. (2004). *Single Audits Under the Single Audit Act Amendment of 1996: Where Have All the Findings Gone?*. Ohio Regional American Accounting Association Meeting.

Jakubowski, S. T., Jakubowski, L. A. (2002). *The Single Audit Act Amendment of 1996.*. Ohio Regional American Accounting Association Meeting.

Jakubowski, S. T., Esmond-Kiger, C. (2001). *Accounting Student Searching for Jobs: What Is Important and To Whom?*. Northeast Regional American Accounting Association Meeting.

- Jakubowski, S. T., Chao, P., Huh, S., Maheshwari, S. (1999). *A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, India, Taiwan and Korea* (pp. 55). 1999 Annual Conference on Emerging Issues in International Accounting.
- Jakubowski, S. T., Chao, P., Huh, S. (1997). *A Comparative Study of Accounting Codes of Ethics - US, Ontario, Taiwan and Korea* (pp. 41-45). 1997 Allied Academics National Conference.
- Jakubowski, S. T., Kim, I., Huh, S. (1997). *A Comparative Study of Accounting Codes of Ethics in South Korea and the United States* (pp. 151-152). 14th Pan Pacific Conference.
- Jakubowski, S. T. (1997). *Single Audits and Their Effect on County Government Financial Management: Some Evidence* (pp. 45). Western Regional Meeting of the American Accounting Association.
- Jakubowski, L. A., Jakubowski, S. T., Heian, J. H. (1997). *The Determinants of Audit Effort for County Government in the State of Iowa*. Edmond, OK: Southwest Business Symposium, 14th Annual Meeting.
- Jakubowski, S. T. (1996). *Single Audits and Their Effect on City Government Financial Management: Some Evidence* (pp. 79). Mid Atlantic Regional Meeting of the American Accounting Association.
- Jakubowski, S. T., Chao, P. (1993). *A Comparative Study of Accounting Codes of Ethics - U.S., Ontario and Taiwan* (pp. 229-235). Annual Convention of the Association for Global Business.
- Jakubowski, S. T. (1992). *A Look at How Internal Control Structures Have Changed Since the Single Audit Act of 1984* (pp. 76). Midwest Regional Meeting of the American Accounting Association.
- Jakubowski, S. T., Huh, S. K. (1991). *The Single Audit: Is It Working as Intended?*. Western Regional Meeting of the American Accounting Association.
- Jakubowski, S. T., Huh, S. K. (1990). *The Effect of the Single Audit Act of 1984 on the Internal Control Systems of County and City Governments in the State of Ohio*. Southern Ohio Business Review.
- Jakubowski, S. T., Huh, S. (1990). *The Effect of the Single Audit Act of 1984 on the Internal Control Systems of the County and City Governments in the State of Ohio*. Ohio Regional Meeting of the American Accounting Association.
- Jakubowski, S. T. (1990). *The Effect of the Single Audit Act of 1984 on Local Government Internal Control Systems* (pp. 209-214). Midwest Regional Meeting of the American Accounting Association.
- Jakubowski, S. T., Huh, S. K. (1989). *An Analysis of the Relationship Between Accounting Information Systems and Contingency Factors in U.S. Manufacturing Firms*. (pp. Pages 106-108). Annual Convention of the Association for Global Business.

Refereed Journal Articles

- Jakubowski, S. T. (2008). Local Government Audits: A Look at Audit Findings and Differences Related to the Type of Auditor. *Municipal Finance Journal*, 29(2), 77-89.
- Jakubowski, S. T., Huh, S. K. (2002). The Single Audit Act Amendment of 1996: A Look at Its Impact on Country Government Audits. *Municipal Finance Journal*, 23(3), 46-63.
- Jakubowski, S. T., Broce, P., Stone, J. (2002). SAS No. 82: A Look at its Impact on Financial Statement Audits. *The CPA Journal*, 42-46.
- Jakubowski, S. T., Huh, S. (2002). A Cross-Country Comparison of the Codes of Professional Conduct of Certified/Chartered Accountants. *Journal of Business Ethics*, 35(2), 111-129.
- Jakubowski, S. T., Smith, W. (2001). Achievement Tests as a Component of the Assessment Process for Academic Accounting Programs. *Journal of Accounting and Finance Research*, 9(1), 67-73.
- Jakubowski, S. T., Saunders, G. (2000). Tax Incentive Credits: Do they Work? *Oil, Gas and Energy*, 48(4), 661-669.
- Jakubowski, S. T. (1995). Reporting on the Control Structures of Local Governments Under the Single Audit Act of 1984. *Public Budgeting and Finance*, 15(1), 58-71.
- Jakubowski, S. T. (1994). Reporting on the Control Structures of City Governments. *CPA Journal*, 66-68.

Jakubowski, S. T., Huh, S. K. (1992). Single Audit Act: Is It Working as Intended? (The case of County and City Governments in the State of California). *The Western Governmental Researcher, II*, 1-16.

Presentations Given

- Jakubowski, L. A. (Presenter & Author), Jakubowski, S. T. (Presenter & Author), Heian, J. (Presenter & Author), Annual Meeting of the American Academy of Accounting and Finance, "The Determinants of Audit Effort: An Empirical Analysis," American Academy of Accounting and Finance, New Orleans, LA, US. (December 2000).
- Jakubowski, S. T. (Presenter & Author), Smith, W. (Presenter & Author), Annual Meeting of the American Academy of Accounting and Finance, "Using Accounting Achievement Tests as an Program Assessment Tool," New Orleans, Louisiana. (December 2000).
- Jakubowski, S. T. (Presenter & Author), Smith, W. (Presenter & Author), Broce, P. (Presenter & Author), Midwest Business and Economics Association, Annual Meeting, "Assessment Examinations for Academic Accounting Programs.," MBEA, Chicago, IL. (March 2000).
- Jakubowski, S. T. (Presenter & Author), Esmond-Kiger, C. (Presenter & Author), Saunders, G. (Presenter & Author), Midwest Business and Economics Association, Annual Meeting, "Job Criteria Preferences of Senior Accounting Students," MBEA, Chicago, IL. (March 1999).
- Jakubowski, L. A. (Presenter & Author), Jakubowski, S. T. (Presenter & Author), Heian, J. (Presenter & Author), Southwest Business Symposium, 14th Annual Meeting, "The Determinants of Audit Effort in the State of Iowa," Southwest Business Symposium, Edmond, OK. (April 1997).
- Jakubowski, S. T. (Presenter & Author), Southeast Chapter of Iowa Society of CPAs, "The Single Audit: An Assessment After Four Years.," Washington, Iowa. (July 1991).

Research in Progress

- "County Government Component Units, A Look at Differences Across Auditors" (On-Going).
- "County Government Single Audits: Are Auditors Reporting Enough?" (On-Going).

Service

Department Service

- Faculty Advisor, Ferris State University, Accounting Association. (2001 - 2014).
- Committee Member, Accounting Program Search Committee. (August 2013 - May 2014).
- Committee Member, Tenure Committee. (August 2004 - May 2014).
- Committee Chair, Accounting Program Search Committee. (August 2007 - May 2012).
- Advisory Board, Marshall University: Internship Committee, Advisory Board. (1999).
- Committee Member, Marshall University: Search Committee. (1999).
- Committee Member, Marshall University: Student Advisory Committee. (1999).
- Committee Member, Fort Hays State University: Accounting Search Committee. (1996 - 1997).
- Committee Member, Fort Hays State University: Department of Student Affairs. (1996 - 1997).
- Committee Member, University of Northern Iowa: Accounting Selection Committee. (1991).

Student Service

- Student Org Advisor (Professional Org), Accounting Association. (August 2001 - May 2015).

College Service

- Faculty Advisor, College of Business, Student Accounting Association. (2005 - Present).
- Committee Member, Promotion/Merit Committee. (August 2013 - May 2015).
- Committee Member, College Curriculum Committee. (August 2007 - May 2013).

Committee Chair, College of Business, Professional Development Team. (2006 - 2007).
Committee Member, College of Business, Promotion/Merit Committee. (2005 - 2007).
Committee Member, College of Business, Review Team. (2005 - 2006).
Committee Member, College of Business, Marketing Department Chair Search Committee. (2005).
Committee Member, Marshall University: College of Business, Assessment Committee. (2000 - 2001).

Committee Member, Marshall University: College of Business, Graduate Committee. (2000 - 2001).
Committee Member, Marshall University: Associate Dean Search Committee. (1999).
Secretary, Marshall University: College of Business, Curriculum and Academic Standards Committee. (1999).
Committee Member, Fort Hays State University: Dean's Advisory Committee. (1996 - 1997).
Committee Member, Marshall University: Division of Accountancy & Legal Environment, Search Committee. (1996 - 1997).
Faculty Advisor, University of Northern Iowa: Faculty Council. (1989 - 1990).

University Service

Committee Member, Ferris State University: University Graduate and Professional Council. (2002 - 2004).
Academic Senator, Ferris State University: University Senate. (2002 - 2004).
Committee Member, Marshall University: Budget and Academic Policy Committee. (2000).
Committee Member, Fort Hays State University: Promotion and Tenure Task Force. (1996 - 1997).
Committee Member, University of Northern Iowa: University Writing Committee. (1991 - 1994).
Committee Member, University of Northern Iowa: New Student Organization. (1990 - 1994).

Professional Service

Moderator/Facilitator, American Accounting Association, Akron, OH. (2004).
Moderator/Facilitator, American Accounting Association, North Dublin, OH. (2003).
Moderator/Facilitator, American Accounting Association, North Dublin, OH. (2002).
Reviewer, Journal Article, American Accounting Association, Cayuhoga Falls, OH. (2001).
Chairperson, American Accounting Association, OH. (1999).
Reviewer, Journal Article, American Accounting Association. (1999).
Panelist, Midwest Business and Economics Assn. Annual Meeting, Chicago, IL. (1999).
Discussant, Midwest Business and Economics Association, Chicago, IL. (1999).
Reviewer, Journal Article, American Accounting Association. (1991).

Public Service

Youth Soccer Coach, YMCA. (2007).
Soccer Coach, Immaculate Heart of Mary School. (2003 - 2004).
Youth Basketball Coach, YMCA. (1999 - 2001).
Youth Soccer Coach, YMCA. (1998 - 2001).
Musician, St. Nicholas Catholic Church, (1996 - 1998).
Committee Member, St. Patrick's Catholic Church, Finance Committee. (1993 - 1994).
St. Stephen's Catholic Student Center. (1993 - 1994).
Committee Member, St. Stephen's Catholic Student Center, UNI, Faculty Support Group. (1993 - 1994).
Board Member, Cedarloo Lions Club, (1989 - 1994).
Musician, St. Patrick Catholic Church. (1990 - 1992).

James Shimko

Ferris State University

AFIS

Email: JamesShimko@ferris.edu

Education

DBA anticipated graduation August 2016, Walden University, 2016.

Major: Accounting

Dissertation Title: Integration of Sustainability Reporting at Academic Institutions

MBA, Youngstown State University, 1988.

Major: Accounting

Professional Positions**Academic - Post-Secondary**

Assistant Professor, Ferris State University. (August 2014 - Present).

Associate Professor in Accounting, Jackson Community College. (2011 - 2014).

Full Tenured Professor, Sinclair Community College. (1996 - 2010).

Government

Revenue Agent, Internal Revenue Service. (1986 - 1996).

Licensures and Certifications

Certified Public Accountant, State of Ohio. (August 1, 1988 - Present).

Professional Memberships

American Accounting Association. (June 15, 2015 - Present).

Member, Accreditation Council for Business Schools and Programs. (January 1, 2011 - Present).

Michigan Association of Certified Public Accountants. (January 1, 2011 - Present).

Development Activities Attended

Graduate Course, "Seminar in International Aspects in Managerial Accounting," Walden University.
(August 31, 2015 - Present).

Seminar, "Qualitative Case Study Design," Walden University, Minneapolis, MN. (September 14, 2015).

Seminar, "Qualitative Research Method—Data Saturation, Member Checking, & Transcript Review,"
Walden University, Minneapolis, MN. (September 10, 2015).

"Qualitative Alignment from the Problem Statement to the Conceptual Framework," Walden University,
Minneapolis, MN. (August 31, 2015).

Workshop, "Equity Counts Initiative," Ferris State University (FSU), Big Rapids, Michigan. (August 27,
2015).

Workshop, "Office of Research and Sponsored Programs - Grants and Compliance," Ferris State
University (FSU), Big Rapids, Michigan. (August 27, 2015).

Workshop, "Disability and Accessibility (Julie Alexander and Marie Yowitz)," Ferris State University
(FSU), Big Rapids, Michigan. (August 25, 2015).

Workshop, "Economic Inequality Initiative (Tony Baker)," Ferris State University (FSU), Big Rapids,
Michigan. (August 25, 2015).

Workshop, "General Education Implementation (Clifton Franklund)," Ferris State University (FSU), Big
Rapids, Michigan. (August 25, 2015).

Workshop, "Grants and Compliance," Ferris State University (FSU), Big Rapids, Michigan. (August 25,
2015).

Presentation, "Provost's Office, Presidents Welcome, Academic Affairs Focus for 2015-2016," FSU, Big Rapids, Michigan. (August 24, 2015).

Workshop, "Advancing Learning through Scholarly Teaching (Robbie Teahen)," Ferris State University (FSU), Big Rapids, Michigan. (August 24, 2015).

Workshop, "Connections with Student Affairs," FSU, Big Rapids, MI. (August 24, 2015).

Workshop, "Diversity Audit Final Report (David Pilgrim)," Ferris State University (FSU), Big Rapids, Michigan. (August 24, 2015).

Graduate Course, "Seminar in Accounting-Based Performance Evaluation Systems," Walden University. (July 29, 2015 - August 23, 2015).

Conference Attendance, "Creating Independent Thinkers through Self-Directed Learning," American Accounting Association, Chicago, IL. (August 9, 2015).

Conference Attendance, "Hands on Technology Demonstrations Computer Science." (August 9, 2015).

Conference Attendance, "Learning about Learning: Research Discoveries That Inform and Shape Teaching Practices," American Accounting Association, Chicago, IL. (August 9, 2015).

Workshop, "Connections with Student Affairs," American Accounting Association, Chicago, IL. (August 9, 2015).

Workshop, "Flip and Online Courses: Class Management Made Easy," American Accounting Association, Chicago, IL. (August 9, 2015).

Conference Attendance, "Advancing Accounting Education: Opportunities and Rewards," American Accounting Association, Chicago, IL. (August 8, 2015).

Conference Attendance, "Critical Thinking and Student Engagement," American Accounting Association, Chicago, IL. (August 8, 2015).

Conference Attendance, "Effective Teaching Practices Forum #1 Poster Session of Pedagogy and Course Best Practices," American Accounting Association, Chicago, IL. (August 8, 2015).

Conference Attendance, "Effective Teaching Practices Forum Poster Session of Pedagogy and Course Best Practices Specialized Knowledge and Applications," American Accounting Association, Chicago, IL. (August 8, 2015).

Conference Attendance, "Introducing Accounting: Classroom Application of the Pathways Commission Vision," American Accounting Association, Chicago, IL. (August 8, 2015).

Conference Attendance, "Linking Accounting Education to the Knowledge and Skills Needed by Young Professionals," American Accounting Association, Chicago, IL. (August 8, 2015).

Conference Attendance, "Teaching Roundtable - Class Activities for a Flipped Classroom," American Accounting Association, Chicago, IL. (August 8, 2015).

Conference Attendance, "The "Flipped-Mastery" Approach to Teaching Accounting," American Accounting Association, Chicago, IL. (August 8, 2015).

Graduate Course, "Seminar in Managerial Accounting," Walden University. (May 4, 2015 - July 28, 2015).

Workshop, "Does using the term 'materiality' in your CSR report create risk?," Sustainability Accounting Standards Board. (June 30, 2015).

Workshop, "Review of game-based learning activities," FCTL, Big Rapids, MI. (May 15, 2015).

Workshop, "How to complete a prospectus," Walden University, Minneapolis, MN. (May 13, 2015).

Workshop, "Engaged Departments: What, Why, and How?," Michigan | Campus Compact, Grand Rapids, Michigan. (May 12, 2015).

Graduate Course, "Quantitative Decision Making Business Analysis," Walden University. (March 2, 2015 - April 26, 2015).

Graduate Course, "Qualitative and Case Research Business Analysis," Walden University. (January 5, 2015 - March 2, 2015).

Workshop, "Online Course Design: A Targeted Focus," FCTL, Big Rapids, Michigan. (February 20, 2015).

Workshop, "Respondus," Faculty Center for Teaching and Learning, Big Rapids, Michigan. (February 6, 2015).

Presentation, "Accounting Master CPA review by Becker," Becker Review, Big Rapids, Michigan. (February 4, 2015).

Workshop, "Overview of the Curriculum Development Process," Academic Senate Office, Paula Hadley, hadleyp@ferris.edu, (January 21, 2015).

Graduate Course, "Applied Research Methods Qualitative and Quantitative," Walden University. (September 2, 2014 - December 21, 2014).

Workshop, "Small Group Instructional Diagnoses (SGIDs) and Reflective Practice," Faculty Center for Teaching & Learning (FCTL). (October 30, 2014).

Workshop, "Learner-Centered Teaching," FSU NFTP, Big Rapids, Michigan, United States. (October 9, 2014).

Tour of Ferris programs and partnerships in Grand Rapids, "Fall Excursion," Faculty Center for Teaching & Learning (FCTL). (September 27, 2014).

Workshop, "Assessing Student Learning," FSU, Big Rapids, Michigan, United States. (September 4, 2014).

Workshop, "Concur First Time Users," FSU, Big Rapids, Michigan, United States. (August 22, 2014).

Workshop, "An Overview of the Curriculum Development Process," FSU, Big Rapids, Michigan, United States. (August 21, 2014).

Workshop, "MyDegree Training," FSU, Big Rapids, Michigan, United States. (August 19, 2014).

Presentation, "A Focus on Strategic Planning, Initiatives, and Implementation," FSU, Big Rapids, Michigan, United States. (August 18, 2014).

Workshop, "Ferris Connect Basics (Phase 1)," FSU, Big Rapids, MI. (August 14, 2014).

Workshop, "Ferris Connect Collaboration Tools (Phase 2)," FSU, Big Rapids, Michigan. (August 14, 2014).

Workshop, "Classroom Technology," FSU, Big Rapids, Michigan, United States. (August 13, 2014).

Workshop, "Creating a Truly Diverse University," FSU, Big Rapids, MI, United States. (August 13, 2014).

Workshop, "Charting the Right Course Part 1," FSU, Big Rapids, Michigan, United States. (August 12, 2014).

Workshop, "Charting the Right Course Part 2," FSU, Big Rapids, Michigan, United States. (August 12, 2014).

Workshop, "Elements of a Learner-Centered Syllabus," FSU, Big Rapids, MI, United States. (August 12, 2014).

Workshop, "Making Connections: How Does Ferris Spell Success?," FSU, Big Rapids, Michigan, United States. (August 12, 2014).

Workshop, "Understanding the Role of Building Community," FSU, Big Rapids, Michigan, United States. (August 12, 2014).

Research

Presentations Given

Shimko, J., ACBSP Midwest Conference, "Mini-tablets: Low cost and big benefits," ACBSP, Canton, OH. (October 1, 2013).

Research in Progress

"Accounting for Sustainability" (On-Going).

Research into integrating sustainability reporting into the accounting cycle

Service

Department Service

Committee Member, Accounting Program Adjunct Hiring Committee. (October 16, 2014 - Present).
Attendee, Meeting, Accounting Program Meeting. (August 20, 2014 - Present).
Attendee, Meeting, AFIS Department Meeting. (August 20, 2014 - Present).

Student Service

Student/Industry Connection. Accounting Career Day. (September 25, 2015).
Student/Industry Connection. Accounting Career Day. (September 17, 2015).
Student/Industry Connection, Accounting Association. Accounting Association Banquet. (April 17, 2015).
Student/Industry Connection, Accounting Association. Ferris VITA Facilitated Self Assistance (FSA) Program. (January 1, 2015 - April 15, 2015).
Student/Industry Connection. Accounting Career Day. (February 12, 2015).

College Service

Attendee, Meeting, College of Business Meeting. (August 20, 2014 - Present).
Volunteer, College of Business Celebration Festival. (September 17, 2015).

University Service

Volunteer for membership when it is formed, Sustainability Task Force. (September 30, 2015 - Present).
Committee Member, Learning Technologies Advisory Board. (September 29, 2015 - Present).
Committee Member, General Education Subcommittee. (September 1, 2015 - Present).
Attendee, Meeting, Student Government Association State of University. (October 7, 2014).
Attendee, Meeting, Provost Office Breakfast. (September 17, 2014).

Professional Service

Conference-Related, Member of the American Accounting Association. (June 2015 - Present).
Member, Accreditation Council for Business Schools and Programs (ACBSP), Overland Park, KS. (October 29, 2014 - Present).
Committee Member, Michigan Association of Certified Public Accountants. (September 1, 2014 - Present).

Public Service

Program Coordinator, Internal Revenue Service VITA FSA Site, Big Rapids, MI. (January 1, 2015 - April 15, 2015).

Terri Lukshaitis

11099 East Seven Mile Road Tustin, MI 49688
cell (734) 347-8345 email: lukshat@yahoo.com

Education: Central Michigan State University -Mt. Pleasant, MI-MBA program with Accounting focus, Accountincuz Stuses taken through Bowling Green State University in .MAcc program.

Michigan State University -East Lansing, MI-Certification in Educational Technology, May 1999

Central Michigan University - Mt. Pleasant, MI-MA in Educational Administration, December 1996; General, Chief Schwol Business Official Endorsement

Ferris State University - Big Rapids, MI-June 1991, Vocational and High School Teaching Certification, Business Education, major Accounting and Computing, minor. BS Accounting, August 1983

Experience:

01/ 12-present **Baker College of Allen Park Adjunct Faculty** **Allen Park, MI**
Teach Developmental Math
Teach Accounting

09/ 10-present **Owens Community College** **Toledo, OH**
Adjunct Faculty:
Teach Accounting on-ground and on-line
Teach Human Resource Management on-ground and on-line
Teach Introductory Business on-line

09/ 10-present **Monroe County Community College** **Monroe, MI**
Adjunct Faculty & Payroll Clerk:
Teach Accounting Principles 1& 2
Prepare payroll for Community College employees from 07/ 11 -12/ 11
Teach Introductory Business Math

01/ 11-present **Henry Ford Community College Adjunct Faculty** **Dearborn, MI**
Teach Computers in Health Care

07/08-07/ 10 **Murphy Elementary District** **Phoenix, AZ**
Sullivan Elementary Teacher-Computer Technology K-8
Teach Computer technology based on AZ standards to students grades K-8.
AZ teaching certification kept up-to date with both Business 6-12 and Career and Technical Education-Business and marketing K-12.
Left to return to Michigan-Husband is the High School Principal for Mason Consolidated Schools

07/07--07/08 **Aspirus Ontonagon Hospital Chief Staff Accountant** **Ontonagon, MI**
 Responsible for journal entries, accounts payable and receivable, payroll.
 Responsible for consolidation of books, records custodian, cost accountant.
 Facilitated transfer of hospital from village (Municipality) to Aspirus (for profit).
 Worked on interface between Dairyland and Lawson.

08/06-05/07 **Gogebic Community College Adjunct Faculty** **Ironwood, MI**
 Taught Accounting Principles 1& 2

06/06-07/07 **Ontonagon County EDC** **Ontonagon, MI**
Administrative Secretary-EDC
 Served as administrator of countywide Economic Development Committee.

02/04-06/06 **Char-Em ISD** **Charlevoix, MI**
Finance Assistant
 Prepare Payroll for Harbor Springs Schools
 Prepare Accounts Payable for COPESD.

09/04-12/05 **North Central Michigan College** **Petoskey, MI**
Adjunct Faculty
 Taught Accounting Principles 1& 2 & Management Accounting

10/03-10/05 **Onaway Community Schools** **Onaway, MI**
Long-Term Substitute Teacher & After School Program Coordinator
 Long-term Substitute Teach for the HS Web Design Teacher, MS Science Teacher & HS Science Teacher.
 Run an after-school program in the Media Center for youth and adults.
 Teach Microsoft office products to adults in the Onaway area.

10/01-07/08 **Davenport University** **Gaylord, MI**
Faculty Coordinator/Online Accounting Instructor
 Teach various accounting classes in an online environment.
 Maintain up-to date knowledge of accounting principles.

12/00-9/01 **Gaylord Community Schools** **Gaylord, MI**
GED Distance Learning Coordinator
 Established distance learning GED program
 Trained students in the use of PLATO software
 Worked with students in conjunction with Kirtland Community College on Work Keyes
 Advise students on successful preparation for the GED examinations

01/01-10/02 **Baker College Adjunct Faculty** **Cadillac, MI**
Faculty
 Taught Word, Excel, Computer Applications, and Accounting.

08/00-12/00 **Bellaire High School Business/Technology** **Bellaire, MI**
Long Term Substitute Teacher

Prepared and implemented daily lesson plans
Facilitated student-run businesses

02/97-06/00 **Montebello Community Schools** **Edmore, MI**
Business Manager/Technology Coordinator

Administered budgets for the district
Supervised business department
Completed cash borrowing program for the district
Maintained existing contracts

09/89-02/97 **Baker College** **Cadillac, MI**
Faculty Administrator

Supervising Student Life Activities
Setting up Articulation agreements
Orientation Date test facilitator
Supervising part-time faculty
Training faculty in PowerPoint, Learning Styles

Teaching:

Accounting 1, 2, & 3, Cost Accounting, Auditing, Taxation, Strategic Management, and Financial Applications
Word, Access, Excel, WordPerfect, Lotus, Dbase, Information Systems
Microcomputer Accounting, Payroll Accounting
Dual Enrollment classes at the vocational center

05/87-09/89 **Non** **Reed City, MI**
Cost Accountant

All parts of cost accounting using both job-order costing and process costing, including:
WIP costing, scrap, entering bills of material, entering routings, daily efficiency reports, etc.

02/78-05/87 **Tubelite** **Reed City, MI**

General Accountant/Claims Analyst

All accounting functions at the administrative level and below, including entering sales journal, contacting customers regarding customer complaints, payroll, job order costing, preparing and filing financial statements, inventory audit control and accounts payable.

RESUME OF JOSEPH E. MCKEW

59630 Hunters Court

Mishawaka, Indiana 46544

Home Phone 219-679-4836

TEACHING EXPERIENCE (Courses taught):

FERRIS STATE UNIVERSITY -Currently along with 12 years experience - approx.

Financial Management

International Finance (Currently)

SOUTH-WESTERN MICHIGAN COLLEGE (Currently-3 years experience)

Accounting Principles
Tax Accounting
Intermediate Accounting
Business Management
Macro Economics

United States Federal Government (on going)

Trained Federal Government Agents on Fair Lending Practices in real estate, use of Internet, etc.
Also involved in new examiner training of recent college B.S. accounting graduates.

INDIANA UNIVERSITY-South Bend Campus (five years experience in 1990's)

Macroeconomics
Microeconomics

ST. MARYS COLLEGE (in the early 1980's)

Retail Management

SOUTH BEND COLLEGE OF COMMERCE (middle 1980's)

Accounting - Principles and Intermediate Business Law
Business Math Business Management

WORK EXPERIENCE:

UNITED STATE FEDERAL GOVERNMENT (1989 to Date)

Agent for the Federal Government mainly involved in federally and state chartered financial institutions. This work involves analysis of financial statement, financial trends, management projections, financial ratios, budget analysis, business plans, strategic plans, etc. Once the analysis is concluded, I then come up with suggested solutions for any problems that have developed. The solutions are then presented to the board of directors of the financial institution for their approval and concurrence for corrective action plans. This work also includes working with the FBI at times. A strong accounting background and financial management background is necessary for completion of the job.

Training for myself is on going with many courses taken throughout the year. The latest course I attended was Advanced White Collar Crime. Whatever I learn in these courses is passed on to the students in various forms. Other advanced courses taken include investments, asset-liability management, real estate lending, fraud audits, internal controls, consumer compliance, cyber-banking, Internet fraud, advanced computer courses, etc...

UNIROYAL PLASTICS MANUFACTURING (1986-1989)

Payroll manager for 2,100 employees for the main corporate and 3 outlying plant subsidiaries. Company went under due to a mis-guided labor union along with junk-bond buyouts by a non-ethical junk bond senior management team.

ERATH CORPORATION {15 YEARS in the 1970 and 1980's}

This work station was very interesting and involved wholesale distribution of sporting goods in the Midwest. I was controller, salesman, sales coordinator, packer, drove a truck, developed advertising, set up annual shows, worked in the warehouse etc. etc. This work covers a quite a few years from the eighth grade to almost 35 years old it was very enjoyable and I learned a lot unfortunately as time went on the method of distribution in this country eliminated the firm and other similar firms from being profitable.

EDUCATION

MBA FINANCE - Western Michigan University

Started PHO/Post MBA work - University of Notre Dame- courses only offered during day so my family came first and unable to complete at this time.

B.S. Business Ed. and "noted" for B.S. Accounting Ferris State University- could not get two degrees at once when I did graduate.

AS. In Accounting/Business Administration -South Bend

Resume of Robert C. Thompson, CPA, CVA, MBA

Educational Background 11nd Certification

M.B.A., Lake Superior State University
B.S. in Accounting (highest distinction), Ferris State
University Certified Public Accountant licensed in
Michigan
Certified Valuation Analyst

Relevant Continuing Education

Governmental Accounting and Auditing Update
(Annual) GAQC Annual Update
Peer Review Procedures
Oil & Gas Financial Reporting
Annual Conference for Accounting and
Auditing Property & Casualty Insurance
Update
Business Valuations FI
N 48
GASB 54
Employee Benefit Plan Update
Global Finance Certificate

Career Experience

Dennis, Gartland & Niergarth, Traverse City, Michigan, Partner
Ferris State University, Adjunct Professor of Governmental Accounting and
Auditing National and Local CPA Firms, Staff Accountant

Professional Memberships

American Institute of CPAs
Michigan Association of CPAs, Peer Review Task
Force National Association of Certified Valuation
Analysts America International, A&A Executive
Committee Petroleum Accountants Society of
Michigan Government Finance Officers Association

Community Involvement

Traverse Area District Library, Trustee, Treasurer, Past
President Traverse City Area Chamber of Commerce
Leadership Grand Traverse Alumni
Traverse City Jaycees, Past President
Between the Fences Community Recreation Fund, Past
Treasurer Grand Traverse County, Adopt-A-Road Volunteer
Immaculate Conception Parish, Member, Altar Service
Ministry Hemophilia Foundation, of Michigan, Past
Director
Fiends of SCI-MA-TECH, Treasurer

Resume of EDWARD A. DORMAN

18185 Shamrock Blvd
Big Rapids, Michigan 49307
231-796-4906

EXPERIENCE:

Ferris State University, Big Rapids, and MI 49307: Director of Accounting Services: 1997 to current. Supervise Accounts Payable, Travel, Payroll, Data Control, Plant Accounting (fixed assets), Position Control, and all accounting functions. Responsible for year-end audit and complete the detailed statements and Financial Report statements for the University. Act as the University contact person for external auditors. Work with auditors to comply with audit recommendations and facilitate implementation of recommendations. Complete audit schedules required to meet "Prepared by Client" audit schedule. Responsible for balancing and maintaining the General Fund budget. Responsible for budgetary analysis at year-end, calculating variances between budget and actual and calculating both divisional and University carryover. Monitor University's balance sheet and complete schedules for backup to balances. Meet with Vice Presidents, Directors, and Department Heads for instruction on the use of the University's financial records system (FRS). Meet with auxiliary departments - housing, dining, bookstore, ice arena, golf course, and racquet facility - to insure accounts are maintained with proper budgets and fund balances. Monitor inventory levels and inventory turns for retail operations. Implement new GASB pronouncements - most recently GASB 34/35. Maintain all bonding and payment schedules. Implemented Banner Finance with accounting staff within the last 12 months, a SCT product (will go live July 1, 2005). Work with Investments Office to produce Ferris Foundation financial statements (based on FASB).

Ferris State University, Big Rapids, MI 49307: Interim Associate Vice President for Finance: November 1997 to April 1998. Filled position for approximately seven months during search for new candidate. Served on Vice President for Administration and Finance staff giving updates on construction projects, bonding issues, compliance with audit recommendations and staffing requirements.

Ferris State University, Big Rapids, MI 49307: General Accounting Supervisor : 1988 to 1997. Supervise Grants and Contracts, annual A-133 Single Audit requirement, University Travel, Data Control, and monitoring all non-general fund accounts. Responsible for producing the annual Detailed Financial Statements, providing audit schedules to external auditors and completing annual 990-T (UBIT) return. Using my educational background, produced training materials and conducted training classes campus wide on the use of the University's Financial Records System (FRS). Trained also on the use of the payroll system (HRS), position control, fixed assets, and how all the integrated systems feed into the FRS system.

Ferris State University, Big Rapids, MI 49307: Payroll Manager: 1987 to 1988. Responsible for supervising four payroll clerks, producing a bi-weekly payroll for 1,200 full time employees and 1,500 student employees. Meet with union groups to discuss payroll options and contracts. Complete all federal, state, and local tax returns and balance all payroll liability accounts. Annually, balance gross payroll to the federal 941 and W-2 reports. Trained end users on the use of the Human Resource System (HRS).

IMS Equipment Company, Irvine, California: Assistant Controller. 1982 to 1987. Responsible for Accounts Receivable, Accounts Payable, Payroll, and monthly accruals for import/export company. Produce monthly Balance Sheet and Profit and Loss Statements. Supervise an accounting staff of five.

Canadian Lakes Development Company, Stanwood, MI: Full Charge Accountant. 1976 to 1982. In charge of full accounting cycle and day-to-day operations for land development company. Managed general ledger in the construction of golf courses, roads and developing property for resale to the public. In charge of Accounts Payable, Land Contracts Receivable, cash handling and cash receipts journal, Payroll, and sales journal and general ledger. All manual system.

EDUCATION: Ferris State University, Big Rapids, MI
BS Degree – Business Education -graduated with honors in 1976
Minor in Accounting

MILITARY EXPERIENCE: U.S. Air Force-6 year's active service –Honorable Discharge

ADJUNCT FACULTY: Ferris State University: 1976 to 2000
Taught Accounting 201 & 202 over 20 year period (adjunct faculty) Taught Freshman Experience Class

OUTSIDE ACTIVITY: Certified High School Football Official (Varsity and JV) – 1997 to Current

Board Member-Assembly of God Church

RESUME OF Jane M. Zlojutro, CPA, MST

4520 Sliver Valley Lane, Traverse City, MI 49684

(231) 883-4804

jzlojutro@nmc.edu

EXPERIENCE

9/2001 to Present Accounting Instructor & Accounting Program Coordinator, *Northwestern Michigan College*

Teach all accounting courses offered at the college face-to-face and on-line Principles, Intermediate, Tax, Computerized Accounting Systems, Cost/Management Accounting, Principles of Fraud Investigation.

Responsible for administration of the accounting program course development, budgets, planning, and improvement of the program, student relations.

Advise students in their programs of study

8/2009 to Present Adjunct Professor, *Ferris State University*

Teach Individual and Corporate Income tax courses

9/1998 to 3/2001 Adjunct Professor, *Baker College of Cadillac*

Taught Principles of Accounting, Taxation, Auditing, Computer Systems and Controls.

12/2003 to 12/2007 Accounting and Audit Manager, *Jarvis, Kindlinger, Shumsky & Quigley, PC*

Provided a full range of accounting services.

Managed, planned, and conducted audits.

Managed accounting staff.

7/1997 to 7/1998 Senior Accountant, *Gregory D. Seman & Company*

Preparation of corporate and individual tax returns.

General accounting services.

12/1995 to 7/1997 Senior Accountant, *Dennis, Gartland & Nellarth*

Preparation of corporate and individual tax returns.

Performed audit work.

Performed tax planning.

Served as temporary controller of multi-million dollar educational foundation.

1/1991 to 12/1995 Senior Accountant, *BOO Seidman/Weber, Curtin & Drake*

Planned and performed audits.

Prepared Individual tax returns.

9/1989 to 12/1990 Staff Accountant, *Deloitte & Touche*

Began career with large International firm In Chicago.

EDUCATION

9/1985 to 4/1989 Bachelor of Business Administration, *Western Michigan University*
S/2006 to 12/1999 Master of Science in Taxation, *Grand Valley State University*
3/2014 to 10/2014 Post Baccalaureate Certificate in Forensic Accounting, *Davenport University*

SKILLS

Certified Public Accountant, 1992.
Awarded NISOD Excellence Award, 2011.
Earned ETOM certification for online Instruction, 2008.
Presented Innovative-teaching Ideas at national educational conferences.

SUSAN M. PIFER, MBA, CPA, JD

42606 Capitol View Terrace, Ashburn, VA 20148 • (517) 896-9730 • Sue.pifer@gmail.com

EXPERIENCE

Retail Industry leaders Association, Arlington, VA 2014 -Present

Vice President, Compliance

Built a robust program to promote compliance for trade association membership, responsible for advocacy, advisory services, tactical resources, and educational forums, targeted to the retail industry. Designed and implemented structures to promote financial and regulatory compliance for risk areas relevant to national and regional retailers.

Designed and delivered educational curricula for Chief Accounting Officers, Chief Audit Executives, Chief Tax Officers, Chief Compliance Officers, and Environmental Compliance Officers.

Provided outlook and advocacy for rule making by the Financial Accounting Standards Board, Public Company Accounting

Oversight Board, Securities and Exchange Commission, and the Internal Revenue Service.

Designed and delivered tactical tools and formal advocacy to promote compliance with environmental law.

Meijer, Grand Rapids, MI 2010 -2014

Chief Compliance Officer, Legal & Compliance

Built a highly respected compliance and ethics program, responsible for assessing risk, evaluating legal compliance, and remediating regulatory gaps. Designed and implemented structures to provide governance and accountability for risk areas relevant to the Board's governance and strategic responsibilities for regulatory compliance.

Managed a team of up to six professionals and administrative assistant, working cross-functionally to design and promote an enterprise-wide compliance program.

Advised and trained thirty-five subject-matter experts as indirect reports for distinct risk areas.

Designed and implemented training for code of conduct, anti-corruption and hazardous materials.

Directed external compliance engagements for fraud, tax, and consulting services.

Remediated significant compliance issues with senior risk accountabilities, including IRS audits for compliance with Bank Secrecy Act, compliance with laws, rules, and regulations related to

product safety, pharmacies, employee or customer safety, global sourcing, sales of alcohol or tobacco, government-subsidized programs and environmental matters. Performance reviews demonstrated progressive successes; awarded up to 8% annual increases and increased incentives from 15 to 25%.

Dow Chemical Company, Midland, MI 2008 - 2010

Global Compliance leader. Legal & Compliance

Led global audit, tax and compliance reviews with international teams of up to eight auditors, including assignments in the Netherlands and Switzerland. Developed and strengthened audit programs and coached auditors to success in a rotational program of young professionals.

In-charge manager for Global Accounts Payable, Global Accounts Receivable, Global Fixed Assets, Corporate Tax, Corporate Governance, Risk Management and for various joint ventures. Conducted international fraud risk assessments and investigated suspected issues in travel and expense reporting, which exposed violations of company policy.

led advanced data analytics initiative to more effectively utilize metrics for project planning by identifying trends and anomalies in data warehouse extracts.

Performance review fully met all expectations, with far exceeded rating for leadership role and exceptional strength noted for project management

Lansing Board of Water & Light, Lansing. MI

Director, Metrics & Audits

Appointed 2007

Built a highly respected internal audit program, responsible for assessing risk, evaluating internal controls, and driving operational improvements. Served at the discretion of the eight-member Board for eighteen-month term.

Directed external audit engagements for financial reporting, tax and consulting services.

Reviewed internal controls and made recommendations for improvements to Board.

Accountable for all compliance, regulatory, systems, and operational issues relevant to the Board's governance and strategic responsibilities.

Implemented Auto Audit platform for risk assessments and to manage audit engagements.

Presented audit charter, plans, findings and recommendations to Board's Audit Committee.

Six-month reviews conducted by eight Commissioners; awarded 3% increase to salary.

Michigan Department of Treasury, Lansing. MI 2002- 2007

Bureau Director, Tax Compliance

Built a highly visible tax program responsible for enforcing Michigan tax statutes, rules and regulations for large and mid-size business. Achieved significant growth in assessments to fund legislative revenue initiatives.

- Managed a team of 325 tax and compliance professionals, working with the business community to design and promote a state-of-the-art compliance program.
- Accountable for all managerial, legal, information system, financial and operational issues.
- Served as Audit Administrator 2002-2005; promoted to Bureau Director in 2005.

Kmart Corporation, Troy, Michigan 1996- 2002

Divisional Vice President of Finance, Drug Store Division

As a senior financial executive, directed, planned and controlled accounting, budgetary, tax and finance functions for the drug store business units. Responsible for driving financial outcomes and efficiencies for most profitable business units and several hundred-product lines.

- Division achieved \$10 billion in sales and \$250 million gross profits annually, which amounted to almost a third of Kmart's market share.
- Directed special projects and consulted with Chief Financial Officer, as requested.
- Managed and developed a team of up to six Directors of Finance.
- Served as Director of Finance for pharmacies 1996-2000; promoted to Vice President in 2000.

Other Financial leadership Roles in Fortune 500

- Marketing Accounting, Kellogg's (Consultant, 2000)
- Accountant I Financial Analyst I Resort Controller, Walt Disney World (Prior to 1996)

EDUCATION

Thomas M. Cooley Law School, Dual enrollment J.D. and LLM Programs
Tax and Corporate Governance
J.D. with Distinction, Thomas M. Cooley law School
Honors Scholarship Recipient, Graduated in top 25% of class

Accounting and Information Systems M.B.A., Program in Professional Accounting, Michigan State University with Concentration in Financial Accounting and Information Systems

B. A. With Honor, Program in Professional Accounting, Michigan State University with Dual Enrollment in Honors College

CERTIFICATIONS

Certified Public Accountant (CPA), Michigan License #1101016639
Certified Compliance & Ethics Professional (CCEP) Admitted to Michigan bar P75606
Six Sigma Greenbelt

5. SAI

Larry Bajor					
Mean of Question #24					
Fall 2013		Summer 2013		Spring 2013	
ACCT 201	3.91	ACCT 414	1.5	ACCT 201	3.85
ACCT 201	3.94	ACCT 414	4.67	ACCT 201	4.08
ACCT 350	4.22			ACCT 350	4
				ACCT 450	3.8
				ACCT 450	4
Fall 2014		Summer 2014		Spring 2014	
ACCT 201	3.07	ACCT 414	4	ACCT 201	3.38
ACCT 201	3.18	ACCT 414	3.86	ACCT 201	3.6
ACCT 350	3.87			ACCT 350	4.25
ACCT 414	4.5			ACCT 450	2.82
Fall 2015		Summer 2015		Spring 2015	
ACCT 414	4.57	ACCT 414	4.67	ACCT 201	4.06
		ACCT 414	4.57	ACCT 201	4
				ACCT 350	3.75
				ACCT 450	4.42

Teresa Cook							
Mean of Question #24							
Fall 2013			Summer 2013			Spring 2013	
ACCT 321	4.29		ACCT 201	4		ACCT 202	4.58
ACCT 431	4.4		ACCT 202	5		ACCT 321	4.73
Fall 2014			Spring 2014				
ACCT 202	4.7		ACCT 202	4.5			
ACCT 202	4.4		ACCT 202	5			
ACCT 202	4.56						
ACCT 321	4.45						
ACCT 431	4.5						
FALL 2015			Spring 2015				
ACCT 202	4.31		ACCT 202	4.95			
ACCT 202	4.68		ACCT 202	4.46			
ACCT 321	4.85						
ACCT 431	4.37						

Jean Inabinett						
Mean of Question #24						
Fall 2013			Spring 2013			
ACCT 201	4.1		ACCT 201	3.88		
ACCT 201	4.38		ACCT 201	4.27		
ACCT 201	4.29		ACCT 201	4.28		
ACCT 305	4.7		ACCT 412	4.43		
			ACCT 412	4.25		
Fall 2014			Spring 2014			
ACCT 201	4.25		ACCT 201	4.46		
ACCT 241	4.5		ACCT 201	3.94		
			ACCT 412	4.91		
			ACCT 441	4.94		
Fall 2015			Spring 2015			
ACCT 201	4.35		ACCT 201	4.11		
ACCT 241	4.27		ACCT 201	4.79		
ACCT 305	4.14		ACCT 441	4.6		

Steve Jakubowski							
Mean of Question #24							
Fall 2013			Summer 2013			Spring 2013	
ACCT 201	2.8		ACCT 201	5		ACCT 310	3.33
ACCT 312	2.5		ACCT 202	3		ACCT 312	3.2
Fall 2014			Summer 2014			Spring 2014	
ACCT 310	2.5		ACCT 201	3.6		ACCT 201	3.36
ACCT 461	4.13					ACCT 312	3.54
Fall 2015			Summer 2015			Spring 2015	
ACCT 201	3.45		ACCT 312	3		ACCT 201	2.4
ACCT 310	3.07		ACCT 461	1.44		ACCT 201	3.2
ACCT 312	2.5					ACCT 310	2.89
ACCT 461	3.19					ACCT 312	2.07

Philip Kohn							
Mean of Question #24							
Fall 2013			Spring 2013				
ACCT 201	3.67		ACCT 201	4.29			
ACCT 201	4		ACCT 201	3.25			
ACCT 410	4.75		ACCT 201	3.31			
ACCT 410	3.63		ACCT 201	4.23			
			ACCT 370	4.44			
Fall 2014			Summer 2014		Spring 2014		
ACCT 201	3.79		ACCT 202	4	ACCT 201	3.64	
ACCT 410	4.33				ACCT 201	3.88	
					ACCT 202	3.33	
					ACCT 202	3.11	
Fall 2015			Spring 2015				
ACCT 202	2.78		ACCT 201	3.6			
ACCT 202	3.27		ACCT 201	4.57			
ACCT 221	1.85		ACCT 201	5			
ACCT 410	3.78		ACCT 370	3.7			

James Shimko							
Mean of Question #24							
Fall 2014							
ACCT 201	2.73						
ACCT 201	2.5						
ACCT 201	3.64						
ACCT 202	3.67						
Fall 2015		Spring 2015					
ACCT 201	2.91	ACCT 201	2.91				
ACCT 201	3.16	ACCT 201	3.63				
ACCT 201	2.8	ACCT 202	2.6				
ACCT 350	4.21	ACCT 412	2.29				

6. Syllabi

Ferris State University
Department of Accounting, Finance and Computer Information Systems
SYLLABUS - FALL 2014, MWF class
Principles of Accounting 1 - ACCT 201 (3 credit hours)

PROFESSOR: Dr. Jean M. Inabinett, CPA, CITP, CGMA
STUDENT HOURS: Monday & Wednesday, 3:00 pm- 4:00 pm, Tuesday 9:00 am - 11:00 am
or by appointment
OFFICE NO: IRC 212E, Ext. (231) 591-3133
E-MAIL: jeaninabinett@ferris.edu (preferred method of contact)

COURSE DESCRIPTION:

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.

COURSE PREREQUISITES: MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT or one of the following MATH courses 115, 116, 117, 118, 119, 120, 126, 130, 132, 135.
Typically Offered Fall, Spring, Summer

TEXTBOOKS AND MATERIAL REQUIRED:

Holgren's Accounting, 10th Edition, Nobles, Mattison, Matsumura

OTHER REQUIRED MATERIALS:

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser and notebook paper.
ALWAYS bring to class your textbook, calculator, pencils and erasers. You will NOT be allowed to use cell phones as calculators during an exam.

CLASS POLICIES:

Attendance and Time Expectations

Success in achieving the learning objectives depends on your attendance in class. Students need to be on time to class and prepared for the day's lessons. Students are responsible for awareness of announcements made during class, such as changes to the syllabus.

Accounting is a cumulative subject, meaning that as the classes progress, material builds on prior information. Accounting is learned by reading the material *prior* to class and actively participating in class. For every hour in class, successful college-level work requires about three (3) to four (4) hours for out-of-class work: reading, writing, research, labs, discussion, fieldwork, homework, etc. Plan accordingly and budget your time wisely.

Cell phones

Students will turn their cell phones off or put them on vibrate mode while in class and put them away in their backpacks, pockets or purses. Students will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be asked to leave the class and you will lose homework and quiz points for the day. If a student is texting or e-mailing during class, the instructor will confiscate the device and return it at the end of class.

Computers

In the classroom, students may use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use his or her computer for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class.

Plagiarism.

Please see the *Ferris State University Student Handbook, Bulldog Values* for the policy on plagiarism.

LEARNING OUTCOMES: At the conclusion of this course, you should be able to:

1. Define accounting (including vocabulary and users)
2. Understand the different types of organizations
3. Understand and perform the complete accounting cycle (preparation of journals and posting into ledgers) including:
 - a. Recording process
 - b. Adjusting process
 - c. Closing process
4. Understand accounting for merchandising operations
5. Understand and explain various merchandise inventory methods
6. Understand how to cost inventory under the various methods
7. Understand the importance of internal controls
8. Understand the different types of receivables and how to record them
9. Understand and define plant, natural resources, and intangible assets.
10. Understand how to account for the acquisition, use, disposal of, and ethical issues surrounding plant, natural resources, and intangible assets.
11. Understand accounting for current, contingent and long-term liabilities (especially payroll).
12. Understand accounting for transactions related to stockholders' equity

ASSESSMENT OF PROGRESS:

Your final grade will be based on the points earned (maximum 1,000) from the following:

- A. **DAILY QUIZZES.** Prior to each class you should take a five (5) multiple choice questions covering the assigned reading material in Ferris Connect. Each quiz is worth 5 points for a total of 150 points. You are not able to make up quizzes. **You contact the professor *prior* to class and make other arrangements (reschedule).** If you are absent and have not contacted me prior to the class, you will receive a zero (0).
- B. **HOMEWORK ASSIGNMENTS.** Homework will be reviewed at the beginning of every class and checked for completeness. Late homework/class assignments will NOT be accepted FOR ANY REASON. If you know you are going to miss a class, you may turn in the homework to my office or by e-mail before the start of class that day or have a classmate turn it in for you. All homework must be prepared in pencil. Each homework assignment is worth 2 points for a total of 50 points.
- C. **TAKE-HOME EXAMS.** The first three (3) exams will have take-home portions worth 10 points each for a total of 30 points. These are the same day of the regular exam and due the next class period. No rescheduling of the take home due date without prior approval.
- D. **GROUP PROJECT.** During the year everyone will be assigned a group and complete the group problem. I will post the requirements on Ferris Connect based on the chapters covered during the exam period. Three times during the semester, the project will be collected and graded. Each part is worth 40 points for a total of 120 points.
- E. **EXAMS.** During the semester, four (4) exams will be given. The first three exams are worth 150 points each for a total of 450 points and the comprehensive final exam is worth 200 points. Exams **MUST** be taken when scheduled. Missed exams will be counted as zero (0). If you know you will be absent, you may arrange to take the exam early (reschedule). No make-ups are allowed.

GRADING SCALE:

Points earned	Grade	Percent
930 - 1000	A	93.0 - 100.0
900 - 929	A-	90.0 - 92.9
870 - 899	B+	87.0 - 89.9
830 - 869	B	83.0 - 86.9
800 - 829	B-	80.0 - 82.9
770 - 799	C+	77.0 - 79.9
730 - 769	C	73.0 - 76.9
700 - 729	C-	70.0 - 72.9
670 - 699	D+	67.0 - 69.9
630 - 669	D	63.0 - 66.9
600 - 629	D-	60.0 - 62.9
0 - 599	F	0.0 - 59.9

	Total	Value	Max Points
Quizzes	30	5	150
Homework	25	2	50
Take-home exam	3	10	30
Group project	3	40	120
Exams	3	150	450
Comprehensive Final	1	200	200
GRAND TOTAL			1,000

Due to what are often unforeseen circumstances, such as College closures, spending more-than-expected time on a given topic, etc., the attached schedule is subject to change. I will keep you well informed should such changes occur to the schedule.

**FERRIS STATE UNIVERSITY DEPARTMENT OF ACCOUNTING, FINANCE AND COMPUTER
INFORMATION SYSTEMS FALL 2014**

PROFESSOR: TERESA K. COOK, PhD, CMA **COURSE NUMBER:** ACCT 202
OFFICE NO: IRC 212T, Ext. 3167
EMAIL: cookt@ferris.edu (preferred method of contact)
OFFICE HOURS: M/T/W 1:00 – 3:00, other hours by appointment

TEXT BOOKS AND MATERIAL REQUIRED:

Managerial Accounting, Garrison, Noreen & Brewer, 15th edition
ISBN: 978-0-07-811100-6

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. In addition, you will NOT be allowed to use cell phones as a calculator on exam.

COURSE PREREQUISITES: ACCT 201 with a grade of C- or better. Please note that you are expected to have retained a working knowledge of financial statements from this class. It will make this class much easier. I will NOT be reviewing the material from ACCT 201 in this class! If you need help remembering – get some help!

Another area that seems to cause problems for students is the ability to calculate and work with ratios/percentages. If you are someone who struggles with math, please be sure to review these concepts or find some help. Once again, I will not be reviewing this material in class. It's math – not accounting.

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.

Primary objectives:

- Identify the key differences between financial and managerial accounting
- Classify costs using various cost classifications
- Understand cost flows and successfully trace costs in manufacturing and service sectors
- Understand the cost-volume-profit relationship and analyze mixed costs
- Perform break-even analysis and sensitivity analysis
- Prepare operating budgets
- Understand standard costs and perform variance analysis
- Distinguish between relevant and irrelevant costs in making various decisions
- Prepare a flexible budget
- Prepare and interpret a cash flow statement
- Calculate and interpret ratios in the areas of liquidity, profitability, stability and growth, and assess the overall financial performance and health of a set of financial statements
- Understand capital budgets and how capital budget decisions are made

Assessment of your understanding of this information will be determined using various methods such as homework, quizzes, tests and other materials as assigned.

CLASSROOM BEHAVIOR (AKA BUS 101)

As your professor, it is my responsibility to ensure the best learning environment possible for my students. That is, one that is comfortable, safe and free from distractions. It is also my intent that your classroom experience with me is conducive to what you may expect in a business environment upon graduation. Therefore, I will enforce the following rules in my classroom:

1. No texting, cell phones, or electronic devices during class. **Period.**
2. **Get to class on time** and no leaving the classroom during class. At the very least, if an emergency happens and you are late for class, please enter from the back of the room so that you are not literally walking in front of me while I am conducting class.
3. As adults, you are expected to conduct yourself in a reasonable manner that will allow optimal learning by all class participants. **There will be times when you are encouraged to talk among yourselves when appropriate to share ideas and learn from each other!**
4. **DRESS APPROPRIATELY FOR CLASS!** While I realize that casual dress is “allowed” on campus, not all casual clothing is suitable for the classroom. Remember, you are business students preparing for a career in business and learning to dress appropriately is part of the process! Basically, this means cover all your body parts in an appropriate manner. Thank you.

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, **up to 10 to 15 hours per week!** It is critical 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.

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.

Accounting does require a great deal of memorization, so using index cards as a flash card study method 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.

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

ASSESSMENT OF PROGRESS:

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 FOR ANY REASON. If you know you are going to miss a class, you may email the assignment to me, turn it in to my office before the start of class that day, or have a classmate turn it in for you.** Homework assignments can be found in the Ferris Connect course by clicking on the links in the Course Calendar for each day. All homework 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 **FOR ANY REASON**. 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 (but cannot hurt you). If you miss an exam, the comprehensive final is required and will be the makeup exam. The final exam is taken directly from tests and quizzes given throughout the semester. The answers for the tests and quizzes will be given in class when they are returned to you. Therefore, it is your responsibility to get these answers as they are given. **DO NOT COME TO ME LATER AND ASK FOR THE ANSWERS – GET THEM FROM A CLASSMATE!** The final exam will not be given before finals week.

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)
=====

Class Syllabus
Fall Semester – 2014
Principles of Construction Accounting (ACCT 221)

Instructor: Edward Dorman
Telephone: 591-3150
E-Mail Address: dormane@ferris.edu
Office: IRC Bldg – Room 214

Office hours:

Wednesday: 11:00 – 12:00

TEXTBOOK: Construction Accounting and Financial Management (3rd Edition – Author: Steven J. Peterson.) **There will be many handouts to supplement the book.**

DESCRIPTION: An introductory course for Construction Management majors to learn the design, analysis, and output of construction accounting systems. Students will learn how to report the results of operations, analyze transactions and financial statements and use the analysis to bid and budget future projects. Students will learn how the general ledger, the job cost ledger and the equipment ledger work together to report the company's financial condition through the financial statements. Students will also learn how to analyze a subcontractor's financial statements (Income Statement, Balance Sheet and Statement of Cash Flows) so they can determine if the subcontractor they are using is financially stable and can financially complete the contract.

STUDENT LEARNING OUTCOMES: Students will develop an understanding and awareness of financial and managerial accounting. This class will stress management systems that will produce balance sheets and income statements and individual job costing for each project. Students should be able to track transactions that feed into the general ledger/job cost ledgers and be able to analyze financial statements and have an understanding of direct cost (cost of construction) and indirect costs (overhead). Also, students should know how to manage costs and be able to analyze the cost effectiveness of buying equipment or leasing, hiring more employees or subcontracting out specific jobs and know how to calculate overhead rates. Students will develop an awareness of **ethical issues** and the implications that come when **unethical** business practices are performed. The "outcomes" will be demonstrated through class discussions, homework assignments, tests, quizzes and assigned papers.

ATTENDANCE POLICY: Attendance is mandatory. You need to treat this class like a job. You will be held accountable for everything discussed in class.

STUDENT OUTCOMES AND LEARNING GOALS FOR EACH UNIT

1. Introduction
 - a. Discuss course objectives
 - b. Assignments

2. Construction Companies – How are they different from other companies?
 - a. Reasons why construction companies fail or get into trouble.
 - b. What is financial management?
 - c. Process oriented vs project oriented.

- d. Who are Financial Managers and what do they do?
 - e. Decision involving financial alternatives.
3. Construction Accounting Systems
 - a. Hardware and software of accounting systems.
 - b. Personnel needed to work within system.
 - c. What is the General Ledger?
 - d. Introduction and elements of the Balance Sheet.
 - e. Introduction and elements of the Income Statement.
 4. Subsidiary Ledgers – Outside the General Ledger
 - a. Budgeting for specific projects
 - b. Subsidiary ledgers to track costs for project and equipment
 5. Accounting Transactions
 - a. Understanding the impact (Increase/Decrease) of a transaction on the Balance Sheet and Income Statement.
 - b. How Payroll works and interfaces with the General Ledger – Employee and employer taxes.
 - c. Accounting for general overhead expenditures
 - d. How do internal controls function within the company?
 - e. Using a computerized system, how do transactions update general ledger?
 6. Analysis of Financial Statement
 - a. Interpreting the balance sheet and income statement.
 - b. Using ratios to determine strengths and weaknesses of a company
 7. Managing Costs
 - a. Who **controls** labor costs and material purchases?
 - b. Who **approves** labor costs and material purchases?
 - c. The process (workflow or office procedure) of hiring employees and ordering materials for the job site?
 - d. Managing budget vs actual cost per project.
 8. Determining True Labor Costs
 - a. Understand the full costs of hiring an employee
 - b. Explain how payroll taxes, unemployment worker's compensation and other employee benefits impact the income statement.
 9. Understanding the Overhead Costs
 - a. What is overhead?
 - b. What is fixed overhead and what is variable overhead.
 10. Determining Profit and Setting Profit Margin
 - a. Profit and Overhead markup
 - b. Is there a need for financing for a project and what are the costs of financing?
 - c. Determining cash flows for projects
 - d. Making financial decisions
 - e. Impact of Income Taxes on the company.

ASSIGNMENTS:

You are required to read the chapters and you will be accountable for class discussion.

There will a few papers assigned (2/3) during the year on subjects relating to accounting. **These must be completed on Word.**

You will have homework questions to answer at the end of the assigned chapters (to be assigned) – I will pick up and grade. **Again, must be completed on Word.**

TESTS AND QUIZZES – Tests will include material from the book as well as hand outs and material discussed in class.

There will be 4 to 5 tests – 100 points each	=	500 points (estimate)
There will 2 or 3 quizzes – 25 points each	=	75 points (estimate)
2/3 papers (25 points each)	=	50 points (estimate)
Homework assignments – 5@10 points	=	50 points (estimate)
Total		<u>675 points (estimate)</u>

GRADING:

Grades will be based on percentage of points earned vs total points available: As follows:

100 to 95 = A
94 to 90 = A-

89 to 87 = B+
86 to 83 = B
82 to 80 = B-

79 to 77 = C+
76 to 73 = C
72 to 70 = C-

69 to 67 = D+
66 to 63 = D
62 to 60 = D-

Below 59 = F

Note: The instructor reserves the right to make needed and appropriate adjustments or changes during the semester.

Ferris State University
Department of Accounting, Finance and Computer Information Systems
SYLLABUS - FALL 2014, On-line class
Computerized Accounting - ACCT 241 (3 credit hours)

PROFESSOR: Dr. Jean M. Inabinett, CPA, CITP, CGMA
STUDENT HOURS: Monday & Wednesday, 3:00 pm- 4:00 pm, Tuesday 9:00 am - 11:00 am
or by appointment
OFFICE NO: IRC 212E, Ext. (231) 591-3133
E-MAIL: jeaninabinett@ferris.edu (preferred method of contact)

COURSE DESCRIPTION:

An elective course to learn how to use application software systems on the microcomputer that provide experience in computerized office accounting functions, including preparing payroll for a company. 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. Students will also study the various tax rules and tax reports that form the core of a payroll accountant's responsibilities.

COURSE PREREQUISITES: ACCT 201 and ISYS 105 with a grade of D- or better in each course. Typically Offered Spring, Fall

TEXTBOOKS AND MATERIAL REQUIRED:

Computer Accounting with QuickBooks 2014, by Donna Kay, McGraw-Hill, 2015

WEBSITES:

Computer Accounting with QuickBooks 2014 Online Learning Center (OLC):

<http://www.mhhe.com/kay2014>

The OLC contains practice quizzes for each chapter, data starter files, and presentation slides.

Computer Accounting with QuickBooks 2014 Student Website:

<http://www.My-QuickBooks.com>

My-QuickBooks.com contains Excel reports and documents templates for homework assignments.

CLASS POLICIES:

Attendance and Time Expectations

Success in achieving the learning objectives depends on your active learning in this online course. Students are responsible for awareness of announcements made during class, such as changes to the syllabus.

Accounting is a cumulative subject, meaning that as the classes progress, material builds on prior information. Accounting is learned by reading the material *prior* to class and actively participating in class. For every hour in class, successful college-level work requires about three (3) to four (4) hours for out-of-class work: reading, writing, research, labs, discussion, fieldwork, homework, etc. Plan accordingly and budget your time wisely.

I will have a discussion area each week regarding the materials covered during the week. Every student is expected to either provide at least one entry regarding the materials covered. This can be in the form of a question on the materials, a response to another student or an observation that may help others with his or her learning.

Plagiarism.

Please see the *Ferris State University Student Handbook, Bulldog Values* for the policy on plagiarism.

LEARNING OUTCOMES: This course covers small business accounting using QuickBooks software. **At the conclusion of this course, you should be able to:**

1. create a chart of accounts
2. record customer and vendor transactions
3. process payroll
4. print reports
5. set up a new company
6. export to Excel software
7. understand the use of the QuickBooks audit trail

ASSESSMENT OF PROGRESS:

Your final grade will be based on the points earned (maximum 1,400) from the following:

- A. CHAPTER ASSIGNMENTS.** Your chapter assignments are the excises and projects at the end of each chapter. Completed assignments should be posted digitally in Ferris Connect. Your weekly Reflections (a weekly exercise) should be posted
- B. WEB QUEST ASSIGNMENTS.** These assignments will be posted in Ferris Connect along with the due dates for each.
- C. WEEKLY POSTINGS.** Each student should prepare *at least one entry* in Ferris Connect regarding the current topic. This entry may be replying to another student, posting his

or her own question or an observation made during the week. The observation may be a short-cut discovered, a different method to complete an assignment or just a general observation that may be useful to other students.

- D. **QUICKBOOKS CASE STUDIES.** These four (4) case studies will assist your learning of the use of QuickBooks.
- E. **CHAPTER QUIZZES.** At the end of each week, you will take a quiz based on the material you covered during the week.
- F. **EXAMS.** During the semester, two (2) exams will be given. Each exam is worth 200 points each for a total of 400 points and the comprehensive final exam is worth 200 points. Exams **MUST** be taken when scheduled. Missed exams will be counted as zero (0). No make-ups are allowed.

GRADING SCALE:

Points earned	Grade	Percent
930 - 1000	A	93.0 - 100.0
900 - 929	A-	90.0 - 92.9
870 - 899	B+	87.0 - 89.9
830 - 869	B	83.0 - 86.9
800 - 829	B-	80.0 - 82.9
770 - 799	C+	77.0 - 79.9
730 - 769	C	73.0 - 76.9
700 - 729	C-	70.0 - 72.9
670 - 699	D+	67.0 - 69.9
630 - 669	D	63.0 - 66.9
600 - 629	D-	60.0 - 62.9
0 - 599	F	0.0 - 59.9

	Total	Value	Max Points
Chapters 1-12 (Chapter exercises & projects	12	25	300
QuickBooks Case 9 and 10	2	100	200
QuickBooks Case 11 and 12	2	50	100
Chapter Quizzes	12	25	300
Live Consulting Project	1	200	200
Midterm Final Exam	2	200	400
GRAND TOTAL			1,500

Due to what are often unforeseen circumstances, such as College closures, spending more-than-expected time on a given topic, etc., the posted class schedule is subject to change. I will keep you well informed should such changes occur to the schedule.

Ferris State University
Department of Accounting, Finance and Computer Information Systems
SYLLABUS - FALL 2014
Intermediate Accounting for Finance Majors - ACCT 305 (3 credit hours)

PROFESSOR: Dr. Jean M. Inabinett, CPA, CITP
STUDENT HOURS: Monday & Wednesday, 3:00 pm- 4:00 pm, Tuesday 9:00 am - 11:00 am
or by appointment
OFFICE NO: IRC 212E, 231-591-3133
E-MAIL: inabinj@ferris.edu (preferred method of contact)

COURSE DESCRIPTION:

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.

COURSE PREREQUISITES: ACCT 202 with C- or better & Non-accounting majors only.
Typically offered fall semester only

TEXTBOOKS AND MATERIAL REQUIRED:

Financial Reporting & Analysis, 6th edition by Revsine, Collings, Johnson, Mittlestaedt Soffer

OTHER REQUIRED MATERIALS:

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser and notebook paper. ALWAYS bring to class your textbook, calculator, pencils and erasers. You will NOT be allowed to use cell phones as calculators during an exam.

CLASS POLICIES:

Attendance and Time Expectations

Success in achieving the learning objectives depends on your attendance in class. Students need to be on time to class and prepared for the day's lessons. Students are responsible for awareness of announcements made during class, such as changes to the syllabus.

Accounting is a cumulative subject, meaning that as the classes progress, material builds on prior information. Accounting is learned by reading the material *prior* to class and actively participating in class. For every hour in class, successful college-level work requires about three (3) to four (4) hours for out-of-class work: reading, writing, research, labs, discussion, fieldwork, homework, etc. Plan accordingly and budget your time wisely.

Cell phones

Students will turn their cell phones off or put them on vibrate mode while in class and put them away in their backpacks, pockets or purses. Students will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be asked to leave the class and you will lose homework and quiz points for the day. If a student is texting or e-mailing during class, the instructor will confiscate the device and return it at the end of class.

Computers

In the classroom, students may use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use his or her computer for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class.

Plagiarism.

Please see the *Ferris State University Student Handbook, Bulldog Values* for the policy on plagiarism.

LEARNING OUTCOMES: At the conclusion of this course, you should be able to:

1. Understand the forces creating demand for financial accounting information that triggers economic consequences, ethics and ability to resolve ethical dilemmas.
2. Understand the conceptual framework that underlies accounting principles (GAAP)
3. Increase your ability to be a sophisticated user of financial statements.
4. Understand both the process of financial reporting and the analysis of financial statements.
5. Improve your ability to determine a firm's accounting policy for a particular type of transaction and determine how that policy choice affects the primary financial statements.
6. Be able to discuss the contracting and decision implications of accounting and understand why accounting choices matter and to whom.
7. Be able to read, use, and interpret the statements and-most importantly understand how and why managers can utilize the flexibility in GAAP to manipulate the numbers for their own purposes.
8. Improve your ability to use an accounting report as part of an overall assessment of the firm's strategy and the potential rewards and risks of dealing with the firm.
9. Recognize the differences and similarities between GAAP and IFRS.

ASSESSMENT OF PROGRESS:

Your final grade will be based on the points earned (maximum 1,000) from the following:

- A. **DAILY QUIZZES.** Prior to each class you should take a five (5) multiple choice questions covering the assigned reading material in Ferris Connect. Each quiz is worth 5 points for a total of 150 points. You are not able to make up quizzes. **You contact the professor *prior* to class and make other arrangements (reschedule).** If you are absent and have not contacted me prior to the class, you will receive a zero (0).
- B. **HOMEWORK ASSIGNMENTS.** Homework will be reviewed at the beginning of every class and checked for completeness. Late homework/class assignments will NOT be accepted FOR ANY REASON. If you know you are going to miss a class, you may turn in the homework to my office or by e-mail before the start of class that day or have a classmate turn it in for you. All homework must be prepared in pencil. Each homework assignment is worth 2 points for a total of 50 points.
- C. **WRITTEN ASSIGNMENTS.** You will be assigned topics during the school year. Each Assignment must be in APA format and be between 750 and 1,000 words. A Rubric will be used for grading. Each paper is worth 50 points.
- D. **EXAMS.** During the semester, four (4) exams will be given. The first three exams are worth 150 points each for a total of 450 points and the comprehensive final exam is worth 200 points. Exams **MUST** be taken when scheduled. Missed exams will be counted as zero (0). If you know you will be absent, you may arrange to take the exam early (reschedule). No make-ups are allowed.

GRADING SCALE:

Points earned	Grade	Percent
930 - 1000	A	93.0 - 100.0
900 - 929	A-	90.0 - 92.9
870 - 899	B+	87.0 - 89.9
830 - 869	B	83.0 - 86.9
800 - 829	B-	80.0 - 82.9
770 - 799	C+	77.0 - 79.9
730 - 769	C	73.0 - 76.9
700 - 729	C-	70.0 - 72.9
670 - 699	D+	67.0 - 69.9
630 - 669	D	63.0 - 66.9
600 - 629	D-	60.0 - 62.9
0 - 599	F	0.0 - 59.9

	Total	Value	Max Points
Quizzes	30	5	150
Homework	25	2	50
Written Assignments	3	50	150
Exams	3	150	450
Comprehensive Final	1	200	200
GRAND TOTAL			1,000

Due to what are often unforeseen circumstances, such as College closures, spending more-than-expected time on a given topic, etc., the attached schedule is subject to change. I will keep you well informed should such changes occur to the schedule.

SYLLABUS
Fall 2014
ACCT 310 Intermediate Accounting
TU & TH 3:00 – 4:15 PM ROOM 216 Section 001

Instructor: Dr. Stephen T. Jakubowski, CPA Telephone: 231-591-2988
 Office: College of Business, Room 322 e-mail address: jakubows@ferris.edu

Office Hours: T TH 8:15 - 9:15 AM, & 4:15 - 4:45 PM, WED 8:30 - 11:00 AM & 1:30 – 3:00 PM and by appointment

Text Required

Intermediate Accounting, by Wahlen, Jones and Pagach, 1st edition or Ferris State University Edition.
 If you are an accounting major, this text will be used for ACCT 310, ACCT 312 and some of ACCT 410.

Free Student Companion Website

As we cover each chapter, it is strongly suggested that you use the student companion website that come free with your text. Go to the following website:
<http://www.cengagebrain.com>

Enter 9781111822361 in the search box. This will bring up the text page. Click on the tab in the middle of the page, "Free Materials."
 That will take you to the student web site.

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 310 is ACCT 202.

Withdrawal Policy

Make sure you are aware of the University's withdrawal policy. The last official day to drop is TH, OCT 30, 2014.

Course Description

This is the first of two courses in Intermediate Accounting. 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 deal with financial accounting and reporting for corporations and include the following: the accounting standard setting process, the conceptual framework of accounting, the time value of money, financial reports and accounting for and reporting of current and fixed assets.

Course Outcomes and Assessment Plan

<p>1. Technical Knowledge & Skills Record, summarize, and communicate the economic consequences of business activities to inform strategic and tactical organizational decision makers in a wide range of environments. Assessment: Quizzes, Examinations</p> <p>2. Communication Skills Present and defend their views through formal and informal, written and oral presentation. Assessment: Homework Assignments, In-class Discussion</p>	<p>3. Critical Thinking Evaluate structured, unstructured, and ambiguous accounting related situations. Research accounting issues and provide interpretations of the results Assessment: Quizzes, Examinations</p> <p>4. Ethical Issues Identify ethical issues and make well founded ethical judgments and decisions in the practice of accounting Assessment: Quizzes, Examinations</p>
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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

Any student having 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.

Attendance

Your successful completion of this course requires that you attend class. You must attend class AND BE ON TIME. Absences due to illness must be documented (written excuse from your physician). There are no make-up exams or quizzes.

Quizzes

Quizzes will be given periodically during the semester. Like the homework, the purpose of the quizzes is to provide for you a way to test your understanding of material covered in each chapter. Your lowest quiz score will be dropped and the remaining points will be factored into your final grade. There are no make-up quizzes.

Homework

You have homework every day. The most important assignments that I will give to you this semester is reading and rereading each chapter. The essential factor necessary for you to reach the objectives described above is for you to spend adequate time studying the material, both before and after it is discussed in class. Grades are earned on the basis of the work completed during the semester. This course takes a real commitment on your part and requires a considerable amount of time. DO NOT OVERLOAD YOURSELF WITH WORK AND CLASSES. You must keep up with the material each day and be prepared for class. This course requires a significant investment of time. 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 will require numerous readings. 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. That is what I am here for. 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 financial 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. No one will sufficiently understand the chapter material after it is read the first time. Don't expect to. Most of you, however, will find the chapters considerably easier to read the second time after we discussed the material in class. Make the commitment to START STUDYING NOW, NOT NEXT WEEK.

Class time should be spent listening for key points and reinforcing and clarifying what you have read in the text and making CORRECTIONS to the problems that you should have worked before coming to class. If you are having difficulty understanding the material, ASK QUESTIONS IN CLASS. Review each day's material in the afternoon or evening AFTER IT IS COVERED in class. In order to do well in this class, you must 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 and answer any questions that either I or your classmates raise. Do not CRAM one or two days before the exam. Leave plenty of time to study. Most of all GET A GOOD NIGHT'S SLEEP BEFORE THE EXAM. If you stay up all night studying, you will be too tired to concentrate.

I will evaluate your progress in this class by examining your work on the exams, quizzes and assigned homework. The exams and the quizzes, for the most part, are composed of accounting problems similar to those assigned for homework.

The homework provides 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 homework problem if you have a question. This is one of the reasons for my having office hours. If you need help, come and see me before the homework is collected. I may collect only one of the assigned problems or I may collect all of the assigned 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. 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 may collect some or all of the assigned homework. The homework credit that you have earned will be factored into your final grade.

Grading System:

Final Grade Computation:

Your final grade will be based on your overall class performance. It will be based points you have earned related to the following components:

	<u>%</u>	<u>Points</u>	The following scale can be used to approximate letter grades.
Examinations	73%	400	A = 90 - 100
Quizzes	18%	100	B = 80 - 89
Homework	<u>9%</u>	<u>50</u>	C = 70 - 79
Total	100%	550	D = 60 - 69
			F = < 60

REMEMBER

1. 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 neither make-up quizzes nor make-up exams.
2. There are no extra credit assignments.
3. The final grade is based on the total points that you have earned on the four components listed above.

Assignment Schedule ACCT 310 Fall 2014

<u>Date</u>	<u>Day</u>	<u>CHAPTER</u>	<u>HOMEWORK</u>		
			<u>E-Exercises</u>	<u>P-Problems</u>	<u>EI-Ethical Issue</u>
Aug. 26	TU	Introduction and CH 3 - Review of a Company's Accounting System			
28	TH	CH 3			
Sept. 2	TU	CH 3			
4	TH	CH 3 & CH 1 - The Demand and Supply for Acct. Information	CH3	E-5,8,12 P-2,5,9	
9	TU	CH 1	CH1	C-3,6,11	
11	TH	CH 2 - Financial Reporting: Its Conceptual Framework			
16	TU	CH 2	CH2	C-3,5,6,12,14	
18	TH	Exam 1 (CH 1,2 & 3)			
23	TU	CH 4 - The Balance Sheet and the State. of Changes in Stock. Equity			
25	TH	<u>CH 4</u>	CH4	E-6,10,12 P-12,18 C-1,3	
30	TU	CH 5 - The Income Statement and the Statement of Cash Flows			
Oct. 2	TH	CH 5	CH5	E-10,24 P-2,16,20	
7	TU	Time Value of Money Module			
9	TH	Time Value of Money Module			
14	TU	Time Value of Money Module	MODULE	E-11 P-6,11,17 C-4	
16	TH	Exam 2 (CH 4, 5, & MOD)			
21	TU	<u>CH 6 - Cash and Receivables</u>			
23	TH	CH 6			
28	TU	CH 6	CH 6	E-5,8,15,19 P-4,11,13 C-9	
30	TH	CH 7 - Inventories: Cost Measurement and Flow Assumptions			
Nov. 4	TU	CH 7	CH7	E-6,7,8,11,17,18 P-5,10	
6	TH	CH 8 - Inventories: Special Valuation Issues			
11	TU	<u>CH 8</u>	CH 8	E-1,4,6,9,12,13	
13	TH	Exam 3 (CH 6, 7, & 8)			
18	TU	CH 10 - Property, Plant, and Equipment: Acquisition and Disposal			
20	TH	CH 10			
25	TU	CH 10	CH 10	E-4,9,10,11,16 P-4,10	
27	TH	THANKSGIVING BREAK			
Dec. 2	TU	CH 11 - Depreciation, Depletion, Impairment & Disposal			
4	TH	CH 11	CH 11	E-2,14,16 P-7-8-11 C-5	
9	MON	Exam 4 (CH 10 & 11)			Per final exam schedule

SYLLABUS
FALL 2014
ACCT 312 - Intermediate Accounting
TU & TH: 9:30 — 10:45 PM Room 216

Instructor:	Dr. Stephen T. Jakubowski, CPA	e-mail address:	jakubows@ferris.edu
Office:	College of Business, Room 322	Telephone:	231-591-2988

Office Hours: T TH 8:15 - 9:15 AM, & 4:15 - 4:45 PM, WED 8:15 - 11:00 AM & 1:30 — 3:00 PM 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 312 is ACCT 310.

Text Required

Intermediate Accounting, by Wahlen, Jones and Pagach, 1st edition or Ferris State University Edition.
If you are an accounting major, this text will be used for ACCT 310, ACCT 312 and some of ACCT 410.

Free Student Companion Website

As we cover each chapter, it is strongly suggested that you use the student companion website that come free with your text. Go to the following website: <http://www.cengagebrain.com>
Enter 9781111822361 in the search box. This will bring up the text page. Click on the tab in the middle of the page, "Free Materials."
That will take you to the student web site.

Withdrawal Policy

Make sure you are aware of the University's withdrawal policy. The last official day to drop is TH, OCT 30, 2014.

Accommodations for Students with Disabilities

Any student having 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.

Attendance

Your successful completion of this course requires that you attend class. You must attend class AND BE ON TIME. Absences due to illness must be documented (written excuse from your physician). There are no make-up exams or quizzes.

Course Description

This is the second of two courses in Intermediate Financial Accounting. The primary topics covered in the course deal with various financial accounting and reporting issues for corporations. The topics covered include the following: Intangible Assets, Investments, Current Liabilities and Contingencies, Bonds and Long Term Notes, Leases, Pensions, Shareholders' Equity, Income Taxes and Cash Flows.

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.

Course Outcomes and Assessment Plan

<p>Outcome 1 Technical Knowledge & Skills Preparation of the basic general-purpose financial statements and understand the accounting and reporting requirements for current and long-term liabilities, stockholders' equity, pensions, leases and income taxes. Assessment: Quizzes, Examinations and Homework Assignments</p> <p>Outcome 2 Technology skills Using computer software as a tool for analytical procedures and financial accounting and reporting. Assessment: Quizzes, Examinations and Homework Assignments</p> <p>Outcome 3 Communication Skills Communication of financial position and operating results through the preparation of the basic general-purpose financial statements. Assessment: Quizzes, Examinations and Homework Assignments</p>	<p>Outcome 4 Critical Thinking Evaluate structured, unstructured, and ambiguous problems related to financial accounting and reporting and provide solutions in accordance with generally accepted accounting principles. Assessment: Quizzes, Examinations and Homework Assignments</p> <p>Outcome 5 Ethical Issues Identify ethical issues related to financial accounting and reporting and make well founded ethical considering generally accepted accounting principles. Assessment: Quizzes, Examinations and Homework Assignments</p> <p>Outcome 6 Professional Examination Preparation Pass career relevant professional accounting certification examinations Assessment: Quizzes, Examinations and Homework Assignments</p>
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Recommendations for Success

The essential factor necessary for you to reach the objectives described above is for you to spend adequate time studying the material, both before and after it is discussed in class. Grades are earned on the basis of the work completed during the semester. This course takes a real commitment on your part and requires a considerable amount of time. **DO NOT OVERLOAD YOURSELF WITH WORK AND CLASSES.** You must keep up with the material each day and be prepared for class. 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 will require numerous readings. 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. That is what I am here for. 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.

The most important assignments that I will give to you this semester is reading and rereading each chapter.

You have homework every day, not just each class day. No one will sufficiently understand the chapter material after it is read the first time. Don't expect to. Most of you, however, will find the chapters considerably easier to read the second time after we discussed the material in class. Make the commitment to **START STUDYING NOW, NOT NEXT WEEK.** Class time should be spent listening for key points and reinforcing and clarifying what you have read in the text and making **CORRECTIONS** to the problems that you should have worked before coming to class. If you are having difficulty understanding the material, **ASK QUESTIONS IN CLASS.** Review each day's material in the afternoon or evening **AFTER IT IS COVERED** in class. In order to do well in this class, you must 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 and answer any questions that either I or your classmates raise. **DO NOT CRAM** one or two days before the exam. Leave plenty of time to study. Most of all **GET A GOOD NIGHT'S SLEEP BEFORE THE EXAM.** If you stay up all night studying, you will be too tired to concentrate. You should evaluate your progress in this class by examining your work on the exams, quizzes and assigned homework. The exams and the quizzes, for the most part, are composed of accounting problems similar to those assigned for homework. The homework provides 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 homework 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 requirements in the problems, but I do expect complete and neat solutions.

Selected cases from the textbook have been assigned. These assignments must be type written (double-spaced). Furthermore, selected problems from the text are to be completed using Excel. These problems are identified on the assignment schedule. All homework solutions must be documented and supported with appropriate computations and or explanations. If it appears that your solution was copied from another student, you will be asked to explain and support your solution. The homework will be graded primarily on how well you answer the questions, but factors such as spelling, punctuation, and clarity of writing may be considered to some extent.

Quizzes:

Quizzes will be given periodically during the semester. Like the homework, the purpose of the quizzes is to provide for you a way to test your understanding of material covered in each chapter. Your lowest quiz score will be dropped and the remaining points will be factored into your final grade. There are no make-up quizzes.

Grading System:

Final Grade Computation:

Your final grade will be based on your overall class performance. It will be based on the points you have earned related to the following components:

	<u>%</u>	<u>Points</u>	The following scale can be used to approximate letter grades.
Examinations	73%	400	A = 90 - 100
Quizzes	18%	100	B = 80 - 89
Homework	<u>9%</u>	<u>50</u>	C = 70 - 79
Total	100%	550	D = 60 - 69
			F = < 60

REMEMBER

1. 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 neither make-up quizzes nor make-up exams.
2. There are no extra credit assignments.
3. The final grade is based on the total points that you have earned on the four components listed above.

Assignment Schedule ACCT 312 Fall 2014

<u>Date</u>	<u>Day</u>	<u>CHAPTER</u>	<u>HOMEWORK</u>		
			<u>E-Exercises</u>	<u>P-Problems</u>	<u>EI-Ethical Issue</u>
Aug.26	TU	INTRODUCTION & CH 12			
28	TH	12			
Sept. 2	TU	12 & CH 9	CH12	E-14,15,16,17,20	P-6
4	TH	9			
9	TU	9	CH9	E-3,6,8,9,11,16,17	P-12 C-5,9
11	TH	CH 14			
16	TU	14			
18	TH	14	CH14	E-9X,11X,13,19,20,26,27	P-7X
23	TU	Exam 1			
25	TH	CH 15			
30	TU	15	CH15	E-7,8,9,13,17,	P-8,9
Oct. 2	TH	CH 16			
7	TU	16			
9	TH	16	CH16	E-1,5,7,8,11,12,20	P-,22,23
14	TU	CH 13			
16	TH	13	CH13	E-2X,3X,8,11,17,18,24	P-2X,8
21	TU	Exam 2			
23	TH	CH 18			
28	TU	18			
30	TH	CH 18 & CH 19	CH18	E-11,13,15,18	P-4,6,9 C-10
Nov. 4	TU	19			
6	TH	19	CH19	E-7,10,11	P-3,4,5,10 C-10
11	TU	Exam 3			
13	TH	Chapter 20			
18	TU	20			
20	TH	20	CH20	E-2,3,4,5,8,9	3X,4X,7X
25	TU	CH 21			
27	TH	THANKSGIVING BREAK			
Dec. 2	TU	21			
4	TH	21	CH21	P - 6 & 14	P - 13 & 16
10	MON	Exam 4 --- Per Final Exam Schedule			

FERRIS STATE UNIVERSITY DEPARTMENT OF ACCOUNTANCY FALL 2014
INSTRUCTOR: TERESA K. COOK, PhD, CMA **COURSE NUMBER:** ACC 321
OFFICE NO: IRC 212T, Ext. 3167
EMAIL: cookt@ferris.edu
OFFICE HOURS: M/T/W 1:00 – 3:00, other hours by appointment

Textbook and Required Materials

Cost Accounting, 15th Edition, by Horngren, Datar, & Rajan

Pearson MyLab.com access key

Course Description

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.

Course Objectives

1. Understand the role of the cost accountant within an organization.
2. Cost terms and purposes
3. Accounting procedures used for calculating and recording product costs in the financial statements including (but not limited to):
 - a. job-costing (including activity-based costing) and process costing
 - b. standard product costs and the related material, labor, and overhead variances
 - c. variable and absorption costing
 - d. accounting for spoilage, rework, and scrap
 - e. Just-in-time inventories, backflush costing, and lean accounting
4. Analysis and interpretation of product costs to support management decision making.
5. The importance of ethics in cost accounting and reporting.

Attendance

Your successful completion of this course requires that you attend class. I expect each of you to attend every class session. I expect all students to be on time for class and to stay the entire class session. While I do not deduct points for absences, you should know by now that there is a direct relationship between attendance and success in accounting courses. Remember, material may NOT be turned in late for any reason. If you miss a class, **it is your responsibility to find out what you missed from a classmate, not from me.** Please notify me, in advance, of any expected attendance issues.

Grade Determination (subject to change)

Your final grade will be based on your overall class performance. The following scale may be used to approximate your final grade, but adjustments will be made to accommodate changes in the syllabus. Letter grades including + and – will be used for final grades.

<u>Assignments</u>		<u>Grades</u>	<u>Points</u>	<u>Percentage</u>
Exams – 4 X 100 points =	400	A	545 - 605	90 - 100
		B	484 – 544	80 - 89
HW	100	C	424 – 483	70 - 79
		D	363 – 423	60 - 69
Quizzes	105	F	0 – 362	< 60
		(plus or minus letter grades will be assigned accordingly)		
Total	<u>605</u>			

Some assignments will be completed as a team. Homework points will be assigned using the MyAccounting Lab software that accompanies the textbook. Homework assignments can be found in the Ferris Connect course by clicking on the links in the Course Calendar for each day.

Quizzes will be given at the end of each chapter and will be worth 15 points each. The top 7 scores will be used to calculate your grade. Any quizzes missed will simply be recorded as zeroes and not be used to calculate your grade.

There is no such thing as extra credit and no late assignments will be accepted.

Accommodations for Students with Disabilities

Any student who has a learning disability or a physical handicap which requires special accommodations should schedule an appointment with me during the first week of class to discuss their classroom and/or assignment and examination requirements or needs.

Miscellaneous

Evidence of academic dishonesty during an exam will result in a zero grade for the exam and potential course failure. Taking credit for the work of another student in other assignments is viewed as plagiarism and will result in disciplinary actions up to, and perhaps including, expulsion from the course.

The use of electronic devices during class is disruptive to you, me and your fellow students. My job is to maintain the learning environment of the classroom. In general, behavior that is disruptive to the class is not appropriate and you may be asked to leave the classroom if engaging in disruptive behavior.

I want you to succeed in this class! And I will do everything in my power to help you do so. However, you will receive the final grade that you EARN.

Ferris State University
ACCT 350
FALL 2014

Dr. Lawrence Bajor Ph.D.
212B IRC

Office: 231.591.3153 Cell: 231.250.1698
e-mail: bajorl@ferris.edu

Office Hours 2pm to 3pm Monday, Tuesday, Wednesday, Thursday or by appointment.

I prefer to be contacted via e-mail, as opposed to the telephone. Calling me on my cell particularly after 10pm is only for the worst of emergencies. Use this option sparingly. By the same point: Do not be a stranger outside of class. I am here to assist you. I welcome your questions. I know how the world works and am willing to share its secrets.

Text: Prentice Hall's Federal Taxation, 2015 Edition.

Reading is important in accounting. It is the number one skill required of an accountant. I highly recommend that you develop a curiosity for real world examples of how taxes affect individuals by reading business periodicals. I will on occasion provide articles from the WSJ and other sources.

Course Objectives:

ACCT 350 follows the Model Tax Curriculum recommended by the American Institute of Certified Public Accountants (AICPA) for a two course tax program. It will prepare the student to take the tax portion of the CPA exam.

A good method of studying for this class is to look at everything 3 times. 1) Read the chapter. 2) Listen to my lecture. 3) Do the homework. You must do the homework before the related exam for it to give you the most benefit.

I cannot overemphasize the importance of READING in this class and accounting in general. If you do not want to read you should select another major like basket weaving. Reading is central to almost all disciplines at this level. You must read and understand. Your career will largely consist of reading rather difficult government or FASB or IASB language and converting it into action.

Homework 12 assignments times 10.	120
On line Quizzes on Reading 12 times 10	120
Tax Compliance Projects 3 @ 25 for first, 50 for second and 75 for third	150
First Midterm Exam	100
Second Midterm	100
Final Exam	<u>100</u>
Total	690

The homework will be done on MyaccountingLab on a dedicated website. It will provide you with immediate feedback and support.

Conduct: I expect normal business decorum in the classroom. Unlike the businessmen portrayed in the popular media, this behavior very seldom includes shouting and almost never results in car chases or explosions. Cell phones are outlawed, verboten, and inconsiderate.

In general, an A= 90% and above, a B = 80% and above, a C =70% and above. You get the idea, one grade for every 10-percentage points. I would be happy to give "A's" to everyone. You are starting with one now. You are not competing against one another but rather against a standard.

Do not ask for extra credit assignments. There will not be any. If you do not bother to do the assigned work, why should I bother to create and grade additional assignments? If you do the assigned work you will be successful in this course. This is a course basic to business. Writing some extra credit paper will not improve your knowledge of this **basic skill**.

Tentative Schedule Spring 2014

This schedule is tentative because it may be altered depending on how the class is going.

Week		CHAPTER
ONE	An Intro to Tax <i>Monday, September 1, Labor Day</i>	ONE
TWO	Determination of Tax	TWO
THREE	Gross Income Inclusions	THREE
	First Return Due Wednesday Sept. 10th	
FOUR	Gross Income and Exclusions	FOUR
FIVE	Capital Gains and Losses Midterm 1 FEB 13th <i>1 Midterm Wednesday October 1st</i>	FIVE
SIX	Deductions	SIX
SEVEN	More Deductions	SEVEN
EIGHT	Losses and Bad Debts	EIGHT
	Second Return Wednesday October 15th	
NINE	Employee Expenses	NINE
TEN	Depreciation	TEN
ELEVEN	Accounting Periods and Methods	ELEVEN
TWELVE	Non-taxable Exchanges Section 1031 <i>Midterm 2 Wednesday November 12th</i>	TWELVE
THIRTEEN	Section 1231	THIRTEEN
FOURTEEN	Tax Credits and Misc. Calculations	FOURTEEN
	<u>Go to "MY FSU" to complete your evaluation of this class</u>	
	THANKSGIVING BREAK November 27th	
FIFTEEN	Catch up review	
	Last Return Due Wednesday December 3rd	
SIXTEEN	<i>Final Exam Week December 8th through 12</i>	

DEEP THOUGHTS ON THE STUDY OF TAXATION

ACCT 370 - Forensic Accounting

Instructor: Phillip M. Kohn
Course: ACCT 370-001, Monday and Wednesday, 4:30 – 5:45 P.M.
Location: BUS-211, College of Business Building
Contact Info: E-mail: KOHNP@FERRIS.EDU
Office: 231-591-3165
Mobile: 310-612-6898
Office Location: IRC 212P,
Student Hours: Monday 10:00 – 11:00, Tuesday 10:00 – 12:00, Friday 10:00 – 11:00
Or by appointment.
Required Text: Forensic and Investigative Accounting, 6th Edition, Crumbley, Heitger and Smith

Learning Objectives:

- Understand the broad field of forensic accounting and its relationship to other accounting disciplines;
- Understand the role of forensic accountants in the areas of financial fraud and commercial business litigation;
- Understand financial statement fraud and common fraud schemes;
- Understand the different roles and responsibilities of financial reporting including auditors and fraud investigators
- Understand the basic concepts involved in fraud investigation including detection and estimation of financial impact;
- Understand the role of accountants in commercial business litigation;
- Be able to review and integrate various types of evidence, including financial records, and estimate the financial impact of events and/or actions on a commercial enterprise
- Understand the basic elements of building a financial model to estimate financial impacts both historically and prospectively.

Policies and Procedures:

Recommended Study - It is vital that you spend enough time studying the material to fully understand the concepts. Do not rely on simply trying to memorize text. I recommend that you review the material both before and after it is discussed in class to reinforce your understanding.

Attendance and Homework - You are expected to be in class. **You must be present to get homework credit.** I will not accept homework late or give partial credit for late submittal. Be prepared every day. Your progress will be evaluated by examining your work on the exams, assigned homework and class participation.

Examinations - We will have two exams. *Just a few words about cheating.* Cheating is an act of desperation and very risky. If you are caught you will fail the course and have to retake it, costing you valuable time and money. Fight any temptations you may have.

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 - Any student who has a learning disability or a physical handicap which requires any special accommodations should schedule an appointment with me during the first week of class to discuss their classroom and/or assignment and examination requirements or needs.

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.

Mobile Electronic Devices – Please turn off all your devices before class with the exception of those of you who will be taking notes electronically. It is distracting and disrespectful to your fellow classmates, and me, to be texting, playing games, listening to music etc. I will have my devices off and expect the same from you.

Grading System:

Your final grade will be based on the following items (SUBJECT TO CHANGE):

- Two exams, 75 points each
- Two papers, 50 points each
- Comprehensive case study, 150 points.
- Homework, Quizzes & Class Participation 100 points
- Total possible points, 500

Grade Scale %

A	100 – 93	C	76 - 73
A-	90 - 92	C-	72 - 70
B+	89 - 87	D+	69 – 67
B	86 – 83	D	66 - 63
B-	82 – 80	D-	62 - 60
C+	79 - 77	F	59 - 00

Schedule:

<u>Date</u>	<u>Day</u>	<u>Chapter</u>	<u>Topic</u>
12-Jan	M		Course overview and orientation
14-Jan	W	1 & 2	Intro. to forensic accounting
19-Jan	M		No Class
21-Jan	W	3	Fraudulent financial reporting
26-Jan	M	3	Fraudulent financial reporting
28-Jan	W	4	Detecting fraud in financial reporting
2-Feb	M	4	Detecting fraud in financial reporting
4-Feb	W	5	Employee fraud
9-Feb	M	5	Employee fraud
11-Feb	W	6	Reconstructing income
16-Feb	M	6	Reconstructing income
18-Feb	W		Case Study Analysis
23-Feb	M		Case Study Analysis
25-Feb	W		Exam #1
2-Mar	M		Case Study Presentation
4-Mar	W		Case Study Conclusion - Paper #1 Due
9-Mar			Mid Semester Break
16-Mar	M	8	Litigation services
18-Mar	W	8	Litigation services
23-Mar	M	10	Commercial damages
25-Mar	W	10	Commercial damages
30-Mar	M	10	Commercial damages
1-Apr	W	10	Commercial damages
6-Apr	M	12	Computing economic damages
8-Apr	W	12	Computing economic damages
13-Apr	M	11	Antitrust litigation
15-Apr	W	11	Patent litigation
20-Apr	M	11	Federal False Claims Act litigation
22-Apr	W	n/a	Public contracts - Paper #2 Due
27-Apr	M	n/a	Public contracts
29-Apr	W	n/a	Public contracts
Final Exam Week, Exam #2			

SYLLABUS
ACCT 410 Advanced Accounting I
Fall 2014

Instructor: Phillip M. Kohn
Course: ACCT 410-001, M W F 12:00 P.M.
Location: BUS-210, College of Business Building
Contact Info: E-mail: KOHNP@FERRIS.EDU
Office: 231-591-3165
Mobile: 310-612-6898
Office Location: IRC 212P,
Student Hours: Monday & Tuesday 13:30 – 15:00, Friday 13:00 – 14:00
Or by appointment.
Required Text: Advanced Accounting, Ferris State University Ed. Fischer et al.

Learning Objectives:

- Explain and apply the rules and guidelines for recognizing revenue;
- Identify the types of accounting change and the methods of disclosing them;
- Understand how an enterprise determines its operating segments and the factors that influence this determination;
- Describe full disclosure principles including interim reporting and perform the related calculations for major business segments;
- Demonstrate the accounting methods used for debt restructuring, corporate reorganizations and liquidations;
- Explain the characteristics and formation of partnerships and perform the accounting for partnership activities and dissolution;
- Understand the accounting issues associated with foreign currency transactions and translation.
- Demonstrate the accounting for various types of foreign currency hedges.
- Understand foreign currency exchange risk.
- Application of the functional currency translation process including calculation of the translation adjustment.
- Understand the methods for converting functional currency to the parent/investor's currency.

Policies and Procedures:

Recommended Study - It is vital that you spend enough time studying the material to fully understand the concepts. Do not rely on simply trying to memorize text. I recommend that you review the material both before and after it is discussed in class to reinforce your understanding. As you know, accounting concepts build on each other and falling behind can cause you needless aggravation.

Attendance and Homework - You are expected to be in class. I will not accept homework late or give partial credit for late submittal unless a valid reason is provided before assignments are due. Be prepared every day. 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. Poorly presented work will receive less points.

Examinations - We will have four exams and an optional comprehensive final. There are no make-up exams. The optional comprehensive final is used for any exams missed. If you do not miss any exams you may use the final to improve one of your regular exam scores. *Just a few words about cheating.* Cheating is an act of desperation and very risky. If you are caught you will fail the course and have to retake it, costing you valuable time and money. Fight any temptations you may have.

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 - Any student who has a learning disability or a physical handicap which requires any special accommodations should schedule an appointment with me during the first week of class to discuss their classroom and/or assignment and examination requirements or needs.

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 410 is ACCT 312 with a grade of D- or better.

Mobile Electronic Devices – Please turn off all your devices before class with the exception of those of you who will be taking notes electronically. I will have my devices off and expect the same from you.

Grading System:

Your final grade will be based on the following items (SUBJECT TO CHANGE):

- Four exams worth 50 points each – 200 possible points
- Eight quizzes worth 10 points each – 80 possible points
- Homework & class participation – 120 possible points
- Total possible points - 400

Grade Scale %

A	100 – 93	C	76 - 73
A-	90 - 92	C-	72 - 70
B+	89 - 87	D+	69 – 67
B	86 – 83	D	66 - 63
B-	82 – 80	D-	62 - 60
C+	79 - 77	F	59 - 00

ACCT410 Class Schedule - Fall 2014

Subject to modification if necessary

<u>Date</u>	<u>Day</u>	<u>Chapter</u>	<u>Topic</u>
25-Aug	M		Introductions - Class Overview
27-Aug	W	17	Revenue Recognition
29-Aug	F	17	Revenue Recognition
1-Sep	M	Labor Day - No Class	
3-Sep	W	17	Revenue Recognition
5-Sep	F	17	Revenue Recognition
8-Sep	M	22	Changes & Errors
10-Sep	W	22	Changes & Errors
12-Sep	F	22	Changes & Errors
15-Sep	M	Comprehensive Review	
17-Sep	W	Exam #1	
19-Sep	F	13	Partnership Formation
22-Sep	M	13	Partnership Formation

24-Sep	W	13	Partnership Formation
26-Sep	F	13	Partnership Formation
29-Sep	M	14	Partnership Liquidation
1-Oct	W	14	Partnership Liquidation
3-Oct	F	14	Partnership Liquidation
6-Oct	M		Comprehensive Review
8-Oct	W		Exam #2
10-Oct	F	21	Bankruptcy
13-Oct	M	21	Bankruptcy
15-Oct	W	21	Bankruptcy
17-Oct	F	21	Bankruptcy
20-Oct	M	12	Segment & Interim Reporting
22-Oct	W	12	Segment & Interim Reporting
24-Oct	F	12	Segment & Interim Reporting
27-Oct	M		Comprehensive Review
29-Oct	W		Exam #3
31-Oct	F	9	The International Acct. Environment
3-Nov	M	9	The International Acct. Environment
5-Nov	W	9	The International Acct. Environment
7-Nov	F	10	Foreign Currency Transactions
10-Nov	M	10	Foreign Currency Transactions
12-Nov	W	10	Foreign Currency Transactions
14-Nov	F	10	Foreign Currency Transactions
17-Nov	M	11	Translation of Foreign Fin. Stmts.
19-Nov	W	11	Translation of Foreign Fin. Stmts.
21-Nov	F	11	Translation of Foreign Fin. Stmts.
24-Nov	M	11	Translation of Foreign Fin. Stmts.
26-Nov	W		Thanksgiving - No Class
28-Nov	F		Thanksgiving - No Class
1-Dec	M		Comprehensive Review
3-Dec	W		Exam #4
5-Dec	F		Comprehensive Review

12/8 through 12/12 Final Exam Week

FERRIS STATE UNIVERSITY
ADVANCED FINANCIAL ACCOUNTING II (ACCT 412)
SPRING 2015 T R

Instructor: James W. Shimko, MBA, CPA (State of Ohio)
Office: 212Q IRC **Phone:** 231-591-3157 **E-Mail:** JamesShimko@ferris.edu
Office Hours: M W 2:00 – 3:00 PM; T 2:45 – 3:45 PM; R 11:00 AM – 12:00 Noon; other hours
by appointment

Course Description:

A continuation of ACCT 410. Estates and trusts, foreign currency, business combinations, consolidated statements, and intercompany transactions. Prerequisites: ACCT 312 with a grade of D- or better.

Course Objectives:

The student will:

- 1) Describe business combinations and how to record and report business combinations.
- 2) Record the acquisition of assets of a company on the purchase date.
- 3) Record the acquisition of a controlling interest in the common stock of a company.
- 4) Complete reports that show the impact of a business combination on the purchase date and explain disclosure requirements.
- 5) Complete worksheets needed to prepare consolidated statements on the date of acquisition, subsequent to acquisition, and for intercompany transactions.
- 6) Explain the impact of the consolidation process on the financial statements.
- 7) Explain the effect of a business combination on cash flow, EPS and taxation.
- 8) Explain the impact on the consolidation process when additional shares of subsidiary stock are purchased or sold by the parent.
- 9) Explain the impact on the consolidation process when subsidiary equity transactions are made.
- 10) Describe estates and trusts and basic accounting techniques.

Materials Required:

Advanced Accounting, Ferris State Edition. Fischer, Taylor, Cheng, Wahlen, Jones and Pagach.

Graded Homework Assignments:

The graded homework assignments are listed in FerrisConnect under the instructions for the assignment dropbox. All graded homework assignments are to be saved in either Microsoft Word or Excel format and turned in through FerrisConnect. Homework is due by Sunday of the week assigned. If a graded homework assignment is turned in late, there will be a 5 point deduction for each day late. Students should read the text and complete the homework early so they will be prepared to participate in class.

Online Quizzes:

There will be quizzes assigned in FerrisConnect. The quizzes are listed in the schedule. The quiz is to be completed by Sunday of the week assigned. The quizzes are multiple-choice and the time limit is 60 minutes. Quizzes cannot be made up if missed.

Tests:

There are five tests- four tests in class and a comprehensive test taken during finals week. You must take the tests on the test days. Contact me by email in advance if you are unable to take a test.

Participation:

FERRIS STATE UNIVERSITY
ADVANCED FINANCIAL ACCOUNTING II (ACCT 412)
SPRING 2015 T R

The participation score is based on preparation, attendance and active participation in cooperative learning activities. The grading is based on level of preparation, listening, quality of contributions and level of participation.

Attendance:

Attendance will be taken at the beginning of class. If you are not present for a class you are responsible for obtaining any information missed. Students are expected to be prepared for class and ready to participate on time. If you are late, it will affect your participation score.

Other Information:

Special Assistance:

If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice) or email ecds@ferris.edu to discuss your request further. More information can be found on the web at

<http://www.ferris.edu/htmls/colleges/university/disability/>

Plagiarism:

Refer to Section III "Academic Dishonesty" in the student handbook for more information.

Changes to the syllabus and schedule will be announced in class

Assessment and Evaluation:

	Max Points
Homework (12 weeks at 15 points each)	180
Quizzes (10 at 5 points each, 1 (Chapter 20 Quiz) at 10 points)	60
Tests (5 at 100 points each)	500
Participation	60
Total	800

Final Grade:

Grade	Percent	Points
A	93% and Above	744 - 800
A-	90%	720 - 743
B+	87%	696 - 719
B	83%	664 - 695
B-	80%	640 - 663
C+	77%	616 - 639
C	73%	584 - 615
C-	70%	560 - 583
D+	67%	536 - 599
D	64%	512 - 535
D-	60%	480 - 511
F	59% and Below	0 - 479

FERRIS STATE UNIVERSITY
ADVANCED FINANCIAL ACCOUNTING II (ACCT 412)
SPRING 2015 T R

Date	Quiz/ Test	Reading	Homework
Week 1 1/13, 15	Chapter 1 Quiz	Chapter 1	Chapter 1
Week 2 1/20, 22	Chapter 2 Quiz	Chapter 2	Chapter 1
Week 3 1/27, 29	Chapter 2 Quiz Review for Test 1		Chapter 2
Week 4 2/3, 5	Test 1 – Chap. 1-2 2/3	Chapter 3	Chapter 3
Week 5 2/10, 12	Chapter 3 Quiz	Chapter 3	Chapter 3
Week 6 2/17, 19	Chapter 4 Quiz	Chapter 4	Chapter 4
Week 7 2/24, 26	Review for Test 2 Test 2 – Chap. 3-4 2/26		
Week 8 3/3, 5	Chapter 5 Quiz	Chapter 5	Chapter 5
	Spring Break Week of 3/9 – 3/15		
Week 9 3/17, 19	Chapter 6 Quiz	Chapter 6	Chapter 6
Week 10 3/24, 26	Chapter 6 Quiz Review for Test 3		Chapter 6
Week 11 3/31	Test 3 – Chap. 5-6 No class 4/2		
Week 12 4/7, 9	Chapter 7 Quiz	Chapter 7	Chapter 7
Week 13 4/14, 16	Chapter 8 Quiz	Chapter 8	Chapter 8
Week 14 4/21, 23	Review for Test 4 Test 4 – Chap. 7-8 4/23		
Week 15 4/28, 30	Chapter 20 Quiz	Chapter 20	Chapter 20
Exam Week M 5/4 10:00 AM	Comprehensive Test – Chap. 1-8, 20		

Accounting 414 Accounting Theory Fall 2014

Text: Accounting Theory, 8th edition, Wolk, Dodd, and Rozycki ISBN 978-1-4129-9169-8

Dr. Lawrence H. Bajor Ph.D. Office 231-591-3153
Office: 212B IRC e-mail: bajorL@ferris.edu

I read my e-mail often and I find this a good way to communicate. I would prefer not being contacted at home unless you have a dire emergency i.e. a close encounter of the third kind. USE THIS EMAIL ADDRESS AND NOT ANY OTHERS. If you call leave a message and repeat your number two times slowly. I am probably somewhere where the phone is shut off.

Office Hours 2pm to 3pm Monday, Tuesday, Wednesday and Thursday or by appointment.

COURSE POLICIES AND PROCEDURES

Recommended Study Procedures: It is important that you spend adequate time studying the material, both before and after it is discussed in class. You must study the material until you understand it. For most of us, each chapter will require numerous readings. Do not consider any of the assigned homework problems until you have adequately read and understood the material in the chapter. You may find it helpful to reference an intermediate accounting text for some of the topics.

Attendance: You are expected to be in class. I do not automatically lower your grade for absences, however, you will lose credit for class activities and your scores will usually reflect your attendance.

Homework: Be prepared every day. I will evaluate your progress in the class by examining your work on the exams, class activities and assigned homework. I will collect at least one assignment from each chapter. I do not expect you to always have the correct solutions. I do expect complete and neat solutions every time.

Research Project: I will assign each student a research project that will involve tracing the development and evolution of a current accounting standard by the FASB.

Examinations: There are no makeup exams. An optional comprehensive final is used for any exams missed.

	Points
Exam 1	100
Exam 2	100
Exam 3 Final	100
Homework assignments about 8 @ 20 points	160
Class Participation	50
Term Project 50 presentation 100 paper	<u>150</u>
Total	660

The homework assignments will be both technical and professional in nature. You will use professional databases to locate accounting information and then comment on it. The questions asked will be important for your professional development as well as preparing you for important items on the CPA exam. The term paper will require you to examine an accounting issue in depth and present it to the class. The presentation will last approximately 15 minutes. Your peers will be able to comment on your work. The examinations will be a test of how well you understood the reading assigned. This is an approximate indication of how the course will run.

Week	Chapter	Exam
One	1	
	<i>Labor Day Monday September 1st.</i>	
Two	2 Research	
Three	8 Research	
Four	3	Exam 1
Five	4	
Six	5	
Seven	6	
Eight	7	Exam 2
Nine	8	
Ten	9	
Eleven	10 Introduction to International Standards	
Twelve	Convergence Term papers Due Tuesday November 11.	
Thirteen	First Batch of Term Papers	
Fourteen	Second Batch Term Papers	Thanksgiving
	<u>Go to "MY FSU" Evaluate Course</u>	
Fifteen	More Term Papers	Exam 3
Sixteen	Final Week Dec. 8 through Dec. 12, 2013	

Course Objectives: To develop a further understanding of:

1. Financial accounting concepts, theories, practices, and procedures.
2. The behavioral and or economic consequences of business transactions and accounting reports.
3. The financial accounting standard setting process and its evolution.
4. The International Accounting Standards the timing of convergence, their adoption by the SEC
5. Prepare students for the Theory portion of the CPA exam.

FERRIS STATE UNIVERSITY DEPARTMENT OF ACCOUNTANCY FALL 2014
INSTRUCTOR: TERESA K. COOK, PhD, CMA **COURSE NUMBER:** ACC 431
OFFICE NO: IRC 212T, Ext. 3167
EMAIL: cookt@ferris.edu
OFFICE HOURS: M/T/W 1:00 – 2:50, other hours by appointment

Textbook and Required Materials

Accounting Information Systems, Romney & Steinbart, 13th Edition

Computerized Accounting using SAGE Peachtree Complete Accounting 2012, Arens & Ward, 4th Edition,
ISBN: 978-0-912503-40-0

Microsoft Excel

1. Help available through Atomic Learning modules found within MyFSU)
 Log into MyFSU
 Go to the MyFSU tab
 Scroll down the left hand side to the Training Resources area
 Click on the link for Atomic Learning – you will be asked to login again using your MyFSU id and password which will take you to a website where you can search for the topic with which you need help
2. Two books available on Amazon are: Bill Gellen, "Mr. Excel" and Mike Smart, "The Smart Method"

Course Description:

The objective of the course is to provide an understanding of the integration of financial and cost data into the information system and its relation to internal control. This course covers the design and installation of accounting information systems and related controls. The content includes internal controls, financial reporting and flow charts of financial information with manual, mechanical, and electronic data processing techniques.

Course Outcomes

- Describe business processes and business process linkages throughout the supply chain.
- Explain the characteristics of an accounting information systems and the relationship between accounting information systems and business processes.
- Define the role of corporate governance, ethics, impact of fraud, and importance of internal control in an accounting information system.
- Utilize standardized documentation tools to outline business processes and identify areas of internal control weakness.
- Identify input, process and output controls in an accounting information system for various business cycles such as sales, cash collection, expenditures, and the conversion process.
- Demonstrate the use of automated accounting information systems and related internal controls.

Attendance

Your successful completion of this course requires that you attend class. I expect each of you to attend every class session. I expect all students to be on time for class and to stay the entire class session. While I do not deduct points for absences, you should know by now that there is a direct relationship between attendance and success in accounting courses. Remember, material may NOT be turned in late for any reason. If you miss a class, **it is your responsibility to find out what you missed from a classmate, not from me.** Please notify me, in advance, of any expected attendance issues.

Grade Determination (subject to change)

Your final grade will be based on your overall class performance. The following scale may be used to approximate your final grade, but adjustments will be made to accommodate changes in the syllabus. Letter grades including + and – will be used for final grades.

<u>Assignments</u>			<u>Grades</u>	<u>Points</u>	<u>Percentage</u>
Exams – 4 X 100 points =	450	70%	A	540 - 600	90 - 100
			B	480 – 539	80 - 89
HW/Projects	100	15%	C	420 – 479	70 - 79
			D	360 – 419	60 - 69
Computerized Accounting Software	<u>100</u>	15%	F	0 – 359	< 60
Total	650				

Some assignments will be completed as a team. Homework assignments can be found in the Ferris Connect course by clicking on the links in the Course Calendar for each day.

There is no such thing as extra credit and no late assignments will be accepted.

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.

Accommodations for Students with Disabilities

Any student who has a learning disability or a physical handicap which requires special accommodations should schedule an appointment with me during the first week of class to discuss their classroom and/or assignment and examination requirements or needs.

Miscellaneous

Evidence of academic dishonesty during and exam will result in a zero grade for the exam and potential course failure. Taking credit for the work of another student in other assignments is viewed as plagiarism and will result in disciplinary actions up to, and perhaps including, expulsion from the course.

The use of electronic devices during class is disruptive to you, me and your fellow students. My job is to maintain the learning environment of the classroom. In general, behavior that is disruptive to the class is not appropriate and you may be asked to leave the classroom if engaging in disruptive behavior.

I want you to succeed in this class! And I will do everything in my power to help you do so. However, you will receive the final grade that you EARN.

Ferris State University
Department of Accounting, Finance and Computer Information Systems
SYLLABUS - SPRING 2014
Auditing - ACCT 441 (3 credit hours)

PROFESSOR: Dr. Jean M. Inabinett, CPA, CITP, CGMA
STUDENT HOURS: Monday & Wednesday, 2pm -3pm, Tuesday 9am-11am or by appointment
OFFICE NO: IRC 212Q, Ext. (231) 591-3133
E-MAIL: jeaninabinett@ferris.edu (preferred method of contact)

COURSE DESCRIPTION:

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.

COURSE PREREQUISITES: ACCT 431 with a grade of D- or better

TEXTBOOKS AND MATERIAL REQUIRED:

Principles of Auditing & Other Assurance Services, 19e, Whittington, Pany

OTHER REQUIRED MATERIALS:

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser, and notebook paper. **ALWAYS** bring to class your textbook, calculator, pencils and erasers. You will **NOT** be allowed to use cell phones as calculators during an exam.

CLASS POLICIES:

Attendance and Time Expectations

Success in achieving the learning objectives depends on your attendance in class. Students need to be on time to class and prepared for the day's lessons. ***Students are responsible for awareness of announcements made during class, such as changes to the syllabus.***

Accounting is a cumulative subject, meaning that as the classes progress, material builds on prior information. Accounting is learned by reading the material *prior* to class and actively participating in class. For every hour in class, successful college-level work requires about three (3) to four (4) hours for out-of-class work: reading, writing, research, labs, discussion, fieldwork, homework, etc. Plan accordingly and budget your time wisely.

Cell phones

Students will turn their cell phones off or put them on vibrate mode while in class and put them away in their backpacks, pockets or purses. Students will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be asked to leave the class and you will lose homework and quiz points for the day. *If a student is texting or e-mailing during class, the instructor will ask the student to discontinue and/or confiscate the device. The device will be returned at the end of class.*

Computers

In the classroom, students may use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use his or her computer for other activities or who abuse the equipment in any way, at a minimum, will be asked to turn off the equipment and may be asked to leave class.

Plagiarism

Please see the *Ferris State University Student Handbook, Bulldog Values* for the policy on plagiarism.

LEARNING OUTCOMES: At the conclusion of this course, you should be able to:

1. Understand the audit process including:
 - a. the nature and types of evidence
 - b. the study and evaluation of the internal control structure
 - c. the application of the audit process to various transaction cycles
 - d. the auditor's report
2. Present and defend your views through formal and informal, written and oral presentation.
3. Evaluate structured, unstructured, and ambiguous auditing related situations and make informed decisions.
4. Understand the standards and rules of the PCAOB and the AICPA related to professional conduct.
5. Identify ethical issues and make well-founded ethical judgments.

ASSESSMENT OF PROGRESS:

Your final grade is based on the points earned (maximum 1,000) from the following:

- A. **DAILY QUIZZES.** Prior to each class you should take a five (5) multiple choice question quiz covering the assigned reading material in Ferris Connect. Each quiz is worth 5 points. You are not able to make up quizzes. **If you have emergency circumstances, you must contact the professor prior to class. I will discuss with you and decide if I will allow you to reschedule a quiz.**
- B. **HOMEWORK ASSIGNMENTS.** Homework will be reviewed at the beginning of every class and checked for completeness. **Late homework/class assignments will NOT be accepted FOR ANY REASON.** If you know you are going to miss a class, you may turn in the homework to my office or by e-mail before the start of class that day or have a classmate turn it in for you. All homework must be prepared in pencil. Each homework assignment is worth 4 points.
- C. **GROUP PROJECT.** During the year everyone will be assigned a group and complete a mock audit for an organization. I will review the work at 3 different intervals during the semester to review and provide guidance. A grade will be awarded at the end of the project.
- D. **EXAMS.** During the semester, four (4) exams will be given worth 100 points each for a total of 400 points. Exams **MUST** be taken when scheduled. Missed exams will be counted as zero (0). If you know you will be absent, you may arrange to take the exam early (reschedule). No make-ups are allowed.
- E. **COMPREHENSIVE FINAL EXAM.** The final exam will include questions from all the chapters and will be at the designated time during finals week.

GRADING SCALE:

Points earned	Grade	Percent
930 - 1000	A	93.0 - 100.0
900 - 929	A-	90.0 - 92.9
870 - 899	B+	87.0 - 89.9
830 - 869	B	83.0 - 86.9
800 - 829	B-	80.0 - 82.9
770 - 799	C+	77.0 - 79.9
730 - 769	C	73.0 - 76.9
700 - 729	C-	70.0 - 72.9
670 - 699	D+	67.0 - 69.9
630 - 669	D	63.0 - 66.9
600 - 629	D-	60.0 - 62.9
0 - 599	F	0.0 - 59.9

	Total	Value	Max Points
Quizzes	30	5	150
Homework	25	4	100
Group project	1	150	150
Exams	4	100	400
Comprehensive Final Exam	1	200	200
GRAND TOTAL			1,000

Due to what are often unforeseen circumstances, such as College closures, spending more-than-expected time on a given topic, etc., the attached schedule is subject to change. I will keep you well informed should such changes occur to the schedule.

Ferris State University
Accounting 450 Spring? It feels more like Winter Semester. 2015

Dr. Lawrence H. Bajor Ph.D.

Office: 231-591-3153

Cell: 231-250-1698

Office: 212B IRC

e-mail: bajorL@ferris.edu

I read my e-mail often and I find this a good way to communicate. I would prefer not being contacted at home unless you have a dire emergency i.e. a close encounter of the third kind. USE THIS EMAIL ADDRESS AND NOT ANY OTHERS.

Office Hours: Wednesday 8:00 am to noon, and by appointment.

Text: Prentice Hall's *Federal Taxation*, 2015 edition. I expect that the chapters will be read before class so that you will be able to participate in class discussions. I highly recommend that you develop a curiosity for real world examples of how taxes affect business decisions by reading business periodicals on a daily or weekly basis.

Course Objectives:

ACCT 450 follows the Model Tax Curriculum recommended by the American Institute of Certified Public Accountants (AICPA) for a two course tax program with divergence to include items required by the CPA exam. The topics include but are not limited to:

- Choice of entity through which to conduct business.
- The federal taxation of corporate income
- The tax aspects of forming and liquidating a corporation
- The corporation's capital structure
- The taxation of distributions from the corporation to its shareholders
- Corporate restructuring (mergers, acquisitions and divisions)
- Differences between corporate financial and tax reporting of revenue and expense.
- Flow through entities, partnerships, S-corps, LLC's, LLP's.
- Certain aspects of transfer pricing and state and local taxation.

I look forward to an invigorating term with you. Do not be a stranger outside of class.

TENTATIVE COURSE SCHEDULE—Spring 2015

	Topic	Advanced Reading
Week 1	Tax Research CH 1 <i>Monday January 19th Martin Luther King Day No Class</i>	
Week 2	Corporate Formation	CH 2
Week 3	Corporate Income Tax	CH 3
Week 4	Corporate Income Tax	CH 3

Week 5	Non-Liquidating Distributions	Return 1 (2/12/15)	CH 4
Week 6	Non-Liquidating Distributions	Exam 1 (2/19/15)	CH 4
Week 7	Corporate Liquidations		CH 6
Week 8	Corporate Liquidating Distributions		CH 6
	<i>Spring Break March 7th to March 16th</i>		
Week 9	Other Corporate Tax Levies and Reorgs.		CH 5
Week 10	Multistate Corporate Taxation		Hand Outs
Week 11	Transfer Pricing	Return 2 (April 3)	Hand Outs
Week 12	Partnerships	Exam 2 (April 10)	CH 9
Week 13	Partnerships		CH 10
	<i>Mid Semester Break No Classes Thursday April 2nd through Sunday Apr. 5th</i>		
Week 14	S Corporations		CH 11
Week 15	S Corporations		CH 11
Week 16	Review		

FINAL EXAM WEEK May 5th through May 9th

The Final will cover partnerships and S corps.

These dates and topics are approximations. Events, such as changes in the law may require alterations in this schedule.

Reading Quizzes 2 x 10 points	20
Homework 8x10	80
Tax Returns (2) 1120's 25 points for first and 50 for second	75
Mid-Term 1	100
Mid-Term 2	100
Final	<u>100</u>
	Optional
Total	475

DEEP THOUGHTS ON THE STUDY OF TAXATION

David Camp of Michigan is the new Chair of the House Ways and Means Committee where all tax legislation originates. He replaces Charlie Rangel of New York. David has visited Ferris and is a friend of the University.

“People think taxation is a terribly mundane subject. But what makes it fascinating is that taxation is in reality life. If you know the position a person takes on taxes, you can tell their whole philosophy. The tax code, once you get to know it embodies all the essence of life: greed, politics, power, goodness, charity. Everything’s in there. That is why it is so hard to get a simplified tax code. Life just isn’t simple.”

Sheldon Cohen, former IRS Commissioner

“Yes I regret to say that the people devote their lives to studying the thing {tax laws}. That is another dreadful thing about it, for the people who do so are often people with minds of good quality, and to have them wasted in lifelong preoccupation with the

absurdities of the tax law is sad, not to say disgraceful for the Nation.”
Russell Baker, New York Times

“Any intelligent thinking on taxes eventually reaches the ultimate purpose of life on this planet as each of us conceives it.”
Louis Einstein, Albert’s Brother

“The hardest thing in the world to understand is the Income Tax”
Albert Einstein

“I did not pay taxes on my rental income because the receipts were in Spanish and I did not know what they meant.”
Charles Rangel Chairman of the House Ways and Means Committee

“Son, the time has come for us to talk. I hope this doesn’t upset you, but there comes a time when every parent.....must tell his child the facts of life. It is better that you hear it from me than from your friends.....**INCOME IS TAXABLE**”

Hagar the Horrible

“This can be fun! Oh, heck, this is fun!”

Larry Bajor Ph.D. Sometimes Absent Minded Bow Tie Wearing Professor

SYLLABUS
Summer 2015
ACCT 461 Governmental Accounting
TH 06:00 pm-09:20 pm WOOD 471

Instructor: Dr. Stephen T. Jakubowski, CPA
 Office: College of Business, Room 322

Telephone: 231-591-2988
 e-mail address: jakubows@ferris.edu

Office Hours: TH - 5:00 - 6:00 PM and by appointment.

Prerequisite:

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 department office will administratively withdraw students from courses if the prerequisite(s) have not been met. The prerequisite course for ACCT 461 is ACCT 312.

Text Required:

Accounting for Governmental and Nonprofit Entities, 16th Edition, by [Jacqueline Reck](#), [Suzanne Lowensohn](#), [Earl Wilson](#). We will use the author's computerized practice set (City of Smithville). The most recent version of the software for the practice set should be downloaded from the author's 16th edition website as shown on the back cover of your textbook.

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. Course outcomes for ACCT 461 are as follows:

<p>Outcome 1 - Technical Knowledge & Skills 1. Understand accounting and financial reporting procedures and practices of local governmental units and nonprofit entities. 2. Understand audit requirements for local governmental units and nonprofit entities. Assessment: Quizzes, Examinations and Homework Assignments</p>
<p>Outcome 2 - Technology skills Using computer software as a tool for analytical procedures and financial accounting and reporting. Assessment: Computerized Practice Set</p>
<p>Outcome 3 - Communication Skills Communication of financial position, operating results and budgetary information through the preparation of financial statements. Assessment: Quizzes, Examinations, Homework Assignments and Computerized Practice Set</p>
<p>Outcome 4 - Critical Thinking Evaluate structured, unstructured, and ambiguous problems related to financial accounting and reporting and provide solutions in accordance with generally accepted accounting principles as prescribed by the GASB and the FASB. Assessment: Quizzes, Examinations, Homework Assignments and Computerized Practice Set</p>
<p>Outcome 5 - Professional Examination Preparation Assessment: Quizzes, Examinations, Homework Assignments and Computerized Practice Set</p>

Withdrawal Policy:

According to the University's withdrawal policy, the last official day to withdraw is Thursday, Thursday, July 9.

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.

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 or those that are the result of a FSU related activity 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). These absences must be discussed with the instructor before they take place or, in case of an emergency, at the time they occur. Any appropriate documentation will be brought to the instructor by the student. Both unexcused absence from class and tardiness affect your final grade.

Examinations:

There are three 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 45% objective questions and 55% problems and short essay.

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. The attendance policy described above applies to quizzes. Make sure you are in class on time so you do not miss the quiz. Tardiness is not an excuse. For each chapter, go to the authors' website for the quizzes and other resources. <http://www.mhhe.com/reck16e>

Homework:

You will find that many of the accounting and reporting practices of governments and nonprofit entities are considerably different than profit seeking entities. 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. 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.

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. 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.

The homework assigned includes essay questions, cases, problems and a computerized practice set for the City of Smithville. We will be using the City of Smithville - Short Version. The answers to the essay questions must be written in complete sentences because this is how you are expected to write on the exam. With respect to the City of Smithville assignments, do not get behind. The practice set assignments coincide with the textbook assignments beginning with Ch. 2. The computerized practice set, City of Smithville can be downloaded from the authors' website at: <http://www.mhhe.com/reck16e>. You will not earn full credit for the practice set unless you satisfy all of the stated requirements.

Grading System:

Final Grade Components	%	Points	Approximate Grade Scale
1. Exams	67	300	A --- 90 -100
2. Quizzes	22	100	B --- 80 - 89
3. Homework	11	50	C --- 70 - 79
	-----	-----	D --- 60 - 69
Total	100	450	F --- < 60
	==	==	
REMEMBER			
1. There are three 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.			
2. There are no extra credit assignments, no make-up quizzes nor make-up exams.			
3. The final grade is based on the total points that you have earned on the three components listed above.			

**ACCT 461 – Summer 2015
Assignment Schedule**

<u>Date</u>	<u>Chapter</u>	<u>Homework</u>
21-May 28	Introduction and Ch. 1- Accounting & Financial Reporting Ch. 2 – Prin. of Acct. for State and Local Governments	CH1 P-2,3 & CH2 C-2 P-2,6
4-Jun 11	Ch.3 – Governmental Operating Statement Accounts Ch.4 – Accounting for Governmental Operating Activities	CH3 P-2,5,7 CH4 P-2,3,4,7,11
18 25	Exam 1 & Ch. 5 – Acct. for General Capital Assets and Capital Projects 5 & Ch. 6 – Acct. for Gen. Long-term Liabilities and Debt Service	CH5 P-2,5,10
2-Jul 9	Ch. 6 & Ch. 7 Accounting for Business - Type Activities <u>Exam 2 & Ch. 8 Accounting for Fiduciary Activities</u>	CH6 P-2,5,6,8,9 & CH7 C-1 P-2,4,7
16 23 30	Ch. 8 & Ch. 11- Auditing of Governmental and NFP Entities Org. Ch. 11 & Ch. 13- Accounting for NFP Organizations Ch. 13	CH8 P-2,3,5,6,9 CH11 C-1,2 P-2,4 CH13 C-2 P-1,2,3,4,8
Aug. 6	Exam 3	

For each chapter,
go to the authors' website
for the quizzes and other resources.
<http://www.mhhe.com/reck16e>

8. Non-Accounting Faculty Program Assessment

A competitive advantage for graduates of the Music Industry Management Program is the accountancy component of the business core as delivered by the full-time faculty. The answer to the question, “What is the toughest job to get in the music industry?” is, “The first one.” The Music Industry Management Program enjoys ongoing relationships with the national trade organizations and individuals that would hire our graduates. Entry level positions in this highly competitive industry go to those with the highest utility as manifest in the ability to deliver multiple skill sets. Of those skill sets, fundamental accounting skills rank at the top of the list. While most MIM majors do not aspire to full-time careers in accountancy, they have discovered that these fundamental skills provide a differential advantage over graduates of competing programs when seeking their first full-time job. There have been a few instances of students that double major in MIM and Accounting and they have had no difficulty in securing full time positions in the music and entertainment industry. It is my habit to stress the value of the accountancy component of the MIM degree to all students and encourage those with an aptitude for this discipline to pursue the minor or major to enhance their competitive advantage. The accountancy program is a high value asset. It is my hope that resources are made available in order to deliver the best experience and career preparation possible for Accountancy majors and all College of Business students.

Respectfully Submitted,

Daniel Cronk, MIM Program Coordinator