

# NEWSLETTER:

## *Administrators of Accounting Programs*

A Group of the American Accounting Association  
5717 Bessie Drive, Sarasota, FL 33583

SPRING 1980

VOL. 4, NO. 2

### **Fellow Accounting Administrators:**

This has been a very interesting year for your Board and I would like to bring you up-to-date on a few of the areas in which we have been involved.

As you recall, the last newsletter indicated that the AAP did not have a vote on the advisory Council of the AAA. Good news! At an executive committee meeting in November, the AAA decided that we should be treated like any other section of the AAA and, therefore, we are now fully represented on the Advisory Council as a voting group. Sometimes people listen.

As President of the AAP, I had the opportunity to present the position of the Board of Governors to the Accounting Accreditation Planning Committee of the AACSB on the exposure draft that the Committee had prepared. This meeting was held in Dallas, Texas, and the hearings continued for two full days. A copy of our position paper is included as part of this Newsletter.

As those of you who attended are aware, we had an excellent turnout at the two Seminars for accounting administrators. The total attendance was approximately 165. As a result of this success, the AAP is planning to hold two sessions again next year in Las Vegas and a Florida location. Tony Mastro and his committee are to be congratulated on putting together an excellent program. Our thanks also goes to Paul Gerhardt and the AAA staff for their usual efficient job in arranging all aspects of the meetings.

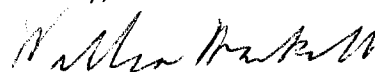
Of potentially great importance to each of us is the work of the Data Base Committee. This committee, which will accumulate, store, and disseminate information of interest to accounting administrators, is just completing its second year under the able chairmanship of Chuck Carpenter. Each of you will shortly receive a questionnaire from the Committee and I urge each of you to complete and return it promptly. We will all be able to benefit from the work of this committee which has been funded by the AAP.

The Membership Committee has been busy recruiting new members and arranging for

sessions at each of the regional meetings. It appears that our membership will increase again this year.

The Board is looking forward to seeing as many of you as possible at the annual AAA meeting in Boston this August. A schedule of events held by the AAP can be found elsewhere in the Newsletter.

Sincerely,



William Markell, President

### **AACSB's ACCOUNTING ACCREDITATION PLANNING COMMITTEE REVISES PROPOSED STANDARDS**

The Accounting Accreditation Planning Committee has revised the Proposed Standards for Accreditation of Accounting Programs on the basis of the testimony given at the public hearing February 14 and 15, 1980, in Dallas, Texas. At the hearings presentations were made by more than 30 individuals representing a diverse group of universities, accounting programs, and organizations. The presentation made by the representatives of the Administrators of Accounting Programs group is found elsewhere in this newsletter.

Dr. Wilton Anderson, a member of the committee, indicates, "The Accreditation Committee has made every effort to be responsive to the various presentations made." He indicated that the proposed standards call for accreditation of three kinds of accounting programs — undergraduate programs with a major in accounting, MBA programs with a concentration in accounting, and Master's Degrees in accounting. He also indicated the proposed standards call for the acceptance of an LLM/CPA or CMA and a JD/Master's in Accountancy as being qualifications for teaching in the tax area.

The revised standards will be sent to those who made presentations in Dallas, the Standards Committee, and the sponsoring groups of the Accounting Accreditations Committee. Other admini-

(Continued from page 1)

strators who want copies of the revised standards should write directly to the AACSB, 11500 Olive Street Rd., Suite 142, St. Louis, Missouri 63141. Administrators wishing to comment on the proposed standards should write directly to the Operations Committee of the AACSB. The revised standards will come before the AACSB for a vote at its annual meeting in Chicago on June 11-13, 1980.

If the proposed standards pass at the AACSB meeting, it is likely that the current Accounting Accreditation Planning Committee will become a standing Committee on Accounting Standards of the AACSB.

## 1980 SEMINARS FOR ADMINISTRATORS OF ACCOUNTING PROGRAMS

The two seminars held this year were most successful in attracting a considerable part of our membership. Sixty-six appeared and participated very heavily at Orlando and ninety-nine did so at Las Vegas. If you were there, you would readily agree that the seminar successes were something more than the locations approved by the Committee. (Albeit the tentative selections for next year are Orlando or Key Biscayne and Las Vegas). The theme held throughout the Seminars was that of participation by all, for each Seminar session was headed by a Discussion Leader. Such interaction became even more evident during the morning and afternoon breaks of one on one conversations. The pattern is well established in AAPG that each member administrator of an accounting program has a strong voice in the group's interests. The concept of the Town Meeting initiated by Fred Skousen, past President, last year continued this year with Bill Markell, President, bolstered by observations on hand of AAA President Don Skadden in Orlando and President-Elect Joe Silviso in Las Vegas. The give and take of the Town Meeting which is healthy as well as informative will continue in AAPG seminars.

President-Elect Clarence Avery led the discussions on accreditation of Accounting Programs — could have devoted several days to the topic — aided by some who have been heavily involved in the process like Wilton Anderson, a member of the Accreditation Standards Committee of the American Assembly Collegiate Schools of Business. Clarence's handouts to illustrate the main concerns of accreditation were excellent though they had little relationship to the Cougar and Wolf portraits used as report covers by the University of Central Florida duplicating department.

The double-barrel discussion leadership of John Mitchell, Honeywell Corp. and Bob Zimmer, University of Minnesota on Attracting and Retaining Minority Accounting Majors had a hard sell practical approach of the potential employer and the school. Recruitment, quality maintenance, cultural relationships, and job placement came out as key factors in any program to be attempted in this area.

The movement has begun in accounting academe toward a resounding number of professional schools of accounting, sixteen presently, as addressed by John Simmons, (Director, School of Accounting, University of Florida) and Ed Milam, (Director, School of Accountancy, University of Mississippi). If the environment fits at your university including an understanding, friendly and forward looking present Dean then "why not".

The Academic Standards for Accounting Majors discussion led by Tony Mastro (me) from George Washington University, moved quickly into the broader spectrum of differences between accounting programs and other programs within schools of business. Such differences in curriculum, faculty, students, resource needs, etc. are real, healthy and reconcilable to the principle objectives of professional education in accounting.

Larzette Hale's discussion lead on Accounting Curriculum — Composition and Innovation had us raising our hands in response to "how many have less than 30 hours of accounting in the first four years," "only one intermediate course," and so on. It didn't take too long to realize that we can have an individual program approach within some norms in attaining and maintaining a quality professional accounting curriculum. Larzette has the problem in hand at Utah State.

Increasing The Supply of Accounting Professors led by Lucille Lammers of Bradley University brought us in still sharper focus to the problem. (Lucille has been doing this for several years now, much to our benefit). Well, what's the solution — match the opportunity costs with scholarships, teaching assistantships, project participation, etc. or any combination thereof — may not be just a money problem. We didn't have a "one" solution though we know more about the problem.

Actual case studies were used by Spencer Martin, University of Rhode Island, in leading the discussions on "Accounting Chairperson — A Multi-Faceted Administrative Position." If not actual, they appeared to be so real as to cause most of us to declare one side or the other to be the "best solution if I were the chairperson response."

I sent a letter to each person who attended either location, Orlando or Las Vegas with a request for a response on "what did you think of the Seminar". The responses are not in on the Las Vegas location. The information will be passed on to the next Seminar Committee Chairperson through the President and Board of Governors, keeping in mind our mutual benefits as members of AAPG-AAA. It was a great deal of work by the Seminar Committee members, discussion leaders as well as the President and President-Elect, and to Paul Gerhardt, Executive Secretary, AAA and his staff for their usual extraordinary contributions. To each I express my thanks as Chairman of the Seminars.

Be sure to add the event to your list of professional accounting responsibilities as administrators of accounting programs in 1981.

Anthony J. Mastro  
Chairman

## ANNUAL MEETING

For planning purposes, please make a note of the following dates for the annual meeting:

A business meeting of the AAP will take place on Monday, August 11th at 10:00 a.m.

The AAP technical session when papers will be presented will be on Monday, August 11th at 3:30 p.m.

The AAA business meeting will take place on August 11 at 1:45 p.m.

## DATA BASE COMMITTEE ASKS FOR COOPERATION

The Data Base Committee asks members to complete a comprehensive questionnaire developed by the committee which will be distributed in April with results available by the Boston AAA meetings. The questionnaire seeks data on undergraduate, masters of doctoral programs and faculty salaries at all ranks including entry level.

An overall summary of results will be provided to each responding AAP member which may additionally request special data tabulations for certain groups of respondents. For example, some members might wish analyses of doctoral granting respondents only or AACSB accredited members only. A member will be able to request an analyses of responses from certain respondent institutions as selected by the member subject to a minimum of ten institutions in order to protect confidentiality of respondent data. The project director (Doyle Z. Williams, University of Southern California) has been given the right to reject requests where the institutions selected appear to be designed to highlight data from a single institution. The special analyses will be available to non respondent AAP members for a fee.

The committee very much hopes members will take the time required to complete this questionnaire, perhaps declining to complete other duplicative questionnaires.

## POSITION OF BOARD OF GOVERNORS OF THE ADMINISTRATORS OF ACCOUNTING PROGRAMS A GROUP OF THE AMERICAN ACCOUNTING ASSOCIATION ON PROPOSED AACSB STANDARDS FOR ACCREDITATION OF ACCOUNTING PROGRAMS

### INTRODUCTION

The statements presented herein represent the views of the Board of Governors of the Administrators of Accounting Programs, a group of the American Accounting Association. The opinions expressed do not necessarily represent the views of the majority of the members of the AAP. It should be noted that Dr. Thomas F. Keller, a member of the Board of Governors of the AAP, did not vote on

the opinions expressed or in any way take a position on the points presented. This statement is presented in two parts:

The first is philosophical in nature and the second gives some comments and suggestions with reference to specific portions of the exposure draft.

We commend the committee that authored the exposure draft because we are of the opinion that it is a good document and one with which we as Administrators of Accounting Programs can work. We are pleased that separate accreditation of accounting programs is moving forward and that such accreditation will be part of the normal process carried out by the AACSB.

### I. PHILOSOPHICAL VIEW

It is the unanimous opinion of the Board of Governors of the Administrators of Accounting Programs that separate accreditation of accounting programs should be limited to those programs that lead to a Master's degree in accounting. The rationale for this view is given below.

The importance and even the necessity of extending an accounting education beyond the typical four year curriculum has been pointed out for many years. In "Horizons for a Profession" Roy and MacNeill indicated that a conclusion fundamental to the report was "...that preparation for public accounting should come to include graduate study."<sup>1</sup>

The work of Roy and MacNeill was followed by the report of the "Committee on Education and Experience Requirements for CPA's" more familiarly known as the BEAMER report (after Elmer G. Beamer, who was the Chairman). The report of the committee established by the AICPA was published in March 1969 and accepted by the Council of the AICPA in May of that year. One of the two principal recommendations of the committee was: "...that a requirement of formal education equivalent to at least five years of college study be substituted for the present education and experience requirements."<sup>2</sup> This conclusion was reached on the basis that the desired common body of knowledge could not be acquired in less than a minimum of five years of collegiate education. The AICPA continued to be very interested in accounting education. In July of 1974 with Dr. Herbert E. Miller as Chairman, the Board on Standards for Programs and Schools of Professional Accounting was appointed and charged "to identify those standards that when satisfied by a school would justify its recognition by the accounting profession."<sup>3</sup> This was the first of the recent steps in moving toward the accreditation of accounting programs. A report of the Board was published in 1976 and Standard 2

<sup>1</sup>Robert H. Roy & James H. MacNeill, "Horizons for a Profession", *The Journal of Accountancy*, September, 1966.

<sup>2</sup>Report of the Committee on Education and Experience Requirements for CPAs, *American Institute of Certified Public Accountants*, March, 1969, page one.

<sup>3</sup>Board on Standards for Programs and Schools of Professional Accounting, *American Institute of Certified Public Accountants*, 1976, Preface.

(Continued from page 3)

under the curriculum standards reads as follows: "As a minimum, the curriculum shall consist of at least two years of pre-accounting preparation and not less than three years of progressively more advanced professional level study."<sup>4</sup> Here again, this is an endorsement of five years of academic study.

Events have moved swiftly since the publication of the discussion draft of the Board on Standards for Programs and Schools of Professional Accounting. The AAA has had several committees study this problem. The Committee of Six has reviewed accreditation and now we are asked to respond to the present document. "Proposed AACSB Standards for Accreditation of Accounting Programs". The present exposure draft calls for accrediting a variety of accounting programs including both undergraduate and graduate programs.

It is undeniable that the majority of accounting graduates are those from four year programs. However, after much discussion the Board of Governors of the AAP has come to the conclusion that accreditation should be limited only to those programs that confer a Masters in Accounting. It is our view that the undergraduate programs can continue to be accredited as part of the business schools which are presently accredited by the AACSB. This also applies for the M.B.A. programs with a concentration in accounting. It is our opinion that only five years of education combining liberal arts, the business core, and accounting education is a proper vehicle for separate accreditation. The AACSB is doing an excellent job of accreditation of Bachelor's and Master's programs in business. At the present time bachelor's programs in accounting and M.B.A. concentration programs can be continued under the present system. The five year accounting program is one that is not presently covered and should be separately accredited. The M.B.A. is a general degree as spelled out in the document. M.B.A. programs with an accounting concentration do not allow for an accounting education equivalent to that available in an M.S. in accounting program.

## II. SPECIFIC SUGGESTIONS

1. On page two under the preamble, Item B, we believe it would be less confusing if the word management were removed from the statement. If such programs are accredited it should be a Master's degree in Business Administration with a concentration in Accounting.

2. On page two under the preamble, Item C, we believe that more appropriate wording is "Professional programs in accounting leading to a graduate degree." Under the interpretation, reference should be made to "free standing institutions and fifth year in non-free standing schools". The interpretation could discuss alternative ways — professional schools and/or programs.

3. On page seven, we recommend the following sentence be made the initial sentence of the first paragraph. "The students must be formally admitted to the accounting program." Then the remainder of that paragraph would follow. In the third paragraph on page six, the phrase, at the master's level, should be omitted.

4. On page 14 under curriculum, IV (a 1d), we recommend that the phrase read as follows: "Mathematics including calculus, probability theory and statistics".

5. On page 19 we recommend that the second paragraph read as follows: "Fifth year students who have been admitted to the integrated program" must complete at least 15 semester credits in accounting courses, offered for fourth and fifth year students, at the degree-granting institution.

A general comment — it is the view of the Board that some confusion can be eliminated between the M.S. in accounting and the M.B.A. with accounting concentration by eliminating any reference to accounting except for the five year M.S. in accounting.

## III. SUMMARY

Our goal is to encourage higher standards and to improve educational requirements for individuals entering the profession of accounting. We believe that the optimal way of accomplishing this goal is to concentrate only on accreditation of M.S. in accounting programs. "These accounting programs provide for greater breadth and depth in professional courses in accounting than is possible in the other degree programs. (Bachelors and M.B.A. programs with a concentration in accounting)."<sup>5</sup> While some of the quoted publications refer to preparation for careers as Certified Public Accountants, it is the opinion of the Board of the AAP that a distinction should not be made between public, industrial, or not-for-profit accounting. To prepare an individual for entering the accounting profession (in its broadest connotation) graduate study should be a requirement.

## BOARD OF GOVERNORS - 1979-1980

Clarence G. Avery  
Charles J. Weiss  
Joseph E. Mori  
Spencer J. Martin  
Joseph DeMaris  
Donald E. Kieso  
Thomas F. Keller (non-voting)  
K. Fred Skousen  
William Markell, President

Minutes of meeting of the Board of Governors, Administrators of Accounting Programs Group held Thursday morning, February 28, 1980 at the Desert Inn, Las Vegas, Nevada.

<sup>4</sup>Board on Standards for Programs and Schools of Professional Accounting, *American Institute of Certified Public Accountants*, 1976, page six.

<sup>5</sup>Accounting Accreditation Planning Committee, *American Assembly of Collegiate Schools of Business*, "Proposed AACSB Standards for Accreditation of Accounting Programs", October 1979, page three.

**Members Present:**

William Markell, Presiding  
 Clarence G. Avery  
 Spencer Martin  
 K. Fred Skousen  
 E. Joseph DeMaris  
 Donald E. Kieso  
 Joseph Mori

**Guest:**

Anthony Mastro  
 (Seminar Committee Chairman)

**Absent:**

Thomas Keller  
 Charles J. Weiss

The meeting was called to order Thursday, at 9:00 a.m. Minutes of the last Board meeting were approved as distributed.

**Report of the Chairman,  
 Continuing Education Committee**

Anthony Mastro presented his report on the Orlando seminar. In general, participant evaluations were very good. The enrollment at the Orlando meeting was 66, which included five new members which joined at this time. The enrollment of the Las Vegas meeting was expected to be approximately 100.

After extended discussion, the Board approved the continuance of two seminars for 1981. The meetings will be held at approximately the same dates, and the preferred locations are Las Vegas and Key Biscayne, Florida. The Board also expressed its thanks to Mastro and his committee for a job well done.

**Report of the Data Base Committee**

Donald Kieso, coordinating Board member, presented the report of the Data Base Committee. Don reported that the committee has developed a fee schedule for users of the data base. An essential feature of the fee schedule encourages schools not currently members to join AAPG.

**Report of the Committee on Current Affairs**

Joe DeMaris, coordinating Board member, reported that the committee will develop materials, consisting of information summaries, focusing on problems created by ever rising entry level salaries for accounting faculty. These materials should be available for distribution at the Boston meeting of AAPG.

**Report of the Membership Committee**

Joe DeMaris also reported that the committee has been actively pursuing its charges of encouraging and soliciting membership and arranging for AAPG representation at regional AAA meetings. Joe also noted that the committee also expects to reach the goal of 250 members.

**Report of the Committee on Research  
 and Publication**

Thomas Keller, coordinating Board member,

presented his written report.

The Fall Newsletter was published in November. Art Mehl and Lucille Lammers will conduct the annual survey according to the conditions set forth at our meeting in Hawaii in August, 1979.

Only one article has been received for publication in the monograph series and after review it was determined that it should be published.

Future activities of the committee include the conduct and completion of the Mehl/Lammers study and the Spring Newsletter. At the moment, the committee does not anticipate spending any money to publish in the monograph series because there have been no submissions. However, there is still time.

**Treasurer's Report**

**ADMINISTRATORS OF  
 ACCOUNTING PROGRAMS  
 AMERICAN ACCOUNTING ASSOCIATION  
 STATEMENT OF CASH RECEIPTS  
 AND DISBURSEMENTS  
 September 1, 1979 to January 31, 1980**

|                                  | <u>Budget</u>    | <u>Actual</u>   |
|----------------------------------|------------------|-----------------|
| Receipts: Membership Dues        | \$11,250         | \$ 8,500        |
| Disbursements:                   |                  |                 |
| Board of Governors' Meetings     | 3,500            | 3,135           |
| Continuing Education Com.        | 2,500            | 1,424           |
| Data Base Committee:             |                  |                 |
| Travel                           | 1,500            | —               |
| Data Accumulation                | 3,000            | 3,000           |
|                                  | 4,500            | 3,000           |
| Research & Publication Committee |                  |                 |
| Newsletter                       | 1,500            | 890             |
| Monograph                        | 2,500            | —               |
| Market Survey                    | 500              | —               |
|                                  | 4,500            | 890             |
| AACSB Hearings                   | 2,000            | —               |
| AACSB Membership                 | 50               | —               |
| Membership Committee             | 300              | —               |
| Total Disbursements              | \$17,350         | \$ 8,449        |
| Increase in Balance              | <u>\$(6,100)</u> | 51              |
| Balance September 1, 1979        |                  | \$16,106        |
| Balance January 31, 1980         |                  | <u>\$16,157</u> |

Note: This is a cash basis statement; commitments made for expenditures are not included in the "Actual" column.

Joseph E. Mori, Treasurer

**Report of the Nominating Committee**

Fred Skousen reported that the committee recommends the following officers, members of the Board, and nominating committee for 1980-81:

Officers and Board of Governors for 1980-81:

President

Clarence G. Avery, University of Central Florida

Vice-President/President Elect

Joseph E. Mori, San Jose State University

**Secretary**

Charles G. Carpenter, Miami University

**Treasurer**

Belverd E. Needles, DePaul University

**Past-President**

William Markell, University of Delaware

**2-yr. Board Member**

Russell M. Barefield, University of Arizona

**2-yr. Board Member**

Harold M. Sollenberger, Michigan State Univer.

**1-yr. Board Member**

Spencer J. Martin, University of Rhode Island

**1-yr. Board Member**

E. Joe DeMaris, North Texas State University

**Nomination Committee for 1980-81:**

William Markell, University of Delaware

(Chairperson)

Geraldine Dominiak, Texas Christian University

Gary L. Sundem, University of Washington

Edward E. Milam, University of Mississippi

Clarence G. Avery, University of Central Florida

**Annual AAPG Meeting in Boston**

Bill Markell discussed the following schedule of AAPG events which will be held at the annual AAA meeting in Boston:

Sunday, August 10, 1980 — 6:00 p.m.

AAPG Board Banquet (participants will include old and new Board members and their spouses)

Monday, August 11, 1980 — 8:30 a.m.

Meeting of the 1979-80 AAPG (breakfast will be served)

Monday, August 11, 1980 — 10:00 a.m.

AAPG Annual Business Meeting

Monday, August 11, 1980 — At completion of business meeting.

Meeting of the 1980-81 AAPG Board

The meeting was adjourned at 10:30 a.m.

Respectfully submitted,

Joseph E. Mori

Secretary Pro-Tem

**CHAIRPERSON**

Are you a member of the Administrators of Accounting Programs? As of September 1, 1979 only 234 of the 515 chairpersons of Departments and Schools of Accounting were members of our Group of the American Accounting Association. We need you as a member, and if you are among the 281 who have not joined, you will be hearing from one of the members listed below, who have agreed to represent their Regions on the membership Committee. Clip the application NOW and mail it in — we'll invoice you later:

Gary Louma — Chairman

Georgia State University

Doria Tremblay — Canada

Luval University

Ronald Hefner — Northeast

SUNY — Buffalo

Gail Shaw — Middle Atlantic

West Virginia University

Robert Rogow — Southeast

Auburn University

David Buehlmann — Midwest

University of Nebraska — Omaha

Joseph Castellano — Ohio

Wright State University

Gere Dominiak — Southwest

Texas Christian University

Robert Pruitt — West

University of Denver

**Continuing Officers in 1980-1981**

**President**

Clarence G. Avery, University of Central Florida

**Past-President**

William Markell, University of Delaware

**1-yr. Board Member**

Spencer J. Martin, University of Rhode Island

**1-yr. Board Member**

E. Joe DeMaris, North Texas State University

**Nominating Committee**

William Markell, University of Delaware

**Nominating Committee**

Clarence G. Avery, University of Central Florida

**APPLICATION FOR MEMBERSHIP - Mail To:**

Administrators of Accounting Programs Group of the American Accounting Association  
5717 Bessie Drive, Sarasota, Florida 33583

NAME \_\_\_\_\_

UNIVERSITY AFFILIATION \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_ ANNUAL DUES: \$50.00

CHECK ENCLOSED \_\_\_\_\_ or SEND INVOICE TO \_\_\_\_\_

## ELECTION BALLOT

NOTE: Only those who have paid their dues may vote. The ballot must be signed to be valid.

Ballots must be received by July 1, 1980 to be included in the tabulation.  
Ballots should be sent to:

Professor Charles J. Weiss  
Seton Hall University  
South Orange, N.J. 07079

Place an X in the box to vote for the candidate or you may write in a candidate(s) and vote for them.

Vice President ☐ Joseph E. Mori San Jose State University

President Elect ☐ \_\_\_\_\_

Secretary ☐ Charles G. Carpenter Miami University

☐ \_\_\_\_\_

Treasurer ☐ Belverd E. Needles DePaul University

☐ \_\_\_\_\_

\*\*\*\*\*

Board Members ☐ Russell M. Barefield University of Arizona

2 years

☐ Harold M. Sollenberger Michigan State University

(vote for 2) ☐ \_\_\_\_\_

☐ \_\_\_\_\_

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Nominating Committee ☐ Geraldine F. Dominiak Texas Christian University

(vote for 3)

☐ Gary L. Sundem University of Washington

☐ Edward E. Milam University of Mississippi

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

Signature \_\_\_\_\_

# ACCOUNTING CURRICULUM COMPOSITION AND INNOVATION

Larzette G. Hale and Clifford R. Skousen

## Introduction

In preparation for a discussion during the Seminar for Accounting Administrators on the topic — "Accounting Curriculum: Composition and Innovation," a questionnaire was sent to a random sample of 150 administrators of accounting programs requesting information concerning curriculum changes and innovations *within the past three years*. A compilation of the responses were presented as a point of departure for the discussion during the Seminar. A brief summary of the findings follows:

Of the 150 accounting administrators surveyed, 83 (55.3 percent) responded. Sixty-eight percent (57) of the schools had a program leading to the Master's degree; thirty-one percent (26) did not.

## Titles Used

More than 60% of the Master's programs made reference to accounting in the title of the degrees which might indicate the desire on the part of educators to identify programs which provide more accounting specialization or emphasis:

| Title                              | Number | Percent | Title<br>With<br>Account-<br>ing |
|------------------------------------|--------|---------|----------------------------------|
| Master of Science in Accounting    | 22     | 38.6%   | 38.6                             |
| Master of Business Administration  | 12     | 21.1    |                                  |
| Master of Accountancy              | 9      | 15.8    | 15.8                             |
| Master of Accounting               | 2      | 3.5     | 3.5                              |
| Master of Professional Accountancy | 4      | 7.0     | 7.0                              |
| Industrial Administrative Science  | 1      | 1.7     |                                  |
| No response                        | 7      | 12.3    |                                  |
| Total                              | 57     | 100.0%  | 64.9%                            |

Less than 20% of the programs were begun within the last three years. Seventy-nine percent of the graduate programs are accredited by AACSB; forty-six percent of the undergraduate programs.

## New Courses

New undergraduate courses in the following areas were mentioned most often:

Most often

Theory

Accounting Information Systems

Second

Advanced Accounting

Non-Profit, Governmental and Institutional Accounting

Third

Petroleum Accounting

Fourth

Managerial Accounting

Among other undergraduate courses less frequently mentioned were: Internal Auditing, EDP Auditing, Controllership, Advanced Tax Accounting, Tax Factors in Business Decisions, Contemporary Issues in the Accounting Professional and Internal Accounting.

New graduate courses most frequently mentioned were:

Most frequently

International Accounting

Research in Tax Accounting

Second

EDP Auditing

Third

Advanced Management Accounting

Estates, Trusts and Partnership Tax

Fourth

Advanced Taxation

Intermediate Accounting

Not-for-Profit Accounting

Accounting Information Systems

Some of the other new courses mentioned less frequently were: Communication in Accounting Practice, Petroleum Accounting, Corporate Tax Planning, Accounting/Auditing Issues and Cases, Professional Accounting Issues, Accounting for Public Management, International Tax, Financial Statement Interpretation and Analysis and MAS Introduction.

## Innovations

A few examples of innovations within the past three years listed by the Accounting Administrators are as follows:

### 1. Specializations within Accounting Curriculum

Taxation option at Master's level added

Establishment of a Master of Taxation program

Development of undergraduate concentration in not-for-profit accounting

Development of management advisory services-management information systems

Development of MBA concentration in auditing and controllership

### 2. Change of Emphasis in Program or Courses

More emphasis on specialized accounting courses resulting from sections of AAA

More emphasis on SEC accounting

Increased English composition to 12 hours for accounting B.S. candidates

Internationalization of curriculum

More quantitative content in courses



### 3. Change in Major Requirements

Reorganization of accounting curriculum with exit points after 132 credits (B.S.) and/or 163 credits (Master's)  
Introduction of a requirement of "C" or better in all mandatory undergraduate accounting courses  
Addition of a communications requirement in five-year program

### 4. Change in Course Content

Split internal control coverage out of audit course  
Added third course in intermediate  
Split intermediate into a theory course and a problems course  
First tax course split between accounting students and non-accounting students

### 5. Special Programs

Accounting internships required  
Honors program provided for undergraduate accounting students

### 6. Restrictions or Prerequisites

Restricted entry into upper division classes (undergraduate)  
Two phase screening of students — written communication and area concentration

### 7. Evaluation of Courses and Programs

Program evaluated in terms of output objectives  
Accounting research project revealed the need for a compulsory lab enhanced by media using AAA materials  
Organization of a program study committee

### 8. Use of Computer in Instruction

Computer assisted instruction in all accounting courses  
Development of mini-cases in cost accounting to provide students with experience in accounting implications of quantitative models and use of time-sharing computer facilities  
Integration of the use of computer terminals in all advanced courses; approximately 40% of courses now using them

### 9. Instructional Methodology

Case method for developing professional judgment  
Study of accounting curriculum modular approach  
Writing project in cooperation with faculty from the English Department  
Mass lecture format developed  
Personalized system of instruction developed  
Competency-based, modularized learning system for introductory financial accounting  
Accounting library requirement for each student  
Use of practitioners in Internal Auditing  
Use of Sony TV, Betamax, and AAA cassettes for some advanced courses

### 10. Other

A directory of mini-resumes of graduating seniors sent to employers  
A pure practitioner appointed director of school  
Part-time employment service for students  
Accounting systems class has students do practical systems for small businesses in the city

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### Assessment of Intermediate Accounting

Eighty percent of the respondents felt that intermediate accounting should serve as a major device to screen accounting majors.

| Respondent Answer | Have Graduate Program |        | No Graduate Program |        | Total |        |
|-------------------|-----------------------|--------|---------------------|--------|-------|--------|
| Yes               | 46                    | 80.7%  | 21                  | 80.8%  | 67    | 80.7%  |
| No                | 11                    | 19.3%  | 5                   | 19.2%  | 16    | 19.3%  |
| Total             | 57                    | 100.0% | 26                  | 100.0% | 83    | 100.0% |

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### Undergraduate and graduate courses required

The following summary indicates that the *number of courses* required in the various areas instead of credit hours as the respondents reported both quarter and semester hours.

The responses seem to indicate a tendency to increase the English requirement to two or more courses; and more quantitative courses; and increase intermediate to two or more courses.

### SUMMARY OF REQUIRED UNDERGRADUATE AND GRADUATE COURSES

| COURSES                 |                 | UNDERGRADUATE PROGRAM |        |                       |        |       |        | GRADUATE PROGRAM |        |
|-------------------------|-----------------|-----------------------|--------|-----------------------|--------|-------|--------|------------------|--------|
| Type                    | Number Required | Respondent            |        |                       |        | Total |        | Total            |        |
|                         |                 | No Graduate Program   |        | With Graduate Program |        |       |        |                  |        |
| English                 | 2 or more       | 20                    | 76.9%  | 44                    | 77.2%  | 64    | 77.1%  | 1                | 1.8%   |
|                         | 1               | 4                     | 15.4   | 5                     | 8.8    | 9     | 10.8   | 4                | 7.0    |
|                         | none            | 2                     | 7.7    | 8                     | 14.0   | 10    | 12.1   | 52               | 91.2   |
|                         |                 | 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% | 57               | 100.0% |
| Report Writing          | 2 or more       | 2                     | 7.7%   | 1                     | 1.8%   | 3     | 3.6%   | 1                | 1.8%   |
|                         | 1               | 11                    | 42.3   | 27                    | 47.4   | 38    | 45.8   | 9                | 15.8   |
|                         | none            | 13                    | 50.0   | 29                    | 50.8   | 42    | 50.6   | 47               | 82.4   |
|                         |                 | 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% | 57               | 100.0% |
| Quantitative Area       | 2 or more       | 22                    | 84.6%  | 47                    | 82.4%  | 69    | 83.1%  | 21               | 36.8%  |
|                         | 1               | 1                     | 3.8    | 2                     | 3.5    | 3     | 3.6    | 11               | 19.3   |
|                         | none            | 3                     | 11.6   | 8                     | 14.1   | 11    | 13.3   | 25               | 43.9   |
|                         |                 | 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% | 57               | 100.0% |
| Intermediate Accounting | 2 or more       | 25                    | 96.2%  | 49                    | 86.0%  | 74    | 89.2%  | 10               | 17.5%  |
|                         | 1               | 1                     | 3.8    | 4                     | 7.0    | 5     | 6.0    | 7                | 12.3   |
|                         | none            | 0                     |        | 4                     | 7.0    | 4     | 4.8    | 40               | 70.2   |
|                         |                 | 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% | 57               | 100.0% |
| Advanced Accounting     | 2 or more       | 6                     | 23.1%  | 31                    | 54.4%  | 37    | 44.6%  | 4                | 7.0%   |
|                         | 1               | 19                    | 73.1   | 10                    | 17.5   | 29    | 34.9   | 22               | 38.6   |
|                         | none            | 1                     | 3.8    | 16                    | 28.1   | 17    | 20.5   | 31               | 54.4   |
|                         |                 | 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% | 57               | 100.0% |

## EDITOR'S NOTES

The spring issue of the *Newsletter* of the Administrators of Accounting Programs' section highlights both the activity with regard to accreditation of accounting programs and the many activities of your organization including a report on the Seminars for Administrators held in January and February.

A ballot is included in this newsletter for the election of officers and directors for next year. You can show your support for the activities of the AAP by completing the ballot now and returning it.

This is my last issue as editor of the *Newsletter*

and I wish to thank those who have been helpful for me in this endeavor during the last year. It has been a very interesting year with regard to developments affecting administrators in accounting and I am pleased to have been a part of it.

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| COURSES             |                 |
|---------------------|-----------------|
| Type                | Number Required |
| Theory              | 2 or more       |
|                     | 1               |
|                     | none            |
| Auditing            | 2 or more       |
|                     | 1               |
|                     | none            |
| Taxation            | 2 or more       |
|                     | 1               |
|                     | none            |
| Information Systems | 2 or more       |
|                     | 1               |
|                     | none            |

| UNDERGRADUATE PROGRAM |        |                       |        |       |        |
|-----------------------|--------|-----------------------|--------|-------|--------|
| Respondent            |        |                       |        | Total |        |
| No Graduate Program   |        | With Graduate Program |        |       |        |
| 1                     | 3.8%   | 1                     | 1.8%   | 2     | 2.4%   |
| 6                     | 23.1   | 17                    | 29.8   | 23    | 27.7   |
| 19                    | 73.1   | 39                    | 68.4   | 58    | 69.9   |
| 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% |
| 5                     | 19.2%  | 4                     | 7.0%   | 9     | 10.8%  |
| 18                    | 69.2   | 44                    | 77.2   | 62    | 74.7   |
| 3                     | 11.6   | 9                     | 15.8   | 12    | 14.5   |
| 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% |
| 8                     | 30.7%  | 13                    | 22.8%  | 21    | 25.3%  |
| 15                    | 57.7   | 34                    | 59.6   | 49    | 59.0   |
| 3                     | 11.6   | 10                    | 17.6   | 13    | 15.7   |
| 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% |
| 2                     | 7.7%   | 5                     | 8.8%   | 7     | 8.4%   |
| 11                    | 42.3   | 29                    | 50.9   | 40    | 48.2   |
| 13                    | 50.0   | 23                    | 40.3   | 36    | 43.4   |
| 26                    | 100.0% | 57                    | 100.0% | 83    | 100.0% |

| GRADUATE PROGRAM |        |
|------------------|--------|
| Total            |        |
| 13               | 22.8%  |
| 30               | 52.6   |
| 14               | 24.6   |
| 57               | 100.0% |
| 4                | 7.0%   |
| 33               | 57.9   |
| 20               | 35.1   |
| 57               | 100.0% |
| 12               | 21.1%  |
| 24               | 42.1   |
| 21               | 36.8   |
| 57               | 100.0% |
| 1                | 1.8%   |
| 28               | 49.1   |
| 28               | 49.1   |
| 57               | 100.0% |

(Continued from page 9)

Eighty-two percent of the administrators felt that they were presently satisfied with the content in the intermediate course.

| Respondent<br>Answer | Have Graduate Program |        | No Graduate Program |        | Total |        |
|----------------------|-----------------------|--------|---------------------|--------|-------|--------|
|                      |                       |        |                     |        |       |        |
| Yes                  | 43                    | 75.4%  | 25                  | 96.2%  | 68    | 81.9%  |
| No                   | 14                    | 24.6%  | 1                   | 3.8%   | 15    | 18.1%  |
| Total                | 57                    | 100.0% | 26                  | 100.0% | 83    | 100.0% |

Those administrators who were not satisfied felt that the following should be deleted and added:

**Delete**

Extensive emphasis on FASB pronouncements  
Some mechanics (bookkeeping)  
Financial Statement Analysis

**Add**

More cases and more what if, creative thinking problems  
More term papers  
Partnership accounting

**Intermediate texts being used**

| Text                         | Number of<br>Schools | Percent |
|------------------------------|----------------------|---------|
| Keiso & Weygandt             | 28                   | 33.7    |
| Meigs, Mosich & Johnson      | 19                   | 22.9    |
| Welsh, Zlatkovich & Harrison | 18                   | 21.7    |
| Smith & Skousen              | 5                    | 6.0     |
| No response                  | 13                   | 15.7    |
| Total                        | 83                   | 100.0   |

*American Accounting Association*

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**FIRST CLASS**