

University of Mississippi

eGrove

Newsletters

American Institute of Certified Public
Accountants (AICPA) Historical Collection

11-1990

Accounting Educators: FYI, Volume 2, Number 2, November, 1990

American Institute of Certified Public Accountants. Relations with Educators Division

Follow this and additional works at: https://egrove.olemiss.edu/aicpa_news



Part of the [Accounting Commons](#)



Accounting Educators:

Volume II, Number 2—November 1990

AICPA Adopts Proactive Position on Education

The American Institute of Certified Public Accountants has adopted a position on accounting education which places it firmly in support of a greater emphasis on teaching and of a better balance between applied and empirical research.

At the Annual Meeting in Baltimore, AICPA Council endorsed the position on October 22; this position had been endorsed by the Institute Board of Directors on September 6. The document (see text on page 4) was prepared by the Education Executive Committee under the leadership of Chairman Harold Q. Langenderfer.

The AICPA position statement on accounting education calls on the academic establishment and the accounting profession to join together in "a new and active partnership. . . to foster the development of the type of education needed as a base for an effective and viable profession in the 21st century."

Citing many recent reports indicating that higher education faculty are not sufficiently rewarded for teaching, curriculum development, and applied research, the Institute position calls on academe to reestablish a balance among the traditional three pillars of higher education: teaching, research, and professional service. This position is supported by studies and other activities in the accounting profession and in accounting education, specifically in the Bedford Committee Report and in the large CPA firms' "White Paper" which led to the creation of the Accounting Education Change Commission.

(In a related development, the AICPA Board of Directors on September 6 also endorsed an AECC paper calling for a "redirected focus" in higher education, placing priority on teaching and curriculum development. This paper was reported on in the September issue of *Accounting Educators*; FYI.)

The AICPA position statement includes seven action items designed to provide a framework for purposeful movement toward preparing accounting professionals for accounting and business leadership. A meeting of accounting and other organizations to discuss change strategy is being planned for January.

The Education Executive Committee and its subcommittees will be working this year to initiate specific activities in support of each of these action plans. As part of that effort, the Institute would be grateful for the benefit of the experience, insight, and reflective consideration of its members in education. Please send any comments or suggestions you might have to the Education Executive Committee, in care of the Relations with Educators Division at the AICPA.

Accreditation Update

The AACSB Accreditation Project is well underway with drafts and revisions of drafts almost crossing one another in the mail. A working draft of the proposed business accreditation standards is evolving as comments from the AACSB membership and various groups are being considered and refinements to the document are being made by members of the accreditation task force. In the meantime, drafts of the proposed accounting accreditation standards and a process and procedures document have recently been released for comment.

The direction being pursued for the new AACSB accreditation process is to link the standards to the school's mission. A mission profile indicating the nature of the institution, its priorities, and its objectives will provide the framework for the review process. Priorities and objectives are to be defined in terms of the relative emphasis that the school places on teaching, intellectual contribution, and service. The standards, which will address the processes used to develop faculty, plan curricula, improve instruction, and adjust the direction of intellectual activity, will include the basic principles and philosophy of these processes as well as guidelines for additional specificity, and illustrations.

The AACSB Project also contemplates a new stage of accreditation called candidacy. This would enable schools to focus on quality improvements at an earlier stage with the ultimate objective of achieving accreditation.

The members of the accreditation task force are meeting regularly and appearing at various forums to receive input and suggestions, with the objective of achieving approval for a new accreditation process at the AACSB's annual meeting in April 1991. Numerous opportunities are being provided for interested parties to comment on the proposals.

In this Issue. . .

| | |
|--|---|
| AACSB Accreditation Project Status | 1 |
| Black High School Students' Perceptions of Accounting | 2 |
| AICPA Software Site Licensing | 2 |
| AICPA Testing Program | 3 |
| 1990-91 AICPA Education Committees | 3 |
| Position Statement on Accounting Education | 4 |
| CPA Exam Policy Change | 7 |
| Carey Scholarships | 7 |

Black High School Students' Perceptions of Accounting and Other Professions

A recent issue of *Disclosures*, a publication of the Virginia Society of Certified Public Accountants, carried a report on a survey of Black high school graduates to determine their attitudes towards six professional choices available to them. The survey also focused on how the attitudes of Black students differ from those of White students.

The Black students ranked the six chosen professions in the following order: 1) medicine, 2) law, 3) business, 4) engineering, 5) computer science, and 6) accounting. The questions on which this ranking was based focus on 21 aspects of each profession, such as prestige, career attractiveness, difficulty of work, income potential, and degree of social responsibility.

By comparison, answering the same questions, the White high school students ranked the professions as follows: 1) law, 2) medicine, 3) accounting, 4) computer science, 5) engineering, and 6) business. The attitudinal differences implied by a comparison of these rankings is very interesting; while Black students rank business highly and accounting poorly, White students rank accounting much higher and appear to favor business in general much less.

Overall, however, there seem to be many misperceptions of accounting as a career. In 16 of 21 factors, accounting was ranked 5th or 6th among the six listed professions, and the authors of the article feel that this is caused in part by an inadequate knowledge of the accounting profession. Overall, the article concludes that "the accounting profession is losing access to a substantial number of potential recruits." It goes on to urge that activities be developed to communicate the message that Black students are welcome in the profession. The author suggests that "such efforts might emphasize programs directed towards junior high school students and their parents, as well as high school teachers, administrators and counselors." The areas which require the most promotion involve salary opportunities, prestige, importance to society, and general employment and career opportunities.

The report was prepared by Johnnie Mapp, associate professor at Norfolk State University, with Harry Dickinson of Virginia Commonwealth University and Robert Sanborn of the University of Richmond. More information is available from the authors.

AICPA MAKES SOFTWARE AVAILABLE FOR ACADEMIC SITE LICENSING

In response to many requests from colleges and universities, the American Institute of CPAs is announcing a program to license several technology applications and reference software products to universities.

The packages which will be made available are:

The Accountants Trial Balance (ATB)

The Audit Program Generator (APG)

The Engagement Manager

The Electronic Index to Technical Pronouncements

AICPA Professional Standards

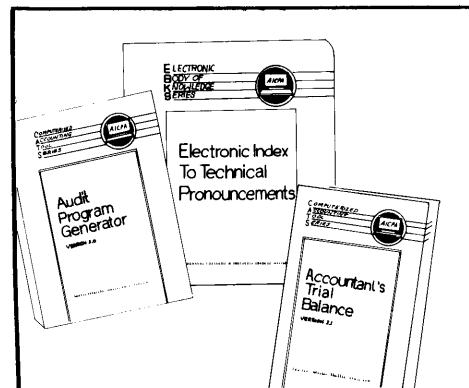
Technical Hotline Q's and A's

Accounting Trends and Techniques

Audit and Accounting Guides (available February 1991)

AICPA's Statements of Position (available February 1991)

The basic site license fee for each product will be \$200, for which institutions will receive permission to install the product on a limited number of university-owned computers. New licenses for ATB, APG, and the Engagement Manager will be required for each new version of these products; the licenses for all the other products will be renewable annually.



The Accountants Trial Balance is a professional accounting tool for preparing workpapers for developing compilations, reviews, audits, and financial statements. Specifically designed to simplify these tasks, ATB produces a broad range of essential reports and workpapers, including trial balance and working trial balance in several formats, general ledger listing, lead schedules, charts of accounts, analytical procedure workpapers, tax journal entry, proposed journal entry, adjusting journal entry, potential journal entry, reclassifying journal entries, and user-definable grouping schedules. Once the operator enters the balance, transaction and, adjusting entries, the program handles all computations and calculations. ATB is in wide professional use and is an important package for your students to master.

Audit Program Generator is designed to meet the specific needs of auditors, but it also assists individuals involved in tax, accounting, or firm administration. A full-text editor allows complete text manipulation as well as the maintenance of sign-off columns in proper tabular

(continued on page 6)

Restructuring and Refocusing of the AICPA Accounting Testing Program

The AICPA Accounting Testing Program has undergone major developments within the last two years in both the college and professional accounting program areas. This was to benefit test users including CPA firms, government and state agencies, business and industry, and educational institutions. In 1988, the new Accounting Program Admission Test (APAT) was published to assist in counseling and selection for the intermediate accounting course or accounting majors. Long forms of the Level II Achievement Test were recently revised, updated in many ways, and published as the Achievement Test for Accounting Graduates (ATAG). As a result of the restructuring, the Level I Achievement Test (all forms) and the Level II Achievement Test (short form) will be discontinued as of December 31, 1990. These tests are outdated, and current usage does not support their continuing development. However, alternatives for the discontinued test will be offered.

The AICPA Accounting Testing Program is developed by the American Institute of Certified Public Accountants and administered by The Psychological Corporation. In addition to the Accounting Program Admission Test and the Achievement Test for Accounting Graduates, the program also offers the Orientation Test for Professional Accounting and the Aptitude Test for College Accounting. Employers of accounting personnel in public accounting firms and in business and governmental organizations have found that the program provides valuable information that, when used in conjunction with other relevant information, can assist in selection of new staff and training, placement, and promotion of permanent staff. Accounting educators and counselors have found test results valuable in advising students considering a career in accounting, in providing students and faculty with an assessment tool early in the accounting curriculum, and in evaluating the effectiveness of their accounting programs.

An alternative to the discontinued short form of the Level II Achievement test for college and professional users is the Achievement Test for Accounting Graduates. ATAG is a revised and updated version of the long form of the Level II Achievement Test, which now offers separate forms of the test for college and professional users and revised norms to provide more representative scores. This two-hour test provides an objective measure of advanced accounting knowledge and is usually given upon completion of a college major in accounting. It is used by accounting educators for evaluating students' preparedness and comparing their achievement with national norms; for evaluating the effectiveness of accounting programs; and by employers for selecting new staff, and training, placement and promotion of permanent staff. The ATAG provides sufficient depth to generate an individual's F-A-C-I-T Profile, which consists of separate scores in Financial accounting, Auditing, Cost and managerial accounting, Information systems, and Taxation.

The questions on the test are grouped together by content areas so it is possible for examinees to be tested over specified content area in less than the two hours required for all parts. Those interested in the possibility of using a shortened version of the ATAG can obtain further information from the AICPA Testing Office at The Psychological Corporation.

The Accounting Program Admission Test evolved out of revisions designed for the Level I Achievement Test, and is an updated measure of knowledge of elementary financial and managerial accounting principles. This 90-minute test is used as a standard for entry into an accounting program, as a measure of student preparedness for intermediate accounting content and to evaluate the course preparedness of transfer students, and as an outcome measure of the effectiveness of the first year accounting course. Many features have been added to the APAT program to enhance its use as an evaluation and selection tool including increased reliability of scores due to the increased number of questions (75), greater percentage of computational questions (30%), and availability of multiple test forms. The APAT is only offered through controlled testing centers, which provides increased security of test content and allows for flexible test dates, score transcripts for multiple schools, and rapid scoring.

Any questions regarding the restructuring of the AICPA Accounting Testing Program or for additional program information should be directed to Robert Pacheco, Test Coordinator, (512) 554-8196, or William Wilkinson, Project Director, at The Psychological Corporation, (512) 270-0543; or Mary McInnes, Manager, AICPA Relations with Educators Division, (212) 575-5504.

1990-91 Education Committees

In addition to eight staff members based at Institute headquarters in New York, the Relations with Educators Division is made up of one senior committee (the Education Executive Committee) and two related task-specific committees. The Education Executive Committee includes four subcommittees: Accounting Educators, Curriculum, Accounting Careers, and Personnel Testing. The division's staff includes a vice president (Rick Elam), a director (Bea Sanders), three managers (Mary McInnes, Marylou Walsh, Stephen Anspacher), an administrative assistant (Donna Wolf), and two secretaries (Rosalynd Rambert and Sherry Hazel).

The related committees are the Joint AICPA/AAA Accounting Literature Awards Committee and the 150-hour Education Requirement Committee (which was formed in 1984 to develop a program to achieve a 150-hour education requirement and to help states in its implementation).

Appointments to these committees for the 1990-91 year were made official at the recent AICPA Annual Meeting in Baltimore. The following is a list of the committee members and the responsibilities of the various committees. If you are interested in service on these or any AICPA committees, please write to Ms. Torny Berntsen at the Institute, anytime after December 1.

(continued on back page)

Accounting Education: An AICPA Position Statement

To meet the objectives of a quality accounting education, the academic establishment must redefine the three pillars of higher education: teaching must be improved, the definition of research broadened, and professional service encouraged. The accounting profession must develop a new and active partnership with higher education to foster the development of the type of education needed as a base for an effective and viable profession in the 21st century.

Colleges and universities must attach greater significance to activities of direct benefit to the student. More emphasis must be placed on the quality of classroom teaching. Research and writing must be directed at solving real problems encountered by the accounting profession. Those who teach accounting should be encouraged to, and rewarded for being actively involved and involving their students in the accounting profession. In combination, these activities will result in an improved curriculum and delivery system.

The American Institute of Certified Public Accountants is committed to supporting quality education to prepare students who enter the accounting profession. This historical commitment, expressed in policy and action, has been most evident in the Institute's support for a move toward graduate education for accountants and its leadership role in ensuring nationwide adoption of the 150-hour education requirement in the near future. The past few years have heard additional important voices raised in support of fundamental changes in accounting education. "The Future of Accounting Education: Preparing for the Expanding Profession" (the Bedford Committee Report), "Perspectives on Education: Capabilities for Success in the Accounting Profession" (the large CPA Firms' "White Paper"), and the subsequent creation of the Accounting Education Change Commission, are strong indicators of the desire and need for fundamental change in the way accounting education is delivered. (See Appendix A.) After careful consideration, the Institute believes that it must take a firm position in support of purposeful movement toward preparing accounting professionals for accounting and business leadership.

At present, promotion and tenure systems seldom encourage or support the development and application of teaching skills. In its 1989 *Condition of the Professoriate* report, the Carnegie Foundation found that "a strong majority of faculty [agree] that teaching effectiveness should be a primary criterion for faculty promotion."

Despite this fact, the 1990 *Campus Life* report by the same organization found that "faculty lack powerful incentives to teach," and it went on to criticize the current system which encourages faculty members to pursue their own research at the expense of teaching students. To reverse this trend, which is becoming more entrenched, the study calls for a revamping of the academic reward structure to encourage good teaching. The AICPA supports this position, noting that good teaching includes good platform and pedagogical skills, a discussion orientation, an integration of real world events and ideas, and the use of unstructured problems in the curriculum.

The Accounting Education Change Commission recently called for "a redirected focus" in higher education, placing priority on teaching and curriculum development. Recognizing that such a change will be controversial, the AECC nonetheless calls on "all who are interested in the future of higher education to become involved in helping academia reorder its priorities and place renewed emphasis on teaching, and curriculum and course development." In endorsing the Commission's call, the American Institute of CPAs expresses its dedication to supporting the changes needed to provide a quality education which will prepare students to become leaders in the accounting profession. Furthermore, the Institute calls on other organizations (such as those listed in Appendix B) to join with it in becoming a catalyst for needed changes.

Action Plans

In support of its position, the AICPA plans to undertake a variety of initiatives. Among these are:

1. Galvanizing other organizations, both within and outside the accounting profession, to take a positive position in favor of changes in the educational process to achieve the necessary quality for developing accounting and business leaders. (A preliminary list of organizations with whom the Institute expects to work is included as Appendix B.)
2. Encouraging organizations and individuals who provide financial support to accounting programs at colleges and universities to focus financial contributions to support teaching-oriented activities, applied research on accounting issues, and professional involvement. The Institute will seek to actively influence individual and organizational support.

3. Working with the AACSB to develop accreditation standards that recognize the importance of the teaching function in business and accounting programs, and support the philosophy that these programs should consist of a faculty group with a portfolio of skills including teaching, applied and empirical research, as well as service and professional involvement. (Copies of the AICPA Education Executive Committee position papers on scholarship and relevant experience, which were recently submitted to the AACSB, are included as Appendix C.)
4. Developing active outreach programs to establish channels of regular communication with university presidents, provosts, business school deans, and accounting area chairmen to support teaching-oriented activities and progress toward needed changes.
5. Enabling increased networking between and among accounting educators and practitioners.
6. Offering continuing professional education courses specifically for accounting faculty to contribute to the ongoing development of their teaching skills and their understanding of accounting issues in the business world.
7. Prevailing upon universities and accrediting bodies to ensure that doctoral programs provide a support base for students choosing to orient their academic efforts toward a strong teaching and professional interaction component. Doctoral programs should offer students an opportunity to acquire a background in theories of learning and curricular development. It is also essential that those entering the accounting faculty have a background in accounting and related disciplines.
8. Participating with the Accounting Education Change Commission to encourage increased curricular innovation and the development of timely course materials.

• *Endorsed by AICPA Board of Directors, September 6, 1990*

• *Endorsed by AICPA Council, October 22, 1990*

Appendix A

These articles, monographs and papers describe current situations in business and accounting education, and in higher education generally, with specific focus on issues relevant to the AICPA position.

"AECC Urges Priority for Teaching in Higher Education." *Issues in Accounting Education* 5:2, Fall 1990, pp. 330-331.

"Business Schools Are Neglecting Educational Goals," by Richard R. West. *Stern Business Report* 1:1, February 1990, pp. 1-17.

"Business Schools Get Bad Grades," by Gilbert Fuchsberg. *Wall Street Journal*, June 6, 1990, p. B1.

Campus Life: In Search of Community. The Carnegie Foundation, 1990.

The Condition of the Professoriate. The Carnegie Foundation, 1989.

"Higher Education Conferees Applaud Carnegie Plan to Broaden the Definition of Faculty Scholarship," by Carolyn J. Mooney. *Chronicle of Higher Education*, April 11, 1990, p. 1.

"Reviewing Undergraduate Education: Recommendations from the Irvine Group." The Irvine Group, 1990, unpublished paper.

"State Officials Deplore Higher Education's Resistance to Change," by Goldie Blumenstyk. *Chronicle of Higher Education*, July 25, 1990, p. 15.

"What's Going On in Business Schools?" by William E. Weis. *Management Accounting*, May 1990, pp. 49-52.

Appendix B

The following organizations are called upon to join with the AICPA in forging needed changes in accounting education.

- Accounting Education Change Commission (AECC)
- Administrators of Accounting Programs Group (AAPG)
- American Accounting Association (AAA)
- American Assembly of Collegiate Schools of Business (AACSB)
- American Council on Education (ACE)
- American Woman's Society of Certified Public Accountants (AWSCPA)
- Association of Boards of Governance
- Association of Government Accountants (AGA)
- Beta Alpha Psi (BAP)
- Carnegie Foundation
- Council for Advancement and Support of Education (CASE)
- Council on Post-Secondary Accreditation (COPA)
- Education Commission of the States (ECS)
- Federation of Schools of Accountancy (FSA)
- Financial Executives Institute (FEI)
- Institute of Internal Auditors (IIA)
- National Association of Accountants (NAA)
- National Association of Black Accountants (NABA)
- National Association of State Boards of Accountancy (NASBA)
- State Boards of Accountancy
- State Societies Executives Association (CPA/SEA)
- State Societies of CPAs

Appendix C

The following position papers were adopted by the AICPA Education Executive Committee and forwarded to the AACSB Accreditation Project Task Force.

"AICPA Position Paper on Scholarship"

"AICPA Position Paper on Relevant Experience and Accreditation."

Copies of these papers are available in limited quantity from the Relations with Educators Division.

Software *(continued from page 2)*

format. APG allows users to create and maintain programs and checklists, including audit program, disclosure checklists, tax law compliance checklists, firm administration checklists, and personal financial planning checklists.

The other packages offer a wealth of reference information in an electronic database format using advanced search and retrieval procedures. By entering a key word or words, the user can easily locate relevant passages because every word is indexed. The use of sophisticated compression techniques reduces hard disk storage requirements. The system allows users to create sophisticated search requests, and the software has a context-sensitive help facility and extensive printer support.

AICPA software products have been used on many campuses across the country in the past, and faculty members report that their students quickly master the software and easily adapt the electronic approach to assignments and practice sessions. As professional dependence on technological solutions continues to grow in the years ahead, it will become increasingly important, if not essential, to have a thorough familiarity with state-of-the-art electronic practice aids. For further information about site license arrangements, contact Lois Wolfteich in Technical Information Services at the Institute; telephone (212) 575-7651.

Audit and Accounting Guides

A New Looseleaf Subscription Series

The American Institute of CPAs will initiate publication of a two-volume looseleaf subscription service in late December of this year. The service will comprise all of the Institutes' 26 audit and accounting guides, which will supply timely updates on specific issues. Until now, updates have been limited to revised editions of individual guides and separate statements of position. An electronic version of the service will also be available.

This service is part of the AICPA's effort to update guides on a more timely basis. AICPA President Philip B. Chenok said that the Institute has streamlined its procedures and will hold committees and staff more accountable for timely performance in order to issue guidance more quickly. Therefore, the ongoing process to update the looseleaf series will continue into the future. The service will provide subscribers with the most up-to-date guidance available.

These looseleaf volumes will provide indispensable sources of information and are highly recommended to libraries. Subscription to the service will be on a calendar year basis, and may be in looseleaf and/or electronic format; libraries which subscribe to the service in both formats will incur substantial savings. Beginning in January, information on ordering these new products will be available from the AICPA order department: (800) 334-6961; in New York State (800) 248-0445.

CPE Reminder

AICPA Members in Education are reminded that, during the three-year period beginning January 1, 1990, members not in public practice are required to complete a total of 60 CPE hours, with a minimum of 10 hours each year.

An upcoming issue of *Accounting Educators: FYI* will carry several articles focusing on continuing professional education and the implications of the new requirements for accounting educators. In the interim, questions about the new CPE requirements should be addressed to Michelle Macrina, Technical Advisor, CPE Division, at the Institute. To order the brochure, *Policies for the CPE Membership Requirement*, which includes the *Statements on Standards for Formal Group and Formal Self Study Programs*, write to the AICPA Order Department, P.O. Box 1003, New York, NY 10108-1003 and ask for product number G00560. Copies of the *Educators Update on the New CPE Requirements* may be obtained from the Relations with Educators Division directly.

Call for Papers

The Business Association of Latin American Studies (BALAS) has issued a call for papers for its 1991 conference, to be held in Boston on April 17-20.

The association fosters the study of business and economic issues related to Latin America and the Caribbean. The 1991 conference will provide a forum for the exchange of ideas and the discussion of issues and research that affect the economies and business environments of Latin Americans today and in the near future. BALAS members reside in 22 countries in North, Central and South America, Europe, and Taiwan. The membership is diverse and comprises business, academic, government, research institute, and foundation professionals and specialists.

Enquiries and submissions should be directed to Professor Ravi Sarathy, BALAS Conference Chairperson, Northeastern University, College of Business Administration, 214 Hayden Hall, Boston, MA 02115; telephone (617) 437-4806.

AECC Grant Proposals Due in December

The second round of proposals for AECC grants is due by December 1, 1990. The Accounting Education Change Commission program of grants is designed to foster changes in the academic preparation of accountants consistent with the goal of improving their capabilities for successful professional accounting careers as described in the sponsoring firms' white paper, *Perspectives on Education: Capabilities for Success in the Accounting Profession*.

In its first grant award cycle, the AECC awarded grants averaging nearly \$200,000 each to Brigham Young University, Kansas State University, The University of Massachusetts at Amherst, The University of North Texas, and Rutgers University. The Commission expects to distribute five to eight more grants in this next round.

For more information, write to the AECC at 365 Ericksen Avenue NE, Suite 327, Bainbridge Island, Washington 98110; telephone (206) 842-9489.

1991 AICPA John L. Carey Scholarships for Graduate Accounting Study

The American Institute of CPAs' John L. Carey Scholarship Program provides scholarships for graduate accounting study to liberal arts undergraduates of the University of Georgia, the University of Illinois at Urbana-Champaign, and Yale University, who plan to work toward a career in professional accounting. The aim of this program is to encourage liberal arts majors to consider professional accounting careers. Although this program is limited to liberal arts majors of the senior class at these three universities, scholarship recipients may enroll in a graduate accounting program at any institution. Three scholarships of \$4,000 each, which are renewable for an additional year of graduate study, are awarded annually. April 1, 1991, is the deadline for applications for the 1991 selections.

Program information and application forms are available from the American Institute of CPAs, Relations with Educators Division, 1211 Avenue of the Americas, New York, New York 10036 (212) 575-5504.

AICPA Awards Minority Fellowships

The American Institute of CPAs has awarded \$408,500 in scholarships to minority students in accounting for the 1990-91 academic year.

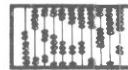
Since the program's inception in 1970, the AICPA Minority Recruitment and Equal Opportunity Committee has awarded over \$4.4 million in scholarship aid to more than 4,800 students. The awards for this academic year represent the highest amount ever given to minority students by the AICPA.

Scholarship aid this year was granted to 513 undergraduate and graduate accounting students, selected from throughout the United States, including Blacks, Hispanics, American Indians, and Asians.

"The AICPA is proud to recognize these future leaders of the accounting profession," said AICPA President Philip B. Chenok. "We are dedicated to making an accounting education accessible to as many qualified minority students as possible by giving them needed financial support."

This year's scholarship winners represent 197 schools, with the largest number of awards going to students attending the historically Black colleges and universities. Included in the total are 15 Arthur Andersen-AICPA awards totaling \$15,000, 12 Ernst & Young-AICPA awards totaling \$10,000, and 7 Price Waterhouse-AICPA awards which total \$5,000.

Individuals interesting in applying for scholarships should write to Sharon Donahue, Manager, Minority Recruitment and Equal Opportunity Department, AICPA, 1211 Avenue of the Americas, New York, NY 10036-8775. The deadlines for receipt of applications are July 1 and December 1.



Change in Institute Policy on Sitting for the CPA Exam

On October 22, AICPA Council approved an Education Executive Committee proposal that the Institute's education policy statements be changed to recommend that CPA candidates have completed their education before applying to sit for the CPA exam.

Prior to this change, Institute policy recommended that candidates be encouraged to take the exam as soon as they had fulfilled the education requirements and as close to college graduation dates as possible. For those graduating in June, this frequently involved taking the May examination on a provisional basis. This policy position was first adopted in 1969, and has not been changed until now.

In proposing the change, the Education Executive Committee pointed out that successful performance on the CPA exam is, and should be, a goal of graduates of accounting programs; it

should not, however, be the goal of accounting education. The committee went on to express concern that when students are permitted to take the CPA exam in May, their primary focus during the last critical months of their academic programs is preparation for the narrower content of the exam. In presenting this position, the committee was reflecting concerns which have been often voiced by many within the academic community and the practicing profession.

The new policy statement reads "CPA candidates should be required to have fulfilled their education requirements before applying to take the Uniform CPA Examination." This policy, of course, is not binding on the states, which promulgate all the laws and regulations pertaining to the exam. However, in the past, a movement to align timing requirements has been discerned among the states, and it is hoped that this new Institute policy will provide a framework for the state boards of accountancy in considering changes to their own laws and regulations.

Errata

In the September issue of *Accounting Educators: FYI*, a typographical error occurred in the listing of the AICPA library's nationwide "800" toll-free telephone number. The correct number is (800) 223-4155; in New York State, call (800) 522-5434. We apologize for this error and any inconvenience it might have caused.

In the May 1990 issue (Vol. I, No. 2), we incorrectly identified one of the authors of our lead article, "The 150-Hour Requirement: How CPA Firms Plan to Adapt." That piece was co-authored by Dr. Daniel D. Acton of Alfred University. The editors apologize to our readers and to Dr. Acton for this error.

Education Committees *(continued from page 3)*

Education Executive Committee

Objective: *To formulate and recommend to the Board of Directors policy on issues pertaining to pre-entry accounting education and related matters and to consider for approval the implementation of projects and activities recommended by the subcommittees.*

Larzette Hale (Chair), Brigham Young University; Stephen R. Berlin, CITGO Petroleum Corporation; Charles T. Cherry, Defense Contract Audit Agency; Geraldine F. Dominiak, Texas Christian University; Bernard J. Milano, KPMG Peat Marwick; Joseph E. Mori, San Jose State University; J. Clarke Price, Ohio Society of CPAs; Linda J. Savage, University of Central Florida; William G. Shenkir, University of Virginia; A. Marvin Strait, Strait, Kushinsky & Company; Lester M. Sussman, Deloitte & Touche; Milton F. Usry, University of West Florida; Floyd W. Windal, University of Georgia.

Accounting Educators Subcommittee

Objective: *To select recipients of and oversee the financial assistance for doctoral study programs and the educators awards program, to develop programs to help increase the number of CPAs teaching in the classrooms, and to encourage accounting faculty to become CPAs and to be active in the AICPA and state CPA organizations.*

Bernard J. Milano (Chair), KPMG Peat Marwick; Paul G. Clancy, Diversified Communications; John A. Elfrink, Southeast Missouri State University; Barron H. Harvey, Howard University; Susan W. Hass, Simmons College; Martin Rotheim, Goldstein, Golub, Kessler & Co.; Robert W. Rouse, Auburn University; David E. Smiddle, Price Waterhouse; Jerry E. Trapnell, Clemson University.

Curriculum Subcommittee

Objective: *To provide guidance to and influence educational and other organizations to improve the quality of accounting education, to promote the availability of quality accounting programs, and to establish and maintain relationships with administrators and faculties of accounting programs and organizations representing these individuals.*

Steven R. Berlin (Chair), CITGO Petroleum Corporation; Teddy L. Coe, North Texas State University; Robert M. Keith, University of South Florida; Barbara Pope, Price Waterhouse; Anthony R. Pustorino, Pace University; Donna H. Rudderow, Deloitte & Touche; Robert E. Schlosser, Rutgers University; Lawrence A. Tomassini, University of Illinois; Joseph W. Wilson, Muskingum College.

Accounting Careers Subcommittee

Objective: *To develop programs and activities to attract the best and brightest into accountancy and to assist the state CPA organizations in developing student recruiting programs.*

J. Clarke Price (Chair), Ohio Society of CPAs; Daniel W. Brady, Own Account; Richard M. Broich, Larson, Allen, Weishair & Co.; Alan Brott, Ernst & Young; Macey Conradt, Price Waterhouse; Nita J. Dodson, University of

Texas at Arlington; Kenneth S. Hartwig, consultant; Mitchell A. Martin, Johnson, Martin, Murphy, Harps & Syphoe; Loren A. Nikolai, University of Missouri-Columbia; Richard J. Pelletier, National Aeronautics & Space Administration; Dennis Reigle, Arthur Anderson & Co.

Personnel Testing Subcommittee

Objective: *To develop policy for operation of the professional and college testing programs; to encourage test usage; to assist in the development of new test forms; to study the predictive qualities of these tests; and to consider other related testing matters.*

Linda J. Savage (Chair), University of Central Florida; Jane E. Campbell, University of Dayton; Charles C. Cummings, Jr., Cummings & Company; Wayne J. Grace, Grace & Company, P.C.; Frederick D. Heiman, Adelphi University, Garden City; Patrick B. McKenzie, Arizona State University; Paul M. Myers II, Dunning Benefits Corporation; Paul John Steinbart, Memphis State University; William Wilkinson (Consultant to the Subcommittee), The Psychological Corporation.

150-Hour Education Requirement Committee

Objective: *To develop a program for legislative implementation of a post-baccalaureate education requirement to sit for the CPA examination; to give advice and assistance in achieving a post-baccalaureate education requirement to key states selected by reason of their significance as national leaders or the likelihood of successful implementation; and to seek the support, cooperation, and participation of the state societies, of the state boards of accountancy, and of other professional organizations in developing and implementing the program.*

Ronnie Rudd (Chair), Arthur Andersen & Co.; Patrick R. Delaney, Northern Illinois University; Tonya K. Flesher, University of Mississippi; Robert L. Gray, New York State Society of CPAs; Raymond E. Howard, Deloitte & Touche; Carlos E. Johnson, KPMG Peat Marwick; Donald N. Jones, Baker, Peterson & Franklin; Keith J. Libman, Kopperman & Wolf Company; Greta Jane Russell, Ohio State Treasurer; James C. Sparrow, Rankin, Rankin & Company; Jack E. Threadgill, Threadgill, Garret & Company; Jan R. Williams, University of Tennessee.

The Joint AAA/AICPA Accounting Literature Awards Committee

Objective: *To select for recognition those articles, monographs, or books, published in English, which in the view of the committee make outstanding contributions to the literature of accounting.*

Wilfred C. Uecker (AICPA) (Chair), Rice University; Julie H. Collins (AAA), University of North Carolina; Michael Gibbins (AAA), University of Alberta; Eugene A. Imhoff, Jr., (AAA), University of Michigan; James J. Larkin (AICPA), Ernst & Young; Joshua Ronen (AAA), New York University; Ray G. Stephens (AICPA), Ohio State University; William H. Thomas (AICPA), Own Account; Carl S. Warren (AAA), University of Georgia.