

EDUCATION ADVISORY COMMITTEE MEETING TELEPHONE CONFERENCE CALL

December 1, 2020, at 10:30 a.m.

Conference Dial in Number: 1-888-585-9008

Participant Passcode: 772068630 then #

Notice of Meeting Link: http://www.flrules.org/gateway/View_Notice.asp?id=23895676

AGENDA

- I. Call to Order – Dr. M.G. Fennema, CPA, PhD, Chairman**
- II. Roll Call**
- III. Ratify Minutes from September 22, 2020 - page 3**
- IV. Individual Curriculum Review**

A. Amanda Ban – page 10

Examination Applicant # 437266

Reconsider request for upper-division cost accounting credit for the following course from North Carolina State University:

ACC 495 Analytics in Accounting and Finance - page 13

B. Adam Bernstein - page 22

Examination Applicant # 435559

Requesting upper-division cost accounting credit for the following course from Concordia University:

MBAC 6300 Accounting for Decision Making - page 26

C. Brandon Dicks – page 58

Licensure by Endorsement Applicant # 458565

Requesting upper-division accounting credit for the following course from Wayland Baptist University which may duplicate cost accounting from Central Christian College:

ACCT 5301 Managerial Accounting – page 59

D. Johna Jaquith – page 80

Examination Applicant # 437066

Requesting upper-division cost accounting credit for the following course from North Carolina State University:

ACC 519

Applied Financial Management – page 83

V. Administrative Matters

- A. Consider Rule Revision to Rule 61H1-27.001, F.A.C. to add, The European Quality Improvement System (EQUIS) to the list of accrediting agencies. – page 90
- B. Laws and Rules (informational) – page 91
- C. Executive Director/Licensing Supervisor Comments

VI. Set Future Meeting Date

VII. Adjourn

Halsey Beshears, Secretary

Ron DeSantis, Governor

DEPARTMENT OF BUSINESS AND PROFESSIONAL REGULATION
FLORIDA BOARD OF ACCOUNTANCY
EDUCATIONAL ADVISORY COMMITTEE MEETING
TELEPHONE CONFERENCE CALL
September 22, 2020

MINUTES

I. Call to order

The meeting was called to order at 10:32 a.m. by Dr. Fennema, Chairman.

II. Roll Call

The roll was called by Barbara Whitney, Regulatory Specialist II and reflected the following:

Committee Members Present:

Dr. M.G. Fennema, Chair
Mr. Michael Kridel
Dr. Nicholas Mastracchio
Dr. Gary McGill
Dr. Richard Morton
Mr. Steve Platau
Dr. Gregory Trompeter

Staff Members Present:

Karan Lee
Aerin Davison
Avon Witherspoon
Barbara Whitney

Others Present:

Rachelle Munson, Assistant Attorney General and Board Counsel
Amanda Ban
Katarzyna Cutrera
Jenna Filippelli
Ryan Lombard
Jared Miller
Alexis Onsager
Carolina Perez
Donavon Thibodeaux
Phillip Tilly
Kimberly Titus
Christopher Zalik
Paul Franklin, Purdue Global University
C'Lamt Ho, Saint Leo University

53-010-503 Accounting for Managerial Decisions

Motion was made by Dr. McGill and seconded by Dr. Mastracchio to deny upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

F. Jenna Filippelli

Requesting upper-division accounting credit for the following courses from the University of California:

Management 122 Managerial Accounting (may duplicate ACFI 430, Cost Accounting, from Bridgewater State University)

Motion was made by Dr. Trompeter and seconded by Dr. McGill to deny upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

Management 142A Information Technology and Accounting

Motion was made by Dr. McGill and seconded by Mr. Kridel to approve upper-division accounting credit for the course listed above. Upon vote the motion passed with Dr. Fennema opposed.

G. George Johnson

Requesting upper-division accounting credit for the following courses from the University of Rhode Island:

MBA 504 Financial Management

Motion was made by Dr. Trompeter and seconded by Dr. McGill to deny upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

MBA 510 Managerial Accounting

Motion was made by Dr. Trompeter and seconded by Dr. Mastracchio to deny upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

MBA 570 Hedge Fund Management & Investment Banking

Motion was made by Dr. Morton and seconded by Dr. McGill to deny upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

H. Ryan Lombard

Requesting upper-division accounting credit for the following course from Champlain College:

ACCT 470 Accounting Capstone

Motion was made by Dr. McGill and seconded by Dr. Trompeter to deny upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

I. Jared Miller

Requesting upper-division accounting credit for the following courses from University of N. Alabama, Louisiana State University, the University of South Florida and Tel Aviv University which may be duplicative:

**AC 361
ACCT 3001
1238.2321.01**

**Financial Reporting I (Unv. N. Alabama)
Intermediate Accounting I (LSU)
Financial Accounting (Tel Aviv Univ.)**

Motion was made by Dr. McGill and seconded by Dr. Trompeter to approve only one of the courses listed above for upper-division accounting credit as all three courses are duplicative. Upon vote the motion passed unanimously.

**FIN 4461
No course number**

**Financial Statement Analysis (USF)
Financial Statement Analysis (Tel Aviv Univ.)**

Motion was made by Dr. Morton and seconded by Dr. McGill to approve upper-division accounting credit for FIN 4461, Financial Statement Analysis from the University of South Florida and deny upper-division accounting credit for Financial Statement Analysis from Tel Aviv University. Upon vote the motion passed unanimously.

J. Alexis Onsager

Requesting upper-division credit for the following course from the University of California at Berkley which may duplicate TAX 4001, Taxation of Business Entities, from the University of Central Florida:

BUS ADM X419.5 Taxation for Corporations and Other Flow Through Entities

Motion was made by Dr. McGill and seconded by Dr. Mastracchio to approve upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

K. Carolina Perez

Requesting upper-division accounting credit for the following course from the University of Phoenix which may duplicate TAX 5025, Federal Income Tax and TAX 5027, Federal Income Tax, from the University of Florida:

ACC 455 Corporate Taxation

Motion was made by Dr. McGill and seconded by Mr. Kridel to approve upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

L. Donavon Thibodeaux

Requesting upper-division accounting credit for the following course from the University of Louisiana:

ACCT 3007 Technology for Accountants

Motion was made by Dr. Mastracchio and seconded by Dr. McGill to approve upper-division accounting credit for the course listed above. Upon vote the motion passed with Dr. Fennema and Mr. Platau opposed.

M. Phillip Tilly

Requesting upper-division accounting credit for the following course from The George Washington University which may duplicate, ACCY 3106, Financial Statement Analysis.

ACCY 6106**Financial Statement Analysis**

Motion was made by Dr. Trompeter and seconded by Dr. Mastracchio to deny upper-division accounting credit for the course listed above as it duplicates ACCY 3106, Financial Statement Analysis. Upon vote the motion passed unanimously.

N. Kimberly Titus

Requesting upper-division accounting credit for the following course from Strayer University which may duplicate ACCT 3043, Intermediate Accounting II, from Midwestern State University.

ACC 563**Advanced Accounting Theory**

Motion was made by Dr. Morton and seconded by Dr. Matracchio to approve upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

O. Alex Wohlhueter

Requesting graduate accounting credit for the following course from Cornell University:

HA 624**Analysis and Interpretation of Financial Statements**

Motion was made by Dr. Morton and seconded by Dr. Trompeter to approve graduate accounting credit for the course listed above. Upon vote the motion passed unanimously.

P. Christopher Zalik

Requesting upper-division accounting credit for the following course from the University of North Alabama which may duplicate TAX 4001, Taxation of Business Entities, from the University of Central Florida.

AC 465**Federal Income Taxation II**

Motion was made by Dr. McGill and seconded by Dr. Trompeter to approve upper-division accounting credit for the course listed above. Upon vote the motion passed unanimously.

V. College/University Curriculum Review**A. Purdue Global University**

Purdue Global University bought Kaplan University. Requesting that the previously approved course list for Kaplan University be accepted as Purdue Global University's course approval list.

Motion was made by Dr. McGill and seconded by Dr. Morton to accept the previously approved course list for Kaplan University as Purdue Global University's approved course list. Upon vote the motion passed unanimously.

B. Saint Leo University

Requesting three (3) semester hours of graduate accounting credit for:

ACC 535**Forensic Accounting**

Motion was made by Dr. Trompeter and seconded by Dr. McGill to approve graduate accounting credit for the course listed above. Upon vote the motion passed unanimously.

C. University of Florida

Requesting two (2) semester hours of graduate accounting credit for:

ACG 5647	Auditing II
ACG 6107	Accounting for Income Taxes
ACG 6175	Financial Reporting and Analysis
ACG 6385	Controllershship
ACG 6685	Forensic Accounting
ACG 6691	Issues in International Auditing
ACG 6697	Information Systems Assurance
ACG 7399	Accounting Research and Analysis
ACG 7848	Data Analysis Skills
ACG 7849	Web Crawling and Textual Analysis
TAX 5025	Federal Income Tax 1
TAX 5027	Federal Income Tax 2
TAX 6115	Advanced Corporate Taxation

Motion was made by Dr. Mastracchio and seconded by Mr. Platau to approve two (2) semester hours of graduate accounting credit for the courses listed above. Upon vote the motion passed with Dr. McGill abstaining.

Requesting four (4) semester hours of upper-division business credit for:

GEB 3373	International Business
MAN 3025	Principles of Management (current course listed as MAN 3021)

Motion was made by Dr. Trompeter and seconded by Dr. Morton to approve four (4) semester hours of upper-division business credit for the courses listed above. Upon vote the motion passed with Dr. McGill abstaining.

Requesting two (2) semester hours of graduate business credit for:

GEB 6229	Professional Communication for Accountants
ISM 6128	Advanced Business Systems Design and Development I
MAN 5246	Organizational Behavior (currently listed as MAN 6156)
MAN 6724	Strategic Management

Motion was made by Dr. Morton and seconded by Dr. Trompeter to approve two (2) semester hours of graduate business credit for the courses listed above. Upon vote the motion passed with Dr. McGill abstaining.

V. Administrative Matters

A. Consider Rule Revision to Rule 61H1-27.001(j), F.A.C.


The Committee ruled to recommend the Board update Rule 61H1-27.001(j) F.A.C. to include Scotland and South Africa as countries having equivalent education accreditation bodies.

VI. Set future meeting date

December 1, 2020, at 10:30 a.m.

VII. Adjourn

The meeting was adjourned at 12:21 p.m.

A handwritten signature in black ink, appearing to read "M.G. Fennema". The signature is written in a cursive, flowing style with a large initial "M" and "F".

Dr. M.G. Fennema, Chair

Whitney, Barbara

From: Amanda Ban <amandab_03@yahoo.com>
Sent: Monday, November 16, 2020 3:10 PM
To: Applications, CPA
Subject: Re: Amanda Ban- Application 437266

[NOTICE] This message comes from a system outside of DBPR. Please exercise caution when clicking on links and/or providing sensitive information. If you have concerns, please contact your Knowledge Champion or the DBPR Helpdesk.

Hi,

I request that the previous documents be used for review for ACC 495 Accounting in Analytics to count as a cost/managerial accounting course.

Thank you,

Amanda Ban

On Nov 16, 2020, at 11:37 AM, Applications, CPA <CPA.Applications@myfloridalicense.com> wrote:

Ms. Ban, since this is a new request, please send an email or letter stating your request for review including the course name and type of credit you are requesting.

Sincerely,

Florida Board of Accountancy

Note: The State of Florida has a very broad public records law pursuant to Chapter 119, Florida Statutes. Most written communications to and from state officials regarding state business are public records, available to the public and media upon request. Therefore, your e-mail communication may be subject to public disclosure.

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From: Amanda Ban [mailto:amandab_03@yahoo.com]
Sent: Monday, November 16, 2020 11:26 AM
To: Applications, CPA
Subject: Amanda Ban- Application 437266

November 13, 2020

Attention: Florida Department of Business & Professional Regulation

This letter is provided in support of **Amanda Michelle Ban's** Application Number: 437266, Profession 0101. Ms. Ban was notified by the Florida Department of Business & Professional Regulation (Florida DBPR) in a letter dated August 19, 2020 that her application to become a Certified Public Accountant in Florida was incomplete due to "Deficient 3 semester hours of upper-division accounting to include coverage in cost/managerial accounting".

Because I am the Director of the Jenkins Master of Accounting (MAC) Program at North Carolina State University and Ms. Ban is currently a student in the Jenkins MAC Program, Ms. Ban asked for my assistance in responding to the notice. Specifically, to provide additional information about the course she completed as part of the Poole College of Management Undergraduate Accounting Program and how the course satisfies the upper-division cost and managerial accounting requirement. This additional information may not have been available when her application was originally evaluated. In addition to the Director of the MAC Program, I also teach in the undergraduate accounting program and, as such, I am very familiar with the accounting classes taught in the undergraduate accounting program. In developing this response, I talked with the faculty member who developed and teaches the class in question. The following information is based on information provided by the faculty member and upon my review of the syllabus. Upon closer review of the Florida DBPR website, I was unable to identify any additional information defining the course content necessary to satisfy the cost and managerial accounting requirement.

As the Director of the MAC Program and member of the undergraduate accounting faculty, I can confirm to the Florida DBPR that class ACC 495, *Analytics in Accounting and Finance*, is designed to provide students with a level of cost and managerial accounting knowledge necessary to be successful in the accounting profession and to prepare them to take the Certified Public Accounting (CPA) exam. While the class does incorporate a significant amount of data analytics, the data analytics skills are applied in a cost/managerial accounting context. Additionally, ACC 495 satisfies the upper division course definition put forth in 61H1-27.002 as the introductory course for cost and managerial accounting (and prerequisite for ACC 495) is ACC 220, *An Introduction to Managerial Accounting*. Specific to the CPA exam, ACC 495 helps to prepare students to complete the Operations Management area of the Business Environment and Concepts (BEC) part of the exam.

I understand a copy of the syllabus for ACC 495 has previously been provided to the Florida DBPR. The course description per the syllabus states "To enhance the understanding and integration of financial statement preparation, management reporting, analytics, and forecasting necessary to control and improve performance....The course reflects, through simulation and practical application, the role that Corporate Finance plays in support of a firm's strategies and business operations.

Some cost and managerial accounting topics noted in the syllabus include, but are not limited to:

- Development of standards – labor, material, and overhead
- Cost centers, cost pools, and allocation rates
- Variance analyses – rate and usage based
- Overhead absorption
- Cost behavior analysis / activity-based costing
- Life-cycle cost management – discretionary v. committed
- Analyzing profit – volume, mix, performance
- Zero-based budgeting

ACC 495 meets the prerequisite requirements of the MAC Program to have successfully completed an undergraduate cost and managerial accounting class.

I trust this information helps you in your decision as to whether ACC 495, *Analytics in Accounting and Finance*, satisfies the requirement for an upper-division cost and managerial accounting class. From our perspective, that is one of the specific purposes of ACC 495, *Analytics in Accounting and Finance*, and I hope this class meets the upper-division cost and managerial requirement. If you need additional information or have any questions, please contact me at 919.513.0526 or scott.showalter@ncsu.edu.

Sincerely,

A handwritten signature in black ink, reading "D. Scott Showalter". The signature is written in a cursive, flowing style.

D. Scott Showalter, CPA

Professor of Practice

Director, Master of Accounting Program

ANALYTICS IN ACCOUNTING AND FINANCE

ACC 495 | SPRING 2020

COURSE DESCRIPTION AND SYLLABUS

Instructor: Jim Scalise
Office: 3113 Nelson Hall
Telephone: 919.349.3295
Email: jamesdscalise@gmail.com
jscalis@ncsu.edu

Section [Date, Time, and Location]:
 495-002 [M|W 10:15am-11:30am, Nelson 1140]

Office Hours: M|W 9:00am – 10:00am

COURSE DESCRIPTION AND OBJECTIVES

To enhance the understanding and integration of financial statement preparation, management reporting, analytics, and forecasting necessary to control and improve performance. The course is designed to work through the major process life-cycles and tools deployed within accounting and finance organizations that support the information needs that executives depend on for decisions that create competitive advantage. The course reflects, through simulation and practical application, the role that Corporate Finance plays in support of a firm's strategies and business operations.

The course is designed for students with career interests that include operational accounting, financial analysis, financial planning, corporate finance, information systems, business and operations management, public accounting, and consulting.

The course will be delivered through a series of modules that combine lecture for specific concepts with small case studies (in class and homework) that reinforce each concept through practical application yet provide the students with the intellectual latitude to complete with varied assumptions. The concepts will be presented to reinforce the process life-cycle presented in Figure A and the case studies will be loosely coupled to reinforce how each is connected on an overall basis much as one would experience in a commercial environment.

Figure A



COURSE MATERIALS AND ADDITIONAL RESOURCES

In lieu of a textbook, we will use a combination of class notes and PowerPoint slides to present the class material, as well as handouts containing financial statements and other financial information, articles, in-class exercises, practice exercises, solutions to the practice exercises, problem sets, and case studies. I intend to distribute these materials in advance of our class discussion on these topics. It will be important that you bring these documents to class for you to fully participate in the class discussions.

All class materials that I provide during the semester are for the sole use of NCSU students registered in sections 002 of ACC 495 during the Spring 2020 semester. The distribution (use) of any aspect of the ACC 495 class materials to (by) any person not registered in section 002 of ACC 495 during the Spring 2020 semester at NCSU constitutes academic dishonesty and is a violation of the NCSU honor code. This includes posting any of my class materials to any website without my explicit permission.

CLASS ATTENDANCE, PREPARATION, AND PARTICIPATION

ACC 495 is structured to provide a foundational experience on how to analyze a business enterprise, assess results, and experience the processes and decision making frameworks applied to increase future performance. Your investment in this course will serve you well your entire business career, as well as providing you with essential tools to help you make investing decisions. Obtaining a high level of proficiency in analysis requires a substantial amount of class preparation and participation. If you do not read the assigned material or review the lecture slides before class and show up to class and participate (which includes asking questions about the topics we discuss), it is unlikely that you will achieve the learning outcomes for this course.

The following requirements related to attendance / participation will be in place:

- Students will be treated as young adults with an expectation for 100% attendance. Absence from class, except for highly unusual circumstances, must be accompanied by an e-mail to the instructor in advance of the missed class – one day prior if not illness related.
- If students must miss an exam due to illness, they must notify me by email no later than 8am of the exam date in question. For the student to make up the missed exam, the student must present a note that explicitly states the illness or condition that prevents you from taking the exam, as well as an explanation as to why the illness or condition prevents you from taking the exam.

GRADING

I determine grades as follows:

Exam #1	20%
Exam #2	20%
Final Exam Project	20%
Homework	25%
Class Participation (5% attendance / 5% weekly case summaries / 5% general participation)	15%

I follow the standard NCSU +/- grading scale:

A+	97 – 100.0	B+	87 – 89.99	C+	77 – 79.99	D+	67 – 69.99
A	93 – 96.99	B	83 – 86.99	C	73 – 76.99	D	63 – 66.99
A-	90 – 92.99	B-	80 – 82.99	C-	70 – 72.99	D-	60 – 62.99
						F	Below 60

Students must submit any queries about grading in writing.

Exams: Exams will cover previously assigned readings, homework, and materials from class discussions. Exams are closed book/closed note. I will provide a list of appropriate formulas for each exam as necessary.

Homework: I grade the homework based on EFFORT/PROCESS, and generally according to the following scale:

All problems reasonably attempted	2 points
Low effort or essential details missing	1 point
Late, no effort, or no submission	0 points

You should turn in homework the beginning of class on the assignment due date or through e-mail prior also prior to the start of class. Please neatly print your name and section number in the top right corner of your assignment. I will drop the lowest homework score from your submissions. I will distribute comments to the problem sets when the homework is returned which will be no later than (1) week from original submission date. I grade the problem sets for reasonable accuracy, therefore it is your responsibility to review my comments and seek clarity as necessary. I try to make the comments as detailed as possible, however, if you do not understand a specific solution, please do not hesitate to email me to discuss.

ACADEMIC INTEGRITY

You can find the NCSU policy on academic integrity in the Code of Student Conduct (found at <http://policies.ncsu.edu/policy/pol-11-35-01>). I expect students to complete assignments on an individual basis unless I mention otherwise. It is unacceptable to use any form of outside aid on graded assignments, including materials from prior semesters. In addition, I will not tolerate plagiarism (quoting authority as your own without referencing a citation or source) in the preparation of assignments. There is an implicit understanding that when you submit an assignment, you neither gave nor received unauthorized aid, which includes (but is not limited to) class materials from prior semesters.

TECHNOLOGY IN THE CLASSROOM

Students MAY NOT USE ANY electronic devices (laptops, tablets, cell phones, smart phones, PDAs, iPod/iPad, etc.) in the classroom unless used to review course material for that day instead of hard copy. The use of these devices in class undermines the collegial atmosphere that we try to foster and is disrespectful to one's peers.

STUDENTS WITH DISABILITIES

I make reasonable accommodations for students with verifiable disabilities. To take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation available at the following link <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Class Schedule - ANALYTICS IN ACCOUNTING AND FINANCE

Class	Day	Date	Topic	Reading	Assignments
01	M	01/06	Introductions and Class Overview	Course Syllabus	
02	W	01/08	Analyzing the Business Environment • Read: 10K / Analyst Presentation	Slides	—
03	M	01/13	Analytics as a Source of Competitive Advantage • Read: Analytics are a Source of Competitive Advantage	Slides	Assignment 2.1 – 2.2 Article Summary
04	W	01/15	Interpreting the Balance Sheet, Statement of Cash Flows and related Metrics • Read: Investors Duped by Theranos • Read: The Fall of WeWork	Slides	Article Summaries
	M	01/20	MARTIN LUTHER KING DAY		
05	W	01/22	Interpreting the Income Statement and related Metrics	Slides	Assignment 4.1
06	M	01/27	The Enterprise Operating Model – a Business Process Perspective Introduction to NEW CO Simulation – Part I • Video: China Toy Factories Transformed by Tariffs	Notes/Slides	Assignment 5.1 – 5.3
07	W	01/29	NEW CO Simulation – Part II • Read: NEW CO Simulation details / instructions	Notes/Slides	—
08	M	02/03	NEW CO Simulation – Part III	Notes/Slides	Assignment 7.1
09	W	02/05	Decomposition of the Plan-to-Produce business process • AMC Theatres: From Stalk to Star Wars	Notes/Slides	—
10	M	02/10	Decomposition of the Record-to-Report business process	Notes/Slides	Assignment 9.1
11	W	02/12	Decomposition of the Plan-to-Act business process • Read: Zero-Based Budgeting at Walgreens • Read: Zero-Based Budgeting at Welch's	Notes/Slides	Assignment 10.1 Article Summaries
12	M	02/17	Midterm Exam 01		—
13	W	02/19	Analyzing Revenue • Read: Article – Apple Sales Warning • Read: Article – Apple's Guidance on Service Revenue	Notes/Slides	Assignment 11.1 – 11.4 Article Summaries
14	M	02/24	Analyzing Cost of Revenue	Notes/Slides	Assignment 13.1 - 13.2
15	W	02/26	Analyzing Cost of Revenue – continued Analyzing Selling & General Administrative costs • Read: Outsourcing has Upended the Labor Market but Not as Expected	Notes/Slides	Article Summary
16	M	03/02	Analyzing Profit • Read: General Mills Boost Profit at Expense of Sales • Read: Shampoo Giants go Head to Head	Notes/Slides	Assignment 15.1 – 15.2 Article Summaries
17	W	03/04	Analyzing Impact of Fx on Revenue / Profit Constant Currency Reporting	Notes/Slides	Assignment 16.1
	M	03/09	SPRING BREAK		
	W	03/11	SPRING BREAK		
18	M	03/16	Analyzing Working Capital • Read: Airbus CFO Faces Volatile Cash Flows	Notes / Slides	Assignment 17.1 Article Summary

19	W	03/18	Listen to Q4 2019 LH earnings call Enterprise Data Model – designing for financial reporting and analytics • Read: LH Q4 2019 8K – earnings press release • Read: AI Starts with Data	Slides	Assignment 18.1 – 18.2 Article Summary
20	M	03/23	Midterm Exam 02		--
21	W	03/25	Review Case Study Materials, Tools, and Expected Analysis • Read: GE 737 Max Problem	Case Materials	Article Summary
22	M	03/30	NO CLASS – USE TIME TO WORK IN TEAMS	--	--
23	W	04/01	Case Study 1A – Prepare / Present Revenue Analysis	Case Materials	Completed Analysis
24	M	04/06	NO CLASS – USE TIME TO WORK IN TEAMS	--	--
25	W	04/08	Case Study 1B – Prepare / Present Cost and Profit Analysis Forecast Scenario Distributed	Case Materials	Completed Analysis
26	M	04/13	Levers to Business Transformation and supporting Analytics / Application of Present Value concepts for Capital Allocation • Read: CEOs – It's a Whole New Job	Slides	Article Summary
27	W	04/15	Understanding methods to effectively influence executive decision makers Case Study 1C - Prepare Revenue / Profit Forecast (using scenario provided)	Slides	-- Completed Forecast
28	M	04/20	NO CLASS – USE TIME TO WORK IN TEAMS TO BUILD FINAL PRESENTATION DOCUMENT		

FINAL EXAM

	W	04/22	Case Study 1D – Prepare / Present Recommendation to Management for assigned business challenge	Case Materials	Completed Presentation
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Whitney, Barbara

From: Bernstein, Adam S. <bernsteinas@mx.lakeforest.edu>
Sent: Friday, September 18, 2020 8:19 AM
To: Applications, CPA
Subject: Re: CPA - Correspondence - For: BERNSTEIN, ADAM SAMUEL - Application Number: 435559 - Received: 9/1/2020
Attachments: image001.png

[NOTICE] This message comes from a system outside of DBPR. Please exercise caution when clicking on links and/or providing sensitive information. If you have concerns, please contact your Knowledge Champion or the DBPR Helpdesk.

Good morning,

Please, I would like this courses to be place on the agenda for review.

Adam Bernstein

Sent from my iPhone

On Sep 18, 2020, at 8:16 AM, Applications, CPA <CPA.Applications@myfloridalicense.com> wrote:

Dear Adam Bernstein,

MBAC 6300 was reviewed by the licensing supervisor and determined not to qualify for upper-division accounting credit. If you would like the course reviewed by the Accounting Education Committee please let us know and we will place the course on the next agenda for review.

Sincerely,

Florida Board of Accountancy

Note: The State of Florida has a very broad public records law pursuant to Chapter 119, Florida Statutes. Most written communications to and from state officials regarding state business are public records, available to the public and media upon request. Therefore, your e-mail communication may be subject to public disclosure.

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From: Bernstein, Adam S. [mailto:bernsteinas@mx.lakeforest.edu]
Sent: Tuesday, September 8, 2020 5:26 PM
To: Applications, CPA
Subject: Re: CPA - Correspondence - For: BERNSTEIN, ADAM SAMUEL - Application Number: 435559 -
Received: 9/1/2020

[NOTICE] This message comes from a system outside of DBPR. Please exercise caution when clicking on links and/or providing sensitive information. If you have concerns, please contact your Knowledge Champion or the DBPR Helpdesk.

Good afternoon,

Thank you so much for getting back to me. Attached in this email is my MBAC 6300 course syllabus.

Hope to hear from you soon!

Adam Bernstein

From: Applications, CPA <CPA.Applications@myfloridalicense.com>
Sent: Tuesday, September 8, 2020 3:46 PM
To: Bernstein, Adam S. <bernsteinas@mx.lakeforest.edu>
Subject: RE: CPA - Correspondence - For: BERNSTEIN, ADAM SAMUEL - Application Number: 435559 -
Received: 9/1/2020

Dear Adam Bernstein,

You may send a course syllabus for Accounting for Decision Making, MBAC 6300, for review. This course will not count if it covers introductory accounting material or duplicates material in classes you have taken previously. Economics, management and finance courses count towards the general business requirements but not for accounting.

Sincerely,

Florida Board of Accountancy

Note: The State of Florida has a very broad public records law pursuant to Chapter 119, Florida Statutes. Most written communications to and from state officials regarding state business are public records, available to the public and media upon request. Therefore, your e-mail communication may be subject to public disclosure.

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From: Bernstein, Adam S. [mailto:bernsteinas@mx.lakeforest.edu]
Sent: Tuesday, September 1, 2020 4:46 PM
To: Applications, CPA
Subject: Re: CPA - Correspondence - For: BERNSTEIN, ADAM SAMUEL - Application Number: 435559 - Received: 9/1/2020

[NOTICE] This message comes from a system outside of DBPR. Please exercise caution when clicking on links and/or providing sensitive information. If you have concerns, please contact your Knowledge Champion or the DBPR Helpdesk.

Good afternoon and thank you for getting back to me.

I attached a copy of the classes the Florida Board of Accounts approved:

<image001.png>

After further review of my transcript. I see that I have Accounting for Decision Making MBAC 6300 which is an upper division accounting course. I believe this would lower my 6 credit deficiency from 6 credits to 3 credits. I also took courses Econ for Managers 6200, Managing Human Capital 6350, as well as Financial management of Non-For-Profit Organizations 6320 that I do believe would qualify as a upper divisional cost accounting course, eliminating any deficiencies on my account.

Please at your earliest convience could you give me clarification, as well as have these courses reviewed too?

Mr. Bernstein

On Sep 1, 2020, at 4:16 PM, Applications, CPA <CPA.Applications@myfloridalicense.com> wrote:

Correspondence attached.

Florida Board of Accountancy

Note: The State of Florida has a very broad public records law pursuant to Chapter 119, Florida Statutes. Most written communications to and from state officials regarding state business are public records, available to the public and media upon request. Therefore, your e-mail communication may be subject to public disclosure.

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<CPA - Correspondence - For BERNSTEIN, ADAM SAMUEL - Application
Number 435559 - Received 9-1-2020.pdf>

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MBAC 6300 Accounting for Decision Making

University Mission:

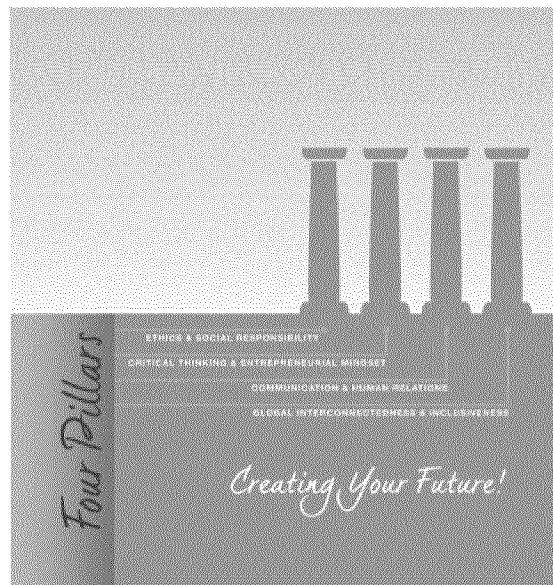
As a distinctive, comprehensive university of the Lutheran Church—Missouri Synod, centered in the Gospel of Jesus Christ and based in the liberal arts, Concordia University Chicago (CUC) equips men and women to serve and lead with integrity, creativity, competence, and compassion in a diverse, interconnected, and increasingly urbanized church and world.

College of Business Mission Statement:

The mission of the College of Business is to develop ethical leaders who think critically, communicate effectively, and promote socially responsible business practice that is innovative and entrepreneurial in spirit. We strive to prepare students who positively impact the global society they serve through academically rigorous and relevant business education in a Christian context.

The Four Pillars:

The four pillars serve as the conceptual framework upon which all College of Business programs (and courses) are developed and delivered.



MBA Program Outcomes:

1. Synthesize concepts from various business disciplines to develop business strategies.
2. Develop a leadership framework to evaluate ethical issues in business.
3. Analyze organizational and business challenges using critical and creative thinking to develop innovative business outcomes.
4. Select appropriate information technologies to develop business solutions and improve organizational performance.
5. Apply professional communication skills to facilitate business relationships.
6. Integrate a global interconnectedness perspective into a business philosophy and practice.

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Ethics, Honesty, Participation and CUC Honor Code:

Your timely participation in the course is requested and required. If you anticipate problems with your attendance, please let your instructor know.

By virtue of your enrollment in this course, you are committing yourself to Concordia University's honor code. It reads:

As a student of Concordia University Chicago and a member of the larger society, I pledge to uphold an academic honor code that supports serving and leading with strong personal integrity. Specifically, this included not cheating or using inappropriate or dishonest means in the completion of academic requirements. This also includes not giving unauthorized assistance to others. I understand that it is my responsibility to comply with this honor system.

This honor code is available for review on the Concordia University website. As a result of your commitment to this honor code, violations of the code will have serious repercussions. Academic consequences resulting from violations of the Honor Code could range from a zero on the assignment or examination (which will count in your overall point total for this course) to failure of the course. Multiple violations will be reviewed by the Honor Code Council and could result in a failing course grade, suspension or expulsion from the university.

Concordia Honor Code:

In accordance with the honor code that you have signed, turning in any piece of work, which includes your digital signature, constitutes your pledge that your documents are original and that you have not given or received any unauthorized assistance in completing your assignments.

Plagiarism:

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. CUC faculty members monitor student work.

For example:

- Widespread copying of passages from works of others into an assignment, paper, discussion board posting, or thesis or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Accommodations Statement:

Americans with Disability Act (ADA)

Concordia University Chicago is committed to ensuring the full participation of all students in its programs, as required under the Americans with Disabilities Act (ADA). Any student who, because of a disability, requires accommodations to participate in a course should speak with the instructor and contact the Center for Accessibility and Resource for Excellence (CARE). Disabilities covered by ADA may include chronic health conditions as well as learning, psychiatric, or physical disabilities. CARE is part of the Academic Center for Excellence (ACE).

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Please contact: ACE/CARE Office – Klinck Memorial Library, Room 025, 708-209-3462
Additional information may be found here: <https://www.cuchicago.edu/academics/success/disability-services/>

Class Attendance and Participation Policy:

Research clearly indicates that class attendance is an integral factor in student learning. The importance of attendance is even more amplified in the Concordia eight-week term. Any student who is absent 25% or more of the designated instructional time may receive a grade of “F” for the course. If you encounter an unexpected circumstance that results in an extended absence, you are required to communicate with your instructor and your academic advisor to request an official leave of absence. Emergency situations will be considered on a student-by-student basis.

Students are responsible for participating in this course through the following academic activities:

- completing assigned readings from both texts and supplemental articles,
- participating in the discussions with classmates and instructor, and
- submitting assignments for each learning module on the due date.

This course is organized by weekly learning modules. All assigned readings for the module are to be completed before completing assignments. After completing the assigned readings and any ancillary materials posted by the instructor, e.g. power points, etc. students will participate in discussions in class.

Observance of Religious Holidays: Absences from Classes Policy

Concordia University Chicago is committed to accommodating the interests of students who may need to miss classes or exams to observe their religious holidays, as long as the University receives notification well in advance of the anticipated absence or conflict and the request does not place an unreasonable burden upon the institution.

Professors will make accommodating these students a priority and will adjust exams, assignments, and general attendance requirements to accommodate such requests.

However, the need for accommodation of religious holidays is something you will know in advance and should report to your professor in advance.

If you are a student who will be missing one or more of the previously mentioned course requirements, you should notify your professor at least **two weeks** in advance, which Concordia has identified as the reasonable period for notification well in advance of the anticipated absence or conflict.

This will afford the professor ample time to provide a substitute assignment or reschedule an exam. *If you do not notify your professor at least two weeks in advance of your absence due to observing a religious holiday, the professor has the discretion whether to adjust exams, assignments or general attendance requirements, and also to determine whether all or partial credit will be received.*

Late Policy:

Late assignments will either not be accepted or will incur a grade penalty unless due to documented serious illness or family emergency. Instructors will make exceptions to this policy on an as needed basis. **Assignments over 7 days late will not be accepted.** Grade penalty: 5 percent reduction will be taken each day the assignment is late.

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In Class Participation:

Discussions require a response to specific questions that results in collaborative conversations and construction of knowledge that builds and expands learning of the course. As a master-level student, it is expected that you will reply as a practitioner-scholar.

Every week, students will be required to submit documentation to show preparation for the week's discussion(s). This is a required assignment and will count towards participation points for the week. Failure to submit this assignment will result in an immediate point deduction. Students should bring this information to class to participate in class discussions. This will contribute to the participation grade as well. To get full points, the following will be required:

1. Submit prepared discussion documentation
2. Interact with peers and the instructor in class
3. Complete all in-class activities while showing understanding of the material

You must support your discussion responses with academically appropriate references unless you are asked to provide an opinion or personal reflection for a specific question. Unless noted otherwise, your initial discussion preparation document should be approximately 250-300 words in length, substantive and scholarly in nature. Please refer to the College of Business power point "Engaging in Dialogue." You are required to respond verbally in each class to colleagues in the following ways:

- Suggest why you might see things differently.
- Ask a probing or clarifying question.
- Share an insight from having listened to the colleague's points.
- Offer and support an opinion.
- Validate an idea with your experience.
- Make a suggestion.
- Expand on the colleague's discussion.
- Ask for evidence that supports the discussion.
- Always be respectful and collegial.

If you are not in class, you cannot receive full participation points.

Institutional Review Board (IRB):

All research including interviews, assessments, surveys, and/or observations of individuals or groups must be submitted to the IRB for review. Research conducted by anyone affiliated with Concordia University Chicago at an off-campus site or in collaboration with a researcher from another institution must be submitted to the Concordia University Chicago IRB. Any violation of these policies will be reported to the appropriate academic supervisors. If you have any questions or are unsure whether your research requires review, please contact the IRB at: IRB@CUChicago.edu

Technology Expectations:

- A. Students will complete assignments using the Internet and library-technology based database, such as the university's research database when conducting literature searches and course assignments and discussions.
- B. Students will interact with their instructor and other classmates through the Blackboard virtual classroom, including: retrieving their syllabus, submitting assignments, and communicating with their professor.

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- C. Students are expected to use their Concordia email for all correspondence. Students should log into Concordia Connect to check their email on a regular basis.

Request for an Incomplete:

Please be aware that incomplete grades are generally not granted, although an expectation may be allowed for verifiable circumstances. At least 75-80 percent of course work should be completed in order for an incomplete request to be considered. If you are granted an incomplete, according to University policy, you have 6 weeks to submit the remainder of your syllabus requirements and receive a final grade assessment.

Course Description

MBAC 6300 Accounting for Decision-Making

This course provides students with an understanding of accounting information critical in planning, control and decision making to achieve stated goals within an organization. It will incorporate the use of cases that focus on accounting data in directing the decisions and strategy of businesses. The course will provide students with the skills to analyze financial information through the use of appropriate accounting software in order to make sound managerial decisions.

COURSE LEARNING OUTCOMES:

This course should enable the student to:

- A. Develop an understanding of the impact of accounting information for the three major functions of business: planning, control, and decision making.
- B. Understand how accounting data is used to direct company decisions and overall business strategies.
- C. Analyze financial information using accounting software.
- D. Apply leadership and managerial decision making through the support of financial information

PRINCIPAL UNITS TAUGHT IN THE COURSE:

- A. The role of accounting data in planning, controlling, and decision making throughout the organization.
- B. The role of accounting data in directing company decisions and creating the business strategy.
- C. The role of accounting data in supporting business decisions.
- D. The role of accounting software in analyzing financial information.

Diversity

Students are expected to respect diversity of thought, opinion, and background in all aspects of interaction and communication. The course incorporates and supports aspects of a diverse learning

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society.

Required Text

Datar, S., & Rajan, M. (2014). *Making decisions and motivating performance*. Upper Saddle River, NJ: Pearson.

Harvard Business Coursepack. This course will utilize three case studies from the Harvard Business for Education. Please follow the link to sign-up for and purchase the coursepack:

<https://cb.hbsp.harvard.edu/cbmp/access/43420441>

All three required case studies are contained within the coursepack and will be purchased through this link.

Research

Baber, W. R. (1985). A Framework for Making a Class of Internal Accounting Control Decisions. *Journal Of Accounting Research*, 23(1), 360-369

Boyd, L. H., & Cox III, J. F. (2002). Optimal decision making using cost accounting information. *International Journal Of Production Research*, 40(8), 1879-1898

Busco, C., & Quattrone, P. (2015). Exploring How the Balanced Scorecard Engages and Unfolds: Articulating the Visual Power of Accounting Inscriptions. *Contemporary Accounting Research*, 32(3), 1236-1262.

Daniel, M., & Valerica, M. (2014). Decision in accounting using tools IT&C. *Economic Science Series*, 23(1), 1039-1045.

Florin, B. (2014). Development of decision making by managers with financial and accounting information. *Annals Of The University Of Oradea, Economic Science Series*, 23(1), 837-844.

Gerdin, J., Messner, M., & Mouritsen, J. (2014). On the significance of accounting for managerial work. *Scandinavian Journal Of Management*, 30(4), 389-394.

Knežević, S., Stanković, A., & Tepavac, R. (2012). Accounting Information System as a Platform for Business and Financial Decision-Making in the Company. *Management (1820-0222)*, (65), 63-69.

McLean, T., McGovern, T., & Davie, S. (2015). Management accounting, engineering and the management of company growth: Clarke Chapman, 1864–1914. *British Accounting Review*, 47(2), 177-190.

Moreno, K., Kida, T., & Smith, J. F. (2002). The Impact of Affective Reactions on Risky Decision Making in Accounting Contexts. *Journal Of Accounting Research*, 40(5), 1331-1349.

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Nielsen, L. B., Mitchell, F., & Nørreklit, H. (2015). Management accounting and decision making: Two case studies of outsourcing. *Accounting Forum*, 39(1), 64-82

Odar, M., Kavcic, S., & Jerman, M. (2015). The Role of a Management Accounting System in the Decision-Making Process: Evidence from a Post-Transition Economy. *Engineering Economics*, 26(1), 84-92.

Sheehan, N. T., & Schmidt, J. A. (2015). Preparing accounting students for ethical decision making: Developing individual codes of conduct based on personal values. *Journal Of Accounting Education*, 33(3), 183-197.

Warren, J. D., Moffitt, K. C., & Byrnes, P. (2015). How Big Data Will Change Accounting. *Accounting Horizons*, 29(2), 397-407.

Course Activity

Outcome

Activity Name	Description/Due in Module #	Course Outcome Assessed				Point value/ Percentage
		#A	#B	#C	#D	
Participation 1-7	Modules 1 through 7	√	√	√	√	5 pts @= 35 pts
Reflection Participations	Module 4 and Module 8	√	√	√	√	2.5 pts each = 5 pts
Final Project Topic	Module 1	√	√	√	√	5 pts.
Assignment #1	Module 2	√			√	10 pts.
Assignment #2	Module 4		√	√		10 pts.
Assignment #3	Module 6		√		√	10 pts.
Portfolio Assignment	Module 8	√	√	√	√	25 pts.
Total						100 pts.

Grading Scale

100-93%	A	4.00	82-80%	B-	2.67	69-67%	D+	1.33
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92-90%	A-	3.67	79-77%	C+	2.33	66-63%	D	1.00
89-87%	B+	3.33	76-73%	C	2.00	62-60%	D-	.67
86-83%	B	3.00	72-70%	C-	1.67	59% & below	F	.00

Quick Reference to Module Activities

Start Date	Weeks	Topics and Module	Readings/ Resources	Assignments and Activities
Monday of Week 1	Week 1	Module 1 <ul style="list-style-type: none"> Course Introduction Discussion 1 	<ul style="list-style-type: none"> Review Syllabus Read Chapters 1 & 2 in Datar & Rajan Power points 1 & 2 Videos 	<ul style="list-style-type: none"> Participation Preparation Document Due the night before class by 11:59pm Assignment - Final Project Topic
Monday of Week 2	Week 2	Module 2 <ul style="list-style-type: none"> Discussion 2 Assignment 1 	<ul style="list-style-type: none"> Read Chapters 3 & 4 in Datar & Rajan Power points 3 & 4 Videos 	<ul style="list-style-type: none"> Participation Preparation Document Due the night before class by 11:59pm Assignment #1
Monday of Week 3	Week 3	Module 3 <ul style="list-style-type: none"> Discussion 3 	<ul style="list-style-type: none"> Chapters 5 & 6 in Datar & Rajan Power points 5 & 6 Videos 	<ul style="list-style-type: none"> Participation Preparation Document Due the night before class by 11:59pm
Monday of Week 4	Week 4	Module 4 <ul style="list-style-type: none"> Discussion 4 Assignment 2 	<ul style="list-style-type: none"> Read Chapters 7 & 8 in Datar & Rajan Power points 7 & 8 Videos 	<ul style="list-style-type: none"> Participation Preparation Document Due the night before class by 11:59pm Assignment #2 Reflection Participation #1
Monday of Week 5	Week 5	Module 5 <ul style="list-style-type: none"> Discussion 5 	<ul style="list-style-type: none"> Read Chapter 9 & 10 in Datar & Rajan Power points 9 & 10 Videos 	<ul style="list-style-type: none"> Participation Preparation Document Due the night before class by 11:59pm
Monday of Week 6	Week 6	Module 6 <ul style="list-style-type: none"> Discussion 6 Assignment 3 	<ul style="list-style-type: none"> Read Chapter 11 & 12 in Datar & Rajan Power points 11 & 12 Videos 	<ul style="list-style-type: none"> Participation Preparation Document Due the night before class by 11:59pm Assignment #3
Monday of Week 7	Week 7	Module 7 <ul style="list-style-type: none"> Discussion 7 	<ul style="list-style-type: none"> Read Chapter 13 & 14 in Datar & Rajan Power points 13 & 14 Videos 	<ul style="list-style-type: none"> Discussion Forum DF#7 <p>Initial Post-Due Thursday by 11:59pm Reply to Peers' (2)-Sunday by 11:59pm</p>
Monday of Week 8	Week 8	Module 8 <ul style="list-style-type: none"> Discussion 8 Portfolio Assignment 	<ul style="list-style-type: none"> Read Chapter 15 & 16 in Datar & Rajan Power points 15 & 16 Videos 	<ul style="list-style-type: none"> Reflection Participation #2 Assignment-Final Portfolio

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Assignments

Final Project Topic - 5 pts. Due at the end of Module 1

Assume you have been hired as a consultant to prepare a balanced scorecard that will be presented to top management. You will choose a company to research and will provide a professional report based on the research you complete based on the company of your choice. For this assignment, you will submit your company choice to your instructor.

Course Learning Outcomes: A, B, C, & D

Assignment #1: Case Study - Space & Light Studios – Cost-Volume-Profit Analysis and the Business of Yoga - 10 pts. Due at the end of Module 2

As yoga grew in popularity in Singapore, there were many new yoga studios set up in attempts to tap into this growing service industry. Space & Light Studios Pte Ltd was one of them. A small and medium enterprise set up in December 2012, it differentiated itself by offering yoga classes that emphasized on the optimal alignment of the body. This case study explores the entrepreneurial journey of the owners of Space & Light Studios and examines the viability of this yoga business utilizing Cost-Volume-Profit analysis - a management accounting tool.

Harvard Business Coursepack. This course will utilize three case studies from the Harvard Business for Education. Please follow the link to sign-up for and purchase the coursepack:

<https://cb.hbsp.harvard.edu/cbmp/access/43420441>

All three required case studies are contained within the coursepack and will be purchased through this link.

Product Number: NTU060-PDF-ENG

Case Study Questions:

1. Estimate the current profit figures of SLS from December 2012 to May 2013 to evaluate the viability of the business.
2. Examine SLS's break-even point for May 2013.
3. Estimate the profitability of conducting each type of yoga class – i.e. group classes, private classes, and “salt cave” classes.
4. Consider the implications of the analyses above for SLS.
5. Conduct sensitivity analyses based on different scenarios of rental costs, fees paid to yoga teachers and pricing.
6. Recommend a plan of action for the owners of SLS.

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In 3 pages, and applying material from the chapter readings of this module, answer the above questions. Integrate references (minimum of 3). Reply to these questions in essay (not Q & A) format. Provide a graduate level introduction paragraph, and conclusion paragraph.

Use the provided writing template, and follow 6th edition APA writing conventions.

Course Learning Outcomes: A & D

Assignment #2: Case Study - Hockley Valley Brewing Co. Inc. -10 pts. Due at the end of Module 4

During the summer of 2013, the company founder and operations manager of Hockley Valley Brewing Co. Inc., a microbrewery situated in rural Ontario, were reviewing the company's product mix. Sales at a recent summer festival showed a strong demand for light beers, rather than the dark ales that made up the majority of Hockley's sales. Not only did the company compete with large multinational brewing companies, but they faced stiff competition from the established and new microbreweries that were springing up all over Ontario to meet consumer demand for fresh, local and unique beers. They had to decide whether the company should launch a new lager to further penetrate the light beer market; if so, they also had to make recommendations on pricing, distribution and promotional strategies for the new brand.

Harvard Business Coursepack. This course will utilize three case studies from the Harvard Business for Education. Please follow the link to sign-up for and purchase the coursepack:

<https://cb.hbsp.harvard.edu/cbmp/access/43420441>

All three required case studies are contained within the coursepack and will be purchased through this link.

Product #: W14150-PDF-ENG

Case Study Questions:

1. Perform an external (industry and competition) analysis. What implications can be drawn for the launch of Hockey Classic?
2. Perform a corporate capabilities analysis. What implications can be drawn for the launch of Hockley Classic?
3. Evaluate the proposed new product, Hockley Classic. Should Hockley add the product to its line of craft beers?
4. At what price should Hockley Classic be sold? Why? At this price, what would be the unit contribution?
5. Evaluate Hockley's placement alternatives, including the sales needed to break even for The Beer Store. What distribution strategy do you recommend for Hockley Classic?

In 3 pages, and applying material from the chapter readings of this module, answer the above

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questions. Integrate references (minimum of 3). Reply to these questions in essay (not Q & A) format. Provide a graduate level introduction paragraph, and conclusion paragraph.

Use the provided writing template, and follow 6th edition APA writing conventions.

Course Learning Outcomes: B & C

Assignment #3: Case Study - DOMUS DEVELOPMENTS: TO BUILD OR NOT TO BUILD? - 10 pts. Due at the end of Module 6

The project manager at a development company is contemplating the future of the firm's next innovative development project, which had originally been conceptualized in 2008, but for various reasons, had not yet come to fruition. The project manager wants to evaluate the venture from a financial viewpoint, including the company's ongoing cash position should the company go ahead with the building process; he also wants to assess other relevant qualitative considerations. Alternatively, the company could sell the land, which has appreciated considerably in value. All decisions would take into account the company's goals and reputation in the industry.

Harvard Business Coursepack. This course will utilize three case studies from the Harvard Business for Education. Please follow the link to sign-up for and purchase the coursepack:

<https://cb.hbsp.harvard.edu/cbmp/access/43420441>

All three required case studies are contained within the coursepack and will be purchased through this link.

Product Number - W15174-PDF-ENG

Case Study Questions:

1. Identify Domus' corporate strengths and weaknesses.
2. Analyze the company's potential customers and the demand for North Point in the current market.
3. What are the pros and cons of developing North Point versus selling the land? What implications can be drawn from this analysis?
4. Prepare a 24-month cash budget for building North Point, starting in May 2014.
5. As Mescia, what is your decision? Be prepared to defend this decision.

In 3 pages, and applying material from the chapter readings of this module, answer the above questions. Integrate references (minimum of 3). Reply to these questions in essay (not Q & A) format. Provide a graduate level introduction paragraph, and conclusion paragraph.

Use the provided writing template, and follow 6th edition APA writing conventions.

Course Learning Outcomes: B & D

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Assignment #4-Final Portfolio Assignment: Balanced Scorecard –25 pts. Due at the end of Module 8

Assignment: This is your final assignment and will become part of your CUC MBA ePortfolio. In this assignment you will:

Assume you have been hired as a consultant to prepare a balanced scorecard that will be presented to top management. You will choose a company to research and will provide a professional report that will include the following:

Part A--Firm strategy and financial analysis:

1. Mission statement
2. Business model:
 - a. Strategy description: what is the customer value proposition?
 - b. Differentiation of products or services
 - c. Operations
3. Financial statement analysis:
 - a. Focus on key areas--profitability, efficiency, ROI, and financial leverage. Three to five key ratios may be sufficient for your presentation. You may use all available sources for ratios and are not required to calculate the ratios. It is recommended that the annual reports for at least two years or more be reviewed. This will provide a basis for you to gain an understanding of the firm's strategy in a prior year so that the outcome of the strategy can be evaluated.

Part B--Firm strategy implementation and balanced scorecard:

1. Competitive and business factors:
 - a. Describe the industry and trends and major competitors (include global business issues)
 - b. Critical success factors (CSF): What the firm must do to implement strategy, such as product quality, customer service, technology and increasing market share.
 - c. What are the firm's strengths and weaknesses?
 - d. What are the competitive threats?
 - e. What are the opportunities for competitive advantage?
 - f. What are the major ethical and social responsibility issues?
 - g. What are the major business risks?
2. Customer analysis (include global business issues):
 - a. What is the customer value proposition (related to CSF)?
 - b. Who are the customers?
 - c. What are the firm's important market strategies and segments?
 - d. What is the size of the market and your firm's approximate market share?
 - e. Describe recent new product/service introductions and the firm's new product/service plans.

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3. Key Value drivers (related to CSF):
 - a. What are they? You should answer the question what drives value for the firm? Your answer might be a list of several factors such as the firm's ability to introduce a stream of innovative new products, quality products, superior service, and so forth. These will be related to the CSF. The firm's balanced scorecard would have leading and lagging measures relating to the value drivers. There would be linkages between the value drivers and financial measures evident on the strategy map.
 - b. Explain how they affect sales growth and profits.
4. Balanced scorecard and strategy map (firm strategy level).
 - a. Create a balanced scorecard for the organization based on the information that you have researched and analyzed for the organization.

You have options for how you may present your Capstone Project, including the following:

- A written reflective essay (8-10 pages-not including the CUC cover, title, or reference pages)
- PowerPoint or Prezi presentation (20 slides-not including the reference slide) (click here for help in creating a PowerPoint presentation, and Prezi for creating a Prezi.)

All presentations must be submitted via Word document. For all presentations that are not in an essay format, insert your presentation slides into a Word document or paste the link to your online presentation into a Word document and submit that document as your assignment. Notes in the form of a professional-quality handout must accompany all presentations other than essay format. The handout should contain what you would say if you were presenting to a board of directors or senior leadership of an organization.

Your well-written and well-developed submission should meet the following requirements, regardless of the presentation format you choose:

- Include the CUC cover page, introduction, a conclusion, and a references page.
- Use a minimum of 8 credible sources that are cited within the essay or presentation.
- Include proper citation of any graphs or figures that you do not create yourself.

Be formatted according to the 6th edition APA form and style. If using the essay format, please use the provided writing template.

Course Learning Outcomes: A, B, C, & D.

Written Assignment Grading Rubric	
This rubric will assess students' abilities on all critical thinking exercises for this course. Each row below has criteria for achieving the point range to the right. Points are awarded in the range based on specific indicators and professional judgment.	Points
Criteria to receive an A Student summarizes lessons learned and relates them to the course	9-10

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objectives Student synthesizes course materials in a concise manner, free of grammatical and syntax errors	
Criteria to receive a B Student summarizes lessons learned Student presents course materials in an organized fashion, with minimal grammatical and syntax errors	8-9
Criteria to receive a C Student summarizes lessons in a disorganized fashion, and the paper is marked by numerous grammatical and syntax errors Little alignment is shown between the course materials and the course objectives	7-8
Criteria to receive a D Student does not summarize lessons learned Student does not provide any connection between the course materials and the course objectives	Below 7

Portfolio Assignment Grading Rubric

Item
1. Evidence of preparation (organized case study, discussion flows well, evidence you did your homework)
2. Content (presented accurate & relevant information, appeared knowledgeable about the case study prepared and the topic discussed, offered strategies for dealing with the problems identified in the case study)
3. Course connection (identified resources to help with the problem/issues, discussed relevance to own experience)
4. Delivery (clear and logical organization, effective introduction and conclusion, creativity, transition within the paper)
5. Discussion (initiates and maintains discussion concerning case study, use of visual aids)

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Course Calendar

Module 1

The Manager and Accounting

In this module, the focus is on understanding how management accountants support strategic decisions. Managers and the organization's accounting leaders are more intertwined now than ever before. Organizations have learned the importance that accounting data plays in the planning, controlling, and decision-making of the organization. Successful managers use accounting data to make decisions about research and development, budgeting, production planning, pricing, and the products or services to offer to the customers. Financial data is not just used for the shareholders and investors, but it is also used internally to help guide the strategic decisions of the organization. In this module, you will also focus on the five-step decision-making process and its role in management accounting. With this process in mind, you will explore how accounting now has a strong fit in the organization's structure.

This module will also focus on the key cost terms and purposes. One of the most important aspects of accounting and management is to understand the costs associated with the products produced or the services offered by the company. It is important to explain the variable and fixed costs and to analyze how costs can be maintained or reduced in order to increase net profit. These concepts do not just focus on the products or services offered, but also the cost of rent and employee salaries. These are all cost factors that impact the bottom line and relate to key decisions that the organization should focus upon in order to be successful. This module will explore cost concepts and how they are used in internal and external reporting of the financial information.

Module Outcomes: A, B, C & D

Required Readings/Resources:

Read Chapters 1 & 2 in Datar and Rajan
Power points 1 & 2

Videos (The videos are offered as a resource and enhancement to the course. You may choose to review all or some of them. You may also refer to them in your participation documents and in your assignments.) See APA <https://owl.english.purdue.edu/owl/resource/560/10/>

- Why Accounting

“Why do we need accounting? This four minute video discusses the importance of accounting in all organizations.”

<https://www.youtube.com/watch?v=qEEzdP-fA7c>

- The Users of Accounting Information

“This video addresses the various users of financial information.”

<https://www.youtube.com/watch?v=O6clb2SEOTc>

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Participation 1a: 1 point

Introduce yourself. Tell us something about yourself. What motivates you to succeed? Share why you are pursuing the MBA, what you expect to learn from this course. Feel free to share photos.

Participation 1b: 4 pts

As a new controller, reply to this comment by a manager. “As I see it, our accountants may be needed to keep records for shareholders and Uncle Sam, but I don’t want them sticking their noses in my day-to-day operations. I do the best I know how. No bean counter knows enough about my responsibilities to be of any use to me.” Why are accountants valuable to the organization? What responsibilities do managers have in understanding financial information?

Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points from your discussion engagement.

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- *The participation preparation document is due the night before class at 11:59 pm CST.*
- *Your participation preparation document must contain a citation of the course concepts. This can be in the form of one of the videos you watched, the text, or other appropriate and relevant literature.*
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- *(5 points)*

Final Project Company: 5 pts

Module 2

Cost-Volume-Profit Analysis & Job Costing

In this module, we examine two key concepts of accounting: cost-volume-profit analysis and job costing. The cost-volume-profit analysis contains the breakeven point that most managers and accountants alike understand. We will analyze how to determine the breakeven point and the output level needed to achieve the targeted operating income. This module will also focus on the CVP analysis is used in decision-making and what key numbers are taken into account by the decision-makers. In this module, you will see how cost-volume-profit analysis helps managers minimize risks and increase profits.

This module also focuses on job costing. We will look closely at the building-block concept of costing systems and discuss the approaches to evaluating and implementing job-costing systems within the organization. Companies do not like to lose money, so understanding how much it costs to make a product or offer a service is essential to maintaining the bottom line for all organizations. Understanding the costs and profitability of jobs helps managers pursue their business strategies,

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developing pricing plans, and meet external reporting requirements.

Module Outcomes: A, B, C, & D

Required Readings/Resources:

Read Chapters 3 & 4 in Datar & Rajan

Power points 3 & 4

Videos:

- Job Order Costing vs Process Costing

This video discusses the differences between job-order costing and process costing in the context of managerial accounting. Examples are provided to illustrate how job-order costing is used for heterogeneous products while process costing is used for homogeneous products, with an emphasis on how costs flow through departments rather than jobs under process costing (with work-in-process inventory accounts for each department).

<https://www.youtube.com/watch?v=F6RzLSSKIZM>

- Creating Job Cost Reports in QuickBooks

This tutorial reviews the basic reports to create in QuickBooks for job costing. Job Cost reports show you all the income and expenses per individual job, so you can tell if the job is profitable or not.

<https://www.youtube.com/watch?v=2P4gR0F2k88>

Participation:

Why might an advertising agency use job costing for an advertising campaign by Pepsi, whereas a bank might use process costing to determine the cost of checking account deposits? How are these approaches similar? What importance to these results make to managers?

Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points from your discussion engagement.

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- *(5 points)*

Assignment: Case Study: Space and Light Studios -10 pts.

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Module 3

Cost Allocation and Activity-Based Management

This module looks at situations in which process-costing systems are appropriate. There are many companies that use mass-production techniques in order to produce identical or similar units of product or service. Examples of these companies include Apple, Coca-Cola, and ExxonMobil. Even though these are companies from vastly different industries, the idea of process costing is the same. These companies focus on process costing in order to determine how many units are on hand, the stages of completion, and assigning costs to the units produced and those in inventory.

This module will also focus on how managers use activity-based costing in their daily management activities. Costing systems are important to understand because many times the costs go into a “black hole” and no one truly knows the costs of the products produced or the services offered. Separately tracking these costs allows companies, such as Dell to know exactly how much each product offered actually costs and which ones should be eliminated based on the cost/revenue breakdown.

Module Outcomes: A, B, C, & D.

Required Readings/Resources:

Read Chapters 5 & 6 in Datar & Rajan
Power points 5 & 6

Videos

- Managerial Accounting Cost Allocation

This video focuses on Cost allocation including cost pools and allocation base.

<https://www.youtube.com/watch?v=TDqjWk69SIA>

- 3 Minutes! Activity Based Costing Managerial Accounting Example (ABC Super Simplified)
Traditional costing is easy because it often just divides some types of costs equally between different items

<https://www.youtube.com/watch?v=ivII0HvUPQo>

Participation

The controller of a retail company has just had a \$50,000 request to implement an ABC system quickly turned down. A senior VP, in rejecting the request, noted, “Given a choice, I will always prefer a \$50,000 investment in improving things a customer sees or experiences, such as our shelves or store layout. How does a customer benefit by our spending \$50,000 on a supposedly better accounting system?”

How would you respond to the VP? What value does ABC provide to customers, if any? What are “selling” points that should be noted about the benefits of ABC?

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- *(5 points)*

Module 4
Pricing and Cost Behavior

This module will focus on pricing and cost behavior. Pricing is one of the most important aspects of the organization since there are a variety of factors to consider. This is when it helps to understand the numbers in terms of expenses and the potential for what customers are likely to pay for the products or services. This module will focus on the three major factors that affect pricing decisions. In order to set the prices, companies will carefully analyze their input costs and the prices of their products. This is an art as much as a science because if the prices are too high, the customers will go to the competitors. On the flip side, if the prices are too low, the company will not have enough money to cover the expenses and will have no profit margin left after the expenses.

This module will also examine how costs behave. This is where the historical financials of the company are important. An organization often looks into the past to analyze performance and determine the best decisions going forward for the organization. There are often trends in pricing, so taking the time to review the historical data can help the organization gain valuable information for the future.

Module Outcomes: A, B, C, & D.

Required Readings/Resources:

Read Chapters 7 & 8 in Datar & Rajan
Power points 7 & 8

Videos

- Pricing Strategies

This video discusses the different pricing strategies that organizations can use depending on the abilities of the organization and the costs of the products/services.

<https://www.youtube.com/watch?v=XBmWEduod5k>

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- Businesses Getting Results: Pricing Strategies for Small Businesses

The right pricing structure helps a business generate sales and gain loyal customers. The wrong one can keep you from being profitable. A rational way of determining your product's price is crucial to credibility and profitability.

<https://www.youtube.com/watch?v=j9okSaHGQIA>

Participation:

“A customer-profitability profile highlights those customers a company should drop to improve profitability.” Do you agree? Explain. Are all customers important? What other options does the organization have instead of “dropping” the customer?

Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points from your discussion engagement.

- *Your participation preparation document should be a substantive response to the question (minimum 250-300 words) in the participation assignment for the week. It should be substantive and scholarly in nature including academically appropriate references (unless you are asked to provide your opinion or a personal reflection on a specific question).*
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- *You will be required to bring this document to class and use it during the in class discussion to get full participation points.*
- *(5 points)*

Assignment: Case Study - Hockley Valley Brewing Co. Inc. -10 pts.

Reflection:

For your reflection discussion, discuss what you have learned thus far in the course. In addition, include any questions that you have regarding the content.

Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points.

- *Your reflection should be a substantive response to the question (minimum 250-300 words). It should be substantive and scholarly in nature including academically appropriate references.*
- *Your reflection is due the night before class at 11:59 pm CST.*
- *Your reflection must contain a citation of the course concepts. This can be in the form of one of the videos you watched, the text, or other appropriate and relevant literature.*
- *(2.5 points)*

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Module 5

The Structure of Decision-Making with Relevant Information

The most successful leaders understand that the best decisions are made when there is ample information and relevant information. This module focuses on the process of decision-making and using the accounting data to support these decisions. Organizations use logical processes when making key strategic decisions for the organization. The process often involves gathering information, making predictions, making a choice, acting on the choice, and evaluating the results. This process also includes using accounting data to determine costs and to understand the potential benefits of each alternative.

There are a variety of decisions that organizations focus on, such as quality control, inventory needs, and time issues. Through a combination of accounting data and technology, organizations can gain a competitive advantage by using relevant information to make key decisions in these key areas.

Module Outcomes: A, B, C, & D

Required Readings/Resources: Read Chapters 9 & 10 in Datar and Rajan
Power points 9 & 10

Videos

- Just in Time (JIT) Supply Chains

This video outlines the conditions for success in a JIT, Just in Time, supply chain.
<https://www.youtube.com/watch?v=Hnp-uswyYlg>

- LaunchPad: The Future of Accounting + Technology

By bringing technology vendors and accounting professionals together, we aim to help advisors get better information to small business owners faster and help them make better decisions.
<https://www.youtube.com/watch?v=wA5f1HMIJsak>

Participation

“Companies should focus on financial measures of quality because these are the only measures of quality that can be linked to bottom-line performance.” Do you agree? Explain. How are financial measures and quality related? What other factors should be considered?

Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points from your discussion engagement.

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- *The participation preparation document is due the night before class at 11:59 pm CST.*
- *Your participation preparation document must contain a citation of the course concepts.*

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This can be in the form of one of the videos you watched, the text, or other appropriate and relevant literature.

- *You will be required to bring this document to class and use it during the in class discussion to get full participation points.*
- *(5 points)*

Module 6

Budgets and Managerial Responsibility

This module explores budgets and the benefits of creating budgets. In recent years, many organizations faced one of the hardest economic conditions with the recession. Many organizations were not prepared for this and did not have the budgets in place to withstand such devastating times. Budgets are a key financial tool for all organizations. What was once a task that was done on paper and around a large table can now be automated with computer-based financial planning technology. Managers have the technology and the ability to create real-time budgets that “make sense” for the organization and can be revised when needed.

Managers have the responsibility to create a budget in order to communicate the direction and goals for the different organizations and explore how each department is a key element of the overall organizations. Budgets also aid in judging performance by measuring financial results against planned objectives. Finally, budgets can be used a motivating factor for departments to meet the stated budget.

Module Outcomes: A, B, C, & D

Required Readings/Resources:

Read Chapters 11 & 12 in Datar and Rajan
Power points 11 & 12

Videos

- Flexible Budgeting

This video explains the concept of Flexible Budgeting in Managerial Accounting. A comprehensive example is provided to demonstrate how a flexible budget is created, and intuition is provided as to why a flexible budget is needed when the actual activity level differs from the budgeted activity level.
<https://www.youtube.com/watch?v=JHVacy2WdPE>

- The Importance and Use of Budgets Within an Organization

An overview of the importance and use of budgets within an organization
<https://www.youtube.com/watch?v=nS58YW1NFbE>

Participation

“Strategy, plans, and budgets are unrelated to one another.” Do you agree? Explain.
Explain how the manager’s choice of the type of responsibility center (cost, revenue, profit, or investment) affects the behavior of other employees.

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Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points from your discussion engagement.

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- *(5 points)*

Assignment #3: Case Study - DOMUS DEVELOPMENTS: TO BUILD OR NOT TO BUILD?-10 pts.

Module 7

Strategy and Balanced Scorecard

In this module, we will explore strategy and balanced scorecards. You will be introduced to the four perspectives of the balanced scorecard and how each is important to other components of the scorecard. In addition, we will focus on the how changes in the operating income affect the overall business strategy.

We will end the module with a focus on how the management accounting information helps companies implement and evaluate their strengths. Strategy drives the operations of a company and guides managers' short-run and long-run decisions.

Module Outcomes: A, B, C, & D.

Required Readings/Resources:

Read Chapters 13 & 14 in Datar and Rajan
Power points 13 & 14

Videos

- The Balanced Scorecard - Harvard Business Review

A cool simple explanation for Balanced Scorecards and its four original perspectives.
<https://www.youtube.com/watch?v=bjyGxEix5Zs>

- Balanced Scorecard – Introduction
This video takes a very basic look at the balanced scorecard.

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<https://www.youtube.com/watch?v=Nn6dZ5350Gc>

Participation

Discuss the five key forces to consider when analyzing an industry. How do these forces impact the balanced scorecard?

Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points from your discussion engagement.

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- *(5 points)*

Module 8

Performance Measurements

In this final module, we will focus on performance measurement. In all organizations, the bottom line is an essential component when considering the success or failure of the organization. Managers must know their numbers and defend these numbers! Just like you will receive a grade for your work in this course, organizational leaders receive grades for their successes and failures in running the business. These grades are often focused on the financial performance of the organization.

In this module, we will analyze how companies choose the details of their key performance measures. We will also explore how global organizations have even a greater challenge when it comes to measuring performance.

Module Outcomes: A, B, C, & D.

Required Readings/Resources:

Read Chapters 15 & 16 in Datar and Rajan
Power points 15 & 16

Videos

- How to Measure Financial Performance?

<https://www.youtube.com/watch?v=lcZ-vxmPyO0>

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- Five Categories of Performance Measures: How to Measure Performance
<https://www.youtube.com/watch?v=7F1e1Cw5pcg>

Reflection Discussion #2:

For the final discussion reflection, reflect upon what you have learned compared with what you anticipated learning. In addition, discuss any questions or further research you intend to pursue.

Refer to the MBA Discussions power point presentation for tips on how to gain maximum learning and points.

- *Your reflection should be a substantive response to the question (minimum 250-300 words). It should be substantive and scholarly in nature including academically appropriate references.*
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- *(2.5 points)*

Assignment: Balanced Scorecard-25 pts.

This is your final assignment and will become part of your CUC MBA ePortfolio.

Davison, Aerin

From: Brandon Dicks <bnd@Elionpartners.com>
Sent: Monday, November 09, 2020 12:08 PM
To: Applications, CPA
Subject: Course Syllabus Evaluation - Brandon Dicks - Application 458565
Attachments: image003.png; Cost Acctg Syl f 08 DS - Central Christian.doc; ACCT 5301Summer16 - Wayland Baptist.doc

[NOTICE] This message comes from a system outside of DBPR. Please exercise caution when clicking on links and/or providing sensitive information. If you have concerns, please contact your Knowledge Champion or the DBPR Helpdesk.

Hello,

I spoke with the DBPR/Board of Accountancy on Friday and they suggested that I submit the course Syllabus for both my Managerial Accounting and Cost Accounting courses to see if the board might be able to review the classes to see if they can be differentiated and fulfil my additional education requirement. With this being the case I have also attached the syllabi above for reference. Can both of the classes qualify to meet the education requirement?

I did have another question regarding whether a class at SNHU would qualify for the education requirement (this is already in a different email, but I wanted to give the background), but I am hoping that the difference in the courses can be met through the syllabus evaluation to help avoid the costs associated with having to enroll in another class. Thank you in advance for your help.

Thanks,
Brandon

Brandon Dicks, CPA
Director of Fund Accounting

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**WAYLAND BAPTIST UNIVERSITY
VIRTUAL CAMPUS
SCHOOL OF BUSINESS**

SYLLABUS

1. Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.
2. Course: **ACCT 5301** – Managerial Accounting
3. Term: Summer 2016
4. Instructor: Dr. Ralph J. Palumbo
5. Office Phone and Wayland Email Address: 520-877-2640 rpalumbo@wbu.edu
6. Office Hours, Building, and Location Virtual
7. Class Meeting Time and Location: Virtual
8. Catalog Description: Presentation, analysis, and interpretation of accounting data for use in planning, organizing, actuating, and controlling activities.
9. Prerequisites: BUAD 5301.

10. Required Textbook and Resources:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	UPDATED
<u>Cornerstones of Managerial Accounting</u>	Mowen	6th	2016	Cengage Learning ** Bundle **	9781-30561-7100	8/17/15

11. Optional Materials: **This course requires that you purchase an access code to access certain parts of the course and to complete the homework online. Our book store has the information on purchasing this code as either a stand-alone product or bundled with the text book. You may also purchase the code directly from Cengage Learning online. The ISBN for the packaged product can be obtained from the bookstore. Please direct any text book questions to the book store.**

12. Course Outcome Competencies:

- Distinguish between financial accounting and managerial accounting.
- Prepare financial statements for manufacturing concerns.
- Comprehend the principles of product costing, planning, and control in a functional-based system.
- Define the key elements of the new cost management approaches.
- Compare the functional-based and activity-based costing approaches.

- Allocate support center costs to producing departments.
- Prepare cost production reports.
- Apply Cost-Profit-Volume analysis.
- Compute standard costs and analyze variances.
- Determine the profitability of segments.
- Explain the behavioral aspects of budgeting.
- Confront ethical issues in managerial accounting.
- Apply tactical decision-making concepts in business decisions.
- Prepare Income statements using variable and absorption costing.
- Perform target costing.
- Explain and use relevant cost information in managerial decisions.
- Use Activity-Based-Costing to perform case analysis.
- Research and interpret current resources of managerial accounting information.

13. Attendance Requirements: You are required to be present in the discussion boards weekly, to submit assignments and take exams timely. Any student missing 25% of course work will earn an F based on the statements in the current student catalog.

14. Disability Statement: "In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations."

15. Course Requirements and Grading Criteria:

GRADING:

Quizzes (10)	50%
Homework (through CengageNow)	20%
Participation (10 discussions)	20%
Research Paper/Presentation	<u>10%</u>
Total	<u>100%</u>

Note: Course grades will be based on Wayland Baptist University policy:

A = 90-100%
 B = 80- 89.99%
 C = 70- 79.99%
 D = 60- 69.99%
 F = below 60%

I (Incomplete) and W (Withdrawal) grades will be awarded according to University Policy.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the

student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

16. Tentative Schedule: (Calendar, Topics, Assignments) See schedule posted in Black Board under Course Information.

17. Additional information as desired by the faculty member.

All correspondence with the professor must come from your WBU email account and include your full name, course title and section to earn a response.

Format: This is an online course and you are expected to have access to the Internet and possess adequate computer competencies to email assignments as attachments and download and upload files. This course requires homework and discussions on a weekly basis. The course is not designed as a self-paced course. No excuses because of other classes or commitments will be accepted for your failure to comply with these requirements.

Announcements will be posted on the site from time to time and ***you are responsible for reading and adhering to all information in the announcements.***

Discussion Board: The professor will initiate a discussion board and students are encouraged to exchange ideas through the discussion board. Remember, all work submitted must be your own. *Participation in the discussion board will be the basis for your class participation grade* and takes the place of live discussion in a classroom setting. The purpose is to exchange ideas among students and the professor so feel free to respond to other students' remarks or ask the professor to jump in. ***All students are expected to logon a minimum of two days (and make a post on each day) and have a total of three posts each week to earn full credit.*** Students are required to have an initial post no later than Wednesday of the current week. There will be a penalty of 20% for failure to have your initial post completed by Wednesday 11:59 PM Central Time Zone. All questions regarding the course, homework or reading assignments or other related course questions are to be posted in the Help! Discussion Board so that all students have an opportunity to read them and comment. The course is not designed as a one-on-one course with the professor and, as in a classroom; sometimes many students have the same question. Posting a question to the discussion board will help all of us get through the course easier. Please note that the discussion board is for discussion of the current chapter and you are expected to participate. Participation does not mean going back to prior discussions and posting comments, which is too late. Participation requires that your post add something of value to the discussion and should be more than a mere "I agree" or "good post". Your grade will be computed as an average of the number of posts and the number of days you were present AND posted.

Grading Rubric for Discussion Board

- | | | |
|----------------------|-------------|----|
| • Post on one day | 25.0 | |
| • Post on second day | <u>25.0</u> | |
| • Total for days | | 50 |
| • Initial post | 16.66 | |
| • Second post | 16.67 | |

• Third post	<u>16.67</u>
• Total for posts	<u>50</u>
• TOTAL	100

Assignments: A schedule of reading assignments, Exercises and Problems by week will be posted in the Assignment area. All homework assignments will be completed using Cengage. Assigned chapters are to be read and assignments completed by 11:59 PM Central Time, Saturday. Late work will be penalized 20% per week, or part of a week and no work will be accepted after one week. Week 10 work must be completed by the end of Week 10 with no extension of time to complete. The course is designed to run from Monday morning to midnight the following Saturday. If you would like to begin your discussion board work on Sunday for the upcoming week that is acceptable, but no posting on Sunday for the prior week will be accepted.

NOTE: *This course ends at 11:59 PM Central Time Zone on Saturday of the week to correspond with the ending of the term, which is always a Saturday.*

Research Paper: There will be a written individual research project that will be posted through Safe Assign, a system utilized to check papers for plagiarism. *Note that the due date for posting the paper is listed in the Assignment area.* Late papers will be penalized 10% per 24 hour period and will earn a zero after four days. There will be no make-up of missed research papers.

The paper will be submitted in MS Word. The subject matter will be from the approved list and approved by the professor by the third week of the semester. The paper will address an area of managerial accounting, be approximately 6-10 pages in length (not including cover page, abstract, or reference pages), prepared following APA style format as required by the School of Business. The student is expected to search for and read a minimum of three (3) articles in peer reviewed professional journals and provide a list of references used. If you have any questions or concerns about what is or is not a peer reviewed journal please do not hesitate to ask the library, me, or one of your other professors.

Websites and text books are NOT peer reviewed literature however; I will allow one additional reference to be from the official website of a nationally recognized organization such as the AICPA, IMA, GASB, or other site with my prior approval.

Please acquaint yourself with the current catalog concerning academic dishonesty and plagiarism while preparing your papers. Plagiarism could be the inadvertent failure to use quotation marks or footnotes and should be carefully monitored.

Paper topics will be selected posted in the discussion board area for the professor's approval according to the schedule posted in the Assignment area.

Grading Rubric for Papers

Topic timely posted and approved	10%
Follows APA style guide	10%
References (number and quality)	20%
Originality (not copied and pasted)	50%
Length (6-10 pages)	10%

Quizzes: There will be ten weekly quizzes. Quizzes are timed but may be taken as many as three times with your highest score earned entered into the grade book. Weekly quizzes will close at 11:59 PM Central Time Zone on Saturday and there will be no extension of time to complete the quizzes.

COURSE CONDUCT:

- 1) No make-up exams except for documented emergencies! No make of miss discussion board work.
- 2) Late assignments will be penalized. Assignments are due by 11:59 PM Saturday CST.
- 3) Any exams or assignments that appear to be the same as that of any other student will result in a grade of zero for both students. Independent work on assignments is critical if the student is to understand the concepts and applications presented in this course.
- 4) In all written assignments, good grammar, spelling and style are expected and will affect your grade.

ACADEMIC HONESTY:

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) See the current catalog for sanctions.

Grade Appeal:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Late papers will have 10% deducted per 24 hour period or portion of a 24 hour period. Papers will never be accepted after the close of the term.

There is no makeup of missed Discussion Board work.

There is no extra credit or alternative assignments.

Cost Accounting (DS)

Central Christian College
McPherson, Kansas
Fall 2008

Course Number: BS-AC 322 **DS**
Class Meets: TBA
Credit: 3 hours
Instructor/Office: Jerry Fithian, MS; RBC - 1122
Phone: 620-241-0723 X 348
Home: 840 Pine Court; 620-241-0619 (H); 620-242-6288 (C)
Office Hours: 2:45-3:35 Tue, Fri; 12:45-1:35 Wed; AND by appointment

MATERIALS REQUIRED

1. Text: Principle of Cost Accounting, Vanderbeck, Edward J; Thomson South-Western, 2008 (ISBN 0-324-37417-8).
2. Calculator (5 function with memory)
3. Three-ring notebook to keep handouts

COURSE DESCRIPTION

The theme of the course is the major role that accounting plays in management decision-making. Management accountants provide financial and nonfinancial information to help managers decide how best to deal with challenges and opportunities.

Management accounting is successful when it provides information that improves managers' strategic, planning, and control decisions. The use of accounting in the planning and control process is introduced and highlighted in this course.

COURSE OBJECTIVES

After completing the course, the student will be able to:

1. Define and distinguish cost accounting from financial/managerial accounting in terms of roles and responsibilities of each.
2. Design cost accounting reports to calculate the cost of products, services, and other cost objects.
3. Understand and obtain information for planning, control, and performance evaluation and communicate it to management.
4. Analyze relevant information for making decisions.

COURSE ROLES**A. Instructor's Role**

1. To organize class materials/readings and direct student learning.
2. To prepare assignments for extended learning beyond those facets of learning drawn from classroom time.
3. To provide evaluation devices to check student progress.
4. To design classroom activities for the effective flow of information and for student participation and reaction.

B. Student's Role

1. To complete assigned readings as indicated by the instructor.
2. To be prepared to discuss material previously read, if called upon in class to do so.
3. To participate in class discussions and to contribute to, and question, classroom discussion content.
4. To complete assigned questions, exercises, and problems as indicated by the instructor.
5. To abstain from cheating, plagiarism, submitting another person's material as one's own or doing work for another person's academic credit. (See Cheating under Course Evaluation)

COURSE PROCEDURES**A. Attendance**

1. You are required to be in class--ON TIME. Three unexcused tardies equals one absence. If you have over two unexcused absences, expect a grade reduction on your final grade. Unexcused absences in excess of three may result in the student being dropped from the class. In order for an absence to be considered excused, the absence must be approved by the instructor prior to the absence, be a verified illness, or a family emergency. A portion of your final grade will be based on Attendance, Punctuality and Participation (APP). APP will count 10% of the course grade.

B. Assignments

1. Homework, daily assignments, quizzes and examinations should be properly identified in the following manner:

Your Name	John Dee
Course Number/Name	BS-AC 322 Cost Acctg
Assignment	Prob 1-29; p. 25
Due Date, Quiz or Exam Date	Sep 12, 2008

Failure to properly identify submitted work may result in a grade reduction and/or no credit.

2. All assignments/projects are due at the beginning of class, unless prior arrangements have been made with the instructor. There will be a grade reduction for work turned in late. **NOTE:** Work handed in after assignments have been graded and returned will receive NO credit.

C. Examinations and Quizzes

1. Any unit exams or quizzes missed because of an unexcused absence cannot be made up and will be entered into the grade book as a zero.
2. Absences the day before an exam DO NOT automatically postpone the taking of an exam. Prior arrangements must be made with the instructor, otherwise, the exam will be taken as scheduled.
3. Exams and quizzes that may be made up (due to prior arrangements), must be made up prior to the next class period or at a time mutually agreed upon by both the student and instructor.

Whitney, Barbara

From: Johna Jaquith <johnajaquith@gmail.com>
Sent: Tuesday, November 17, 2020 8:42 AM
To: Applications, CPA
Subject: Re: Application Number 437066, Profession 0101

[NOTICE] This message comes from a system outside of DBPR. Please exercise caution when clicking on links and/or providing sensitive information. If you have concerns, please contact your Knowledge Champion or the DBPR Helpdesk.

Hi,

I would like to request the course be reviewed for upper-division cost accounting credit by the accounting education committee.

Thank you,

On Mon, Nov 16, 2020 at 3:42 PM Applications, CPA <CPA.Applications@myfloridalicense.com> wrote:

Johna Jaquith,

Please be advised after further review of the course it does not meet the requirement to satisfy the deficiency.

Sincerely,

The Florida Board of Accountancy

September 23, 2020

Attention: Florida Department of Business & Professional Regulation

This letter is being provided in support of **Johna Edmonds Jaquith's** Application Number: 437066. Mrs. Jaquith was notified by the Florida Department of Business & Professional Regulation (Florida DBPR) on September 10, 2020 that her application to become a Certified Public Accountant in Florida was incomplete due to "deficient coverage of upper-division cost and managerial accounting".

Because I am the Director of the Jenkins Master of Accounting (MAC) Program at North Carolina State University, Mrs. Jaquith asked that I assist her in responding to the notice. Specifically, to provide additional information about the course she completed as part of the Jenkins Master of Accounting Program that would satisfy the upper-division cost and managerial accounting requirement. Upon closer review of the Florida DBPR website, I was unable to identify any additional information defining the course content necessary to satisfy the cost and managerial accounting requirement.

As the Director of the MAC Program, I can confirm to the Florida DBPR that the class ACC 519, *Applied Financial Management*, is designed to provide students with a level of cost and managerial accounting knowledge necessary to be successful in the accounting profession and to prepare them to take the Certified Public Accounting (CPA) exam. Specific to the CPA exam, ACC 519 helps to prepare students to complete the Operations Management area of the Business Environment and Concepts (BEC) part of the exam.

A copy of the syllabus from around the time Mrs. Jaquith took ACC 519 is included with this letter for your review. Topics noted in the syllabus include, but are not limited to: Framework for Business Analysis and Strategy Analysis, Accounting Analysis, Ratio Analysis, Forecasting, Valuation, Credit Analysis. Additionally, two articles referenced in the syllabus should further support the cost and managerial accounting components of the class: "Variance Analysis and Flexible Budgeting" and "Measure Costs Right: Make the Right Decisions". The class leverages Harvard Business School cases and readings and current transactions in the marketplace to teach students how to apply cost and managerial techniques in today's environment. All students who are accepted into the MAC Program are required to take an undergraduate cost and managerial class. This MAC program entrance requirement is considered a prerequisite for ACC 519.

I trust this information helps you in your decision about whether ACC 519, *Applied Financial Management*, satisfies the requirement for an upper-division cost and managerial accounting class. From our perspective, that is the specific purpose of ACC 519, *Applied Financial Management*, and hopefully this class meets the cost and managerial requirement. If you need additional information or have any questions, please contact me at 919.513.0526 or scott_showalter@ncsu.edu.

Sincerely,



D. Scott Showalter, CPA

Professor of Practice

Director, Master of Accounting Program

Lee, Karan

From: Bud Fennema <mfennema@business.fsu.edu>
Sent: Tuesday, November 03, 2020 1:18 PM
To: Lee, Karan
Subject: Re: Johna Jaquith, Application Number: 437066

[NOTICE] This message comes from a system outside of DBPR. Please exercise caution when clicking on links and/or providing sensitive information. If you have concerns, please contact your Knowledge Champion or the DBPR Helpdesk.

Hello Karan. In my opinion this course does not cover cost/managerial accounting.

Bud Fennema | Arthur Andersen Professor of Accounting | Florida State University |
Rovetta Business Room 526 | 821 Academic Way | P.O. Box 3061110 | Tallahassee, FL 32306-1110 |
850.644.8231 voice | fennema@fsu.edu

From: Lee, Karan <Karan.Lee@myfloridalicense.com>
Sent: Tuesday, November 3, 2020 12:25 PM
To: Bud Fennema <mfennema@business.fsu.edu>
Subject: Johna Jaquith, Application Number: 437066

Good Afternoon Dr. Fennema:

Can you please review the attached course syllabus for ACC 519 Applied Financial Management and advise me on whether or not this course qualify to meet the coverage in cost/managerial accounting requirement? There is also a letter attached from the Director of the Master of Accounting Program from North Carolina State University submitted on behalf of the applicant.

Thanks.

Karan Lee
Management Review Specialist
Division of Certified Public Accounting
240 NW 76th Drive, Suite A
Gainesville, Florida 32607
352.333.2505 (telephone) 352.333.2508 (fax)

Note: The State of Florida has a very broad public records law pursuant to Chapter 119, Florida Statutes. Most written communications to and from state officials regarding state business are public records, available to the public and media upon request. Therefore, your e-mail communication may be subject to public disclosure.

CONFIDENTIALITY STATEMENT: The information contained in this transmission is intended solely for the use of the person(s) named herein. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

North Carolina State University
Applied Financial Management (ACC 519)
Fall 2013

Instructor Bonnie Hancock
Office 3164 Nelson Hall
Telephone (919) 513-7425
Email Bonnie_Hancock@ncsu.edu

Class Hours **Tuesday and Thursday (except as noted), Nelson 1150, 1:30-2:45, 3:00-4:15, 4:30-5:45**
Office Hours By appointment – please email me or see me after class.

Course Background

This course is designed to teach students to use accounting and other financial information when making a variety of business decisions. It will be taught from the perspective of a CFO, and will focus on the practical application of many financial concepts. It will look at financial information from both the perspective of the firm and from the perspective of external users such as investors, equity analysts, credit analysts, potential acquirers, etc. The following topics will be covered:

- Understanding how companies communicate with investors.
- Understanding the roles and perspectives of external and internal users of financial information
- Understanding firm strategies and their translation into action
- Identifying relevant information for management decision-making
- Evaluating the performance of managers from both an internal and external perspective.
- Forecasting financial statement figures, and valuing companies.
- Evaluating the trade-offs involved in determining capital structure, and taking on risk, particularly the likelihood of financial distress.
- Understanding how creditors and the rating agencies analyze borrowers and corporate debt issues.
- Understanding the key considerations in mergers and acquisitions

In addition this course will help prepare you for the CPA exam by:

- 1) Examining business strategy issues, management accounting issues and economic issues, components of the Business Environment and Concepts section.
- 2) Reviewing many financial accounting topics.

Harvard Business School Cases and Readings – Required Purchase

Assigned cases and readings from Harvard Business School may be downloaded for a fee and are available at this link: <https://cb.hbsp.harvard.edu/cbmp/access/20323645>. You will have to register on the site to receive the student rate.

Wall Street Journal – Required Purchase and Presentation Assignment

You are required to read the Wall Street Journal, front page of each section plus a couple articles in full. At the beginning of each class we will discuss the news of the day. One or two students will be assigned to lead the discussion of an article of their choosing each class period and must post a link to their article on Moodle by 9:00 am that day. See separate assignment schedule. Subscribe here: <http://www.wsj.com/studentoffer>

Teamwork and Peer Evaluation

Please choose your own team members. Each team should have 5 members. At the end of the term, you will be asked to complete a form assessing the contribution of the individuals on your team. Your grade on team assignments will be adjusted by your team evaluation.

Grading

Your grade in this course will be based upon your performance in individual and group settings:

1. Group case write-ups	15%
2. Group Final Presentation	15%
3. Business News Presentation	5%
4. Individual Assignments	10 %
5. Midterm Exam I	30%
6. <u>Midterm Exam II</u>	<u>25%</u>
TOTAL	100%

1. Group Case Write-ups (Four Cases)

Starting with the Target/Walmart case each group is required to hand in an analysis of the case along with answers to the case questions. These group reports will be graded in the following manner. I will assign the reports to one of four categories: **Excellent performance** relative to other groups, **good performance** given the concepts covered thus far in the course, **solid performance** given the concepts covered, and **below average performance** given the concepts covered.

The write-ups are to be prepared by your group and are **due at the beginning of the class** during which the case is to be discussed. Your summary should address the questions raised in the case. The page limit is four pages (1.5 spacing / 12 point font) plus supporting tables (for example, 4 pages of text and 2 pages of supporting tables would be within this limit). **Bring an extra copy of your report that you can refer to during the class discussion.**

2. Group Presentation (Final)

Group presentations will be made during the last week of classes. Each group will present an assigned case to the class, with grading of the case presentations made based upon both content and presentation. For each set of group presentations, there will be individual assignments required of the members of class not presenting that day.

3. Class Participation

While I will not grade class participation, case discussions and lectures will be greatly enhanced if students share their perspectives, *and their questions* regarding the material discussed.

4. Individual Assignments

Individual assignments in addition to those listed on the syllabus will be made from time to time. Generally, these will not be graded. If you turn it in you should receive 100%; otherwise your grade will be zero. Late assignments will not be accepted. I will accept these assignments via email as long as they are received before the start of class. Due dates of assignments may change, and new assignments may be added. You are responsible for checking Moodle regularly to keep up with assignments.

TENTATIVE Schedule for ACC 519 – Fall 2013

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
August 22	Introduction/Course Overview, Framework	Read Syllabus and posted readings
August 27	Framework for Business Analysis and Strategy Analysis	
August 29	Case: The Dot-Com Crash of 2000	Individual Assignment - See Case Note
September 3	Strategy Analysis	Read “The Five Competitive Forces that Shape Strategy”
September 5	Translating Strategy into Action	Read “Variance Analysis and Flexible Budgeting,
September 10	Management Decision-making	Read “Measure Costs Right: Make the Right Decisions”
September 12*	Guest Speaker – *11:45 in Nelson 2405	Individual Assignment
September 12*	Target Case Part I - *Section 1(1:30 section) will not be held; come to 4:30 session.	Group Case See Case Note Handed in at beginning of class
September 17	No Class	
September 19	Accounting Analysis	Reading on Moodle Individual Assignment
September 24	Accounting Analysis	
September 26	Ratio Analysis	Reading on Moodle
October 1	Ratio Analysis	Individual Assignment
October 3	Wendy’s case	Group Case
October 8*	Midterm I - *11:45, Room TBA	
October 10	No Class Fall Break	Individual Assignment
October 15	Forecasting	Reading on Moodle
October 17	Valuation	Reading on Moodle Individual Assignment
October 22*	Valuation – *No 1:30pm session; come to 4:30 session instead.	
October 24	No Class -Interviewing	
October 29	Capital Structure and Credit Analysis	Reading on Moodle Individual Assignment
October 31	Target Case Part II	Group Case
November 5	Credit Analysis and Distress Prediction	Reading on Moodle
November 7	Mergers and Acquisitions	Read “Not All M&A’s are Alike and That Matters”
November 12	Mergers and Acquisitions	Individual Assignment
November 14	Case TBD	Group Case
November 19*	Midterm II – @ 11:45 Room TBA	
November 21	Mergers and Acquisitions	Individual Assignment
November 26	Overflow	Individual Assignment and Group Final
November 28	No Class Thanksgiving Break	
December 3	Group Presentations	Individual Assignment and Group Final
December 4*–	Group Presentations - *Wed. Class replaces Dec. 5 class	Individual Assignment and Group Final

Memo

To: Education Committee
From: Roger Scarborough, Director
Date: October 29, 2020
RE: Suggested Rule Revision for Consideration at the December

Attachments:

61H1-27.001 F.A.C. College or University Requirements

Background:

Rule 27.001 lists the accrediting agencies accepted by the board.

There has been some discussion on amending or adding to the list to accommodate accreditation by some foreign universities.

An accrediting agency the committee may consider adding to the list is *The European Quality Improvement System (EQUIS)*. *EQUIS* accreditation focuses on business and management schools. You may research it more at the following link:

<https://www.efmdglobal.org/accreditations/business-schools/equis/>

Please be prepared to vote on whether to add EQUIS to our list of accrediting agencies.

If you are aware of other accrediting agencies the committee should consider, please email Barbara Whitney the agency name by November 20th. She will prepare a list of recommendations a week ahead of the meeting and share it with the committee members for consideration.

61H1-27.001 College or University Requirements.

(1) An accredited college or university within the meaning of section 473.306, F.S., is a four-year degree granting college or university in the State University System or other four-year degree granting educational institution accredited at the time applicant's degree was received by virtue of membership in one of the following accrediting agencies so listed:

- (a) Middle States Association of Colleges and Secondary Schools;
- (b) Middle States Commission on Higher Education;
- (c) New England Association of Schools and Colleges;
- (d) Higher Learning Commission;
- (e) Northwest Commission on Colleges and Universities;
- (f) Southern Association of Colleges and Schools;
- (g) Western Association of Schools and Colleges;
- (h) Association to Advance Collegiate Schools of Business (AACSB);

(i) Association of Independent Colleges and Schools. After August 2, 1992 the Association of Independent Colleges and Schools (AICS) will no longer be deemed an acceptable accrediting agency, unless the college or school accredited by the AICS is regulated by the Commission for Independent Education and exempted from licensure by the CIE under the provisions of section 246.085, F.S.

(j) Canadian, Mexican, Irish, Australian, New Zealand, and Hong Kong academic accounting programs approved by the provincial education bodies or the equivalent educational accreditation body for that country.

(2) A listing of accredited colleges and universities as recognized by the Board is contained in the "Accredited Institutions of Post-secondary Education"; published by the American Council on Education for the Council on Post-secondary Accreditation as published for the time period the candidate attended the institutions. However, an applicant whose degree was received from a non-accredited college or university may qualify under the provisions of subsection (3).

(3) If an institution was not accredited at the time an applicant's degree was received but was so accredited at the time his application was filed with the Board, the institution will be deemed to be accredited for the purpose of subsections (1) and (2) provided it:

(a) Certifies that the applicant's total educational program would qualify him for graduation with a baccalaureate degree during the time the institution has been accredited, and

(b) Furnishes the Board satisfactory proof, including college catalogue course numbers and descriptions, that the preaccrediting courses used to qualify applicant as an accounting major can be matched with substantially equivalent postaccrediting courses.

(4) If an applicant's degree was received at an accredited college or university as defined in subsections 61H1-27.001(2) and 61H1-27.001(3), F.A.C., but the educational program used to qualify him as an accounting major included courses taken at either two-year or four-year nonaccredited institutions either before or after graduation, such courses will be deemed to have been taken at the accredited institution from which applicant's degree was received provided it either has accepted by virtue of inclusion in an official transcript, or will accept by certification to the Board, such courses for credit toward graduation.

(5) A graduate of a four-year degree granting institution not accredited at the time the applicant's degree was received or at the time of filing application will be deemed to be a graduate of a four-year accredited college or university course provided an accredited college or university as defined by subsections 61H1-27.001(1) and (2), F.A.C., accepts applicant's non-accredited baccalaureate degree and the applicant satisfactorily completes at least 15 semester or 22 quarter hours, or the equivalent, in post-baccalaureate education at the accredited institution of which at least 9 semester or 13 quarter hours, including at least 3 semester or 4 quarter hours in taxation; or the equivalent, shall be in accounting. Elementary accounting subjects, or courses equivalent to elementary accounting, cannot be used to satisfy the requirements of this rule. Elementary accounting subjects include principles of financial and managerial accounting courses even if they are covered in a three-course sequence, are titled "introductory," "fundamentals," or "principles," and even if they are offered at the graduate level.

(6) Applicants relying on transcripts from a foreign institution shall provide at their own expense to the Board, a complete course by course evaluation of any foreign transcripts by an evaluation service as approved by the Board. The Board's list of approved evaluation services, effective April 2017, is incorporated herein and available at <http://www.flrules.org/Gateway/reference.asp?No=Ref-09611> or <http://www.myfloridalicense.com/dbpr/cpa/documents/BoardApprovedForeignEvaluationServices.pdf?x40199>.

Rulemaking Authority 473.304, 473.306 FS. Law Implemented 473.306 FS. History—New 12-4-79, Amended 2-3-81, 3-21-84, 10-28-85, Formerly 21A-27.01, Amended 4-8-86, 9-1-87, 8-25-88, 12-28-89, 3-29-90, Formerly 21A-27.001, Amended 1-11-95, 5-11-03, 3-21-05, 4-9-06, 8-13-06, 12-27-09, 2-6-12, 3-27-13, 8-7-13, 3-13-18, 7-29-18, 4-30-19.

61H1-27.002 Concentrations in Accounting and Business.

(1) For purposes of Section 473.306, F.S., if application for the Uniform CPA Examination was made prior to August 2, 1983, an applicant must have a baccalaureate degree from an accredited college or university with a major in accounting, or its equivalent, with a concentration in accounting and business subjects. A concentration in accounting and business is defined as an educational program that includes at least 18 semester hours or 27 quarter hours, or the equivalent, in accounting education above elementary (principles of) accounting and 27 semester or 40 quarter hours, or the equivalent, in general business education. In order to meet the provisions of Section 473.306, F.S., the application must have been filed, completed and approved and show on its face that all educational and other requirements were met prior to August 2, 1983.

(2) For purposes of Section 473.308, F.S., if application for licensure is made after August 1, 1983, an applicant must have at least 150 semester hours or 225 quarter hours of college education, including a baccalaureate degree or higher conferred by an accredited college or university with a major in accounting, or its equivalent. The applicant's total education program shall include a concentration in accounting and business as follows:

(a) 30 semester or 45 quarter hours in accounting education at the upper division level which shall include coverage of auditing, cost and managerial accounting, financial accounting, and taxation. Not more than 3 semester or 4 quarter hours may be internship programs which may be applied to the 30 semester or 45 quarter hours in accounting (internship courses must be taken in conjunction with other traditional coursework at an institution and must appear on the transcript). Further, any remaining internship credit if otherwise acceptable would be applied to the general business requirement;

(b) 36 semester or 54 quarter hours in general business education which shall include not less than the equivalent of 3 semester or 4 quarter hours in business law courses. Vocational and clerical type courses will not count either toward the accounting requirement set forth in subsection 61H1-27.002(2), F.A.C., or this general business education requirement. Specialized industry courses will be acceptable as general business courses but not as accounting courses unless as defined in subsection 61H1-27.002(2), F.A.C., and they have an accounting prefix, further such courses in order to qualify must be certified by the chairman of the school or college's accounting department as qualifying for general business credit. Written or oral communication courses will qualify for the general business requirement if they have a business or accounting prefix or if they are reflected in the catalog in the school or college as relating directly to the school or college's business or accounting requirements. A maximum of 9 semester hours (13 quarter hours) of computer courses and 6 upper division semester hours (8 quarter hours) of statistics courses will be accepted for purposes of meeting the general business requirement; and

(c) At least 3 of the required hours in each of the areas of business law, taxation, and financial accounting are to have been based upon United States of America law or accounting standards.

(3) To be eligible to take the licensure examination, an applicant shall have completed 120 semester or 180 quarter hours as follows:

(a) 24 semester or 36 quarter hours in accounting education at the upper division level which shall include coverage of auditing, cost and managerial accounting, financial accounting, and taxation. Not more than 3 semester or 4 quarter hours may be internship programs which may be applied to the 24 semester or 36 quarter hours in accounting (internship courses must be taken in conjunction with other traditional coursework at an institution and must appear on the transcript). Further, any remaining internship credit if otherwise acceptable would be applied to the general business requirement;

(b) 24 semester or 36 quarter hours in general business education which shall include not less than the equivalent of 3 semester or 4 quarter hours in business law courses. Vocational and clerical type courses will not count either toward the accounting requirement set forth in subsection 61H1-27.002(2), F.A.C., or this general business education requirement. Specialized industry courses will be acceptable as general business courses but not as accounting courses unless as defined in subsection 61H1-27.002(2), F.A.C., and they have an accounting prefix; further such courses in order to qualify must be certified by the chairman of the school or college's accounting department as qualifying for general business credit. Written or oral communication courses will qualify for the general business requirement if they have a business or accounting prefix or if they are reflected in the catalog in the school or college as relating directly to the school or college's business or accounting requirements. A maximum of 9 semester hours (13 quarter hours) of computer courses and 6 upper division semester hours (8 quarter hours) of statistics courses will be accepted for purposes of meeting the general business requirement; and

(c) At least 3 of the required hours in each of the areas of business law, taxation, and financial accounting are to have been based upon United States of America law or accounting standards.

(4) For purposes of this rule, upper division accounting hours other than elementary above the minimum requirement may be

substituted for general business hours. Elementary accounting subjects shall not be accepted as general business education. Elementary accounting subjects include principles of financial and managerial accounting courses even if they are covered in a three course sequence, are titled “introductory,” “fundamentals” or “principles” and even if they are offered at the graduate level. All accounting courses and not less than 21 semester or 32 quarter hours of general business courses must be at the upper division level. For the purpose of paragraph 61H1-27.002(2)(b), F.A.C., all general business courses, including accounting courses in excess of the 36 hours required, must be taken at the upper division level, except for Introductory Macro and Micro Economics, Business Law, Introductory Statistics, Introduction to Computer Information Systems, and any written or oral communication course described in paragraph 61H1-27.002(2)(b), F.A.C. Lower level general business courses, other than those listed above, posted to transcripts after August 31, 1989 will not count. Standardized tests, such as CLEP, are not acceptable for accounting or general business courses; however, advanced placement (AP) courses will be counted if the applicant has been granted college credit for those AP courses by their degree-granting institution.

(a) Upper division, as used in Rule 61H1-27.002, F.A.C., means courses above the principal introductory level.

(b) If an applicant has taken a course at the lower division at a senior institution, and that institution has reclassified the course to the upper division at the time of application to Florida, the course will be deemed upper division for the purpose of Rule 61H1-27.002, F.A.C.

(5) Re-applicants whose original application for the CPA examination was approved prior to August 2, 1983, may elect to satisfy subsection 61H1-27.002(1), F.A.C.

(6) For purposes of subsection 61H1-27.002(2), F.A.C., and Section 473.306, F.S., a baccalaureate degree will not be considered as meeting the statutory requirement for a major in accounting or its equivalent unless all credit hours accepted by the college or university as part of the degree requirement are listed as courses in the catalogues of all institutions attended.

(7) If an applicant takes duplicate courses, only one of these courses will be counted. For purposes of this rule, all CPA Examination Review courses will be deemed to be duplicate courses.

(a) Courses will be considered duplicated if they cover a substantially equivalent professional area of knowledge even if separated by a span of time and even if some of the professional, technical and/or legal issues have been changed or modified.

(b) Regarding CPA Review courses, by definition these courses cover material already studied. Accordingly, no exception will be made to consider a CPA Review course non-duplicative, regardless of statements by applicants, professors, or academic administrators that additional topics are covered or the material covered only superficially in prior courses is covered in more detail in a “review” course.

(8) Individuals who are currently licensed in good standing in countries approved by the International Qualifications Appraisal Board of the National Association of State Boards of Accountancy and whose educational degrees are from accredited institutions as set forth in subsection 61H1-27.001(1), F.A.C., shall be deemed to have met the requirements set forth in subsections 61H1-27.002(1)-(3), F.A.C.

Rulemaking Authority 473.304, 473.306(3), 473.308(3) FS. Law Implemented 473.306(2), (3), 473.308(3), (8) FS. History—New 12-4-79, Amended 2-3-81, 8-1-83, 3-21-84, 6-10-84, 6-5-85, 10-28-85, Formerly 21A-27.02, Amended 5-22-88, 3-21-89, 5-20-91, 12-2-92, Formerly 21A-27.002, Amended 11-2-95, 11-3-97, 1-31-05, 5-24-07, 11-30-08, 12-21-09, 12-2-14, 7-11-16, 2-13-18, 7-29-18, 2-3-20.

473.306 F.S. Examinations.—

(1) A person desiring to be licensed as a Florida certified public accountant shall apply to the department to take the licensure examination.

(2) An applicant is entitled to take the licensure examination to practice in this state as a certified public accountant if:

(a) The applicant has completed 120 semester hours or 180 quarter hours from an accredited college or university with a concentration in accounting and business courses as specified by the board by rule; and

(b) The applicant shows that she or he has good moral character. For purposes of this paragraph, the term “good moral character” has the same meaning as provided in s.

473.308(6)(a). The board may refuse to allow an applicant to take the licensure examination for failure to satisfy this requirement if:

1. The board finds a reasonable relationship between the lack of good moral character of the applicant and the professional responsibilities of a certified public accountant; and

2. The finding by the board of lack of good moral character is supported by competent substantial evidence.

If an applicant is found pursuant to this paragraph to be unqualified to take the licensure examination because of a lack of good moral character, the board shall furnish to the applicant a statement containing the findings of the board, a complete record of the evidence upon which the determination was based, and a notice of the rights of the applicant to a rehearing and appeal.

(3) The board shall have the authority to establish the standards for determining and shall determine: 47

(a) What constitutes a passing grade for each subject or part of the licensure examination;

(b) Which educational institutions, in addition to the universities in the State University System of Florida, shall be deemed to be accredited colleges or universities;

(c) What courses and number of hours constitute a major in accounting; and

(d) What courses and number of hours constitute additional accounting courses acceptable under s. 473.308(3).

(4) The board may adopt an alternative licensure examination for persons who have been licensed to practice public accountancy or its equivalent in a foreign country so long as the International Qualifications Appraisal Board of the National Association of State Boards of Accountancy has ratified an agreement with that country for reciprocal licensure.

(5) For the purposes of maintaining the proper educational qualifications for licensure under this chapter, the board may appoint an Educational Advisory Committee, which shall be composed of one member of the board, two persons in public practice who are licensed under this chapter, and four academicians on faculties of universities in this state.

History.—ss. 5, 25, ch. 79-202; ss. 2, 3, ch. 81-318; ss. 3, 10, 11, ch. 85-9; s. 2, ch. 87-221; s. 4, ch. 91-429; s. 125, ch. 94-119; s. 3, ch. 98-340; s. 9, ch. 2000-332; s. 1, ch. 2008-81; s. 1, ch. 2014-88.