

# Members in Education

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AICPA

## CPA Exam Web Cast

A CPA Exam Web cast, "Strategies for Taking the Uniform CPA Exam," is scheduled for Feb. 16. The Web cast will include candidates discussing their test experience, and strategies for applying, scheduling, and preparing for the exam. In particular, a successful candidate will discuss the computer-based test (CBT) experience and offer tips on how to prepare and pass an examination section. In addition, a faculty member will discuss strategies for preparing for the simulation part of the exam.

To participate or access the archive of the Web cast, go to:



[www.cpa-exam.org/cpa/webcast\\_info.htm](http://www.cpa-exam.org/cpa/webcast_info.htm)

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## The Supply of Accounting Graduates and the Demand for Public Accounting Recruits—2004

*The Supply of Accounting Graduates and the Demand for Public Accounting Recruits Report* is based on data collected from a survey conducted in 2004 of U.S. colleges and universities that offer accounting degrees at the Baccalaureate, Master's or Ph.D. level and a survey of public accounting firms and sole practitioners affiliated with the AICPA. The report is presented in two sections: "Accounting Graduates" presents detailed information regarding the number of accounting degrees awarded by universities during the 2002–03 academic year; "Hiring by CPA Firms" reports the hiring of recent college graduates by public accounting firms in 2003.

As the Job Outlook 2005 survey and [AccountingWeb.com](#) also indicate (see page F2), accounting enrollment and the number of accounting degrees awarded are on the rise. Specifically, total accounting enrollments for the three-year period 2000–03 are up 17%, and, compared to 2001–02, the number of Bachelor's degree recipients increased 6% and the number of Master's degrees awarded increased 30%.

In addition, the demand for accounting graduates by public accounting firms is also on the rise. In 2003, there was an increase in the number of new accounting Bachelor's hired (5%) and an increase in Master's hired

(8%), compared to 2002.

A summary of the Supply and Demand data follows:

### Supply Data from Colleges and Universities

- Thirty-seven thousand students were awarded Bachelor's degrees in Accounting and close to 13,000 were awarded Master's degrees. Compared to 2001–02, the number of Bachelor's degree recipients increased 6% and the number of Master's degrees awarded increased 30%.
- The increase in Bachelor's degrees awarded was seen across the country, except in the Eastern region where Bachelor's degree recipients held steady. Schools in all regions awarded a greater number of Master's degrees than in previous years.
- In 2002–03, more females than males received Bachelor's degrees (57% to 43%) and Master's degrees (52% to 48%) while more males than females received Ph.D.s (56% to 44%).
- Minorities accounted for 22% of accounting bachelor's, 18% of master's graduates, and 46% of Ph.D.s.
- Approximately one-fourth of 2002–03

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## New Resources for CPA Financial Literacy Volunteers

Thousands of CPAs have already volunteered for *360 Degrees of Financial Literacy*, the profession's nationwide effort to help Americans get their financial houses in order.

While there are already a variety of resources consumers can tap to improve their financial situation, *360 Degrees of Financial Literacy* has all the tools consumers need in one place, separated into easily identifiable categories. It focuses on common life stages that trigger financial issues: childhood, college, career, military and reserves, couples and marriage, parenthood, home ownership, entrepreneurs, life crisis, sandwich generation and retirement.

This approach allows consumers to zero in on their particular financial issues and, at the same time, provides CPAs with an opportunity to volunteer in the areas that community members or program participants are most interested.

The goal of the *360 Degrees of Financial Literacy* effort is to involve CPAs, through the state CPA societies, in the education of the American public, from school children to retirees, on life-stage-related financial topics.

The program offers a variety of resources to help CPAs maximize their volunteer efforts:

- *CPA Financial Literacy Resource Center*—The online center is a “one-stop shop,” including adviser content on basic financial issues, toolkits, updates and links to other financial literacy Web sites and state society resources:

 [www.aicpa.org/financialliteracy](http://www.aicpa.org/financialliteracy)

- *Free CPE program*—To ensure CPAs are prepared to be successful financial literacy volunteers in their communities, the AICPA is offering a free CPE course covering the major financial literacy topics. The course was created from *Financial Guidance for Every American*, a book written by CPA/PFS Mark Altieri. This

program is available through the CPA Financial Literacy Resource Center.

- *CPA Mobilization Kits*—All the tools a CPA needs to engage in community discussions are included in these kits. Created by the AICPA and the California Society of CPAs, each kit focuses on a particular life event and includes a PowerPoint presentation with notes and fact sheets of pertinent issues. Kits for four life stages are currently available through the Resource Center: high school, college, parenthood and small business. Seven additional toolkits are scheduled to be created.
- *Volunteer Database*—By registering, CPAs can make their interest known to volunteer on either the state or national level and also keep apprised of the latest developments in the *360 Degrees of Financial Literacy* effort. Registered CPAs receive a newsletter and invitations to financial literacy conference calls and events:

 [volunteers.aicpa.org/financialliteracy](http://volunteers.aicpa.org/financialliteracy)

- *Consumer Web Site*—The *360 Degrees of Financial Literacy* consumer Web site provides a comprehensive set of resources for those who need them most. Organized by common life stages, the site is flexible and user friendly and includes articles, planning tools, exercises and links to other helpful sites. CPAs can use the site to support their own volunteer efforts or to help consumers access the type of information that leads to more informed financial choices:

 [www.360financialliteracy.org](http://www.360financialliteracy.org)

- *Articles for Publication*—To publicize the *360 Degrees of Financial Literacy* consumer Web site and volunteer efforts, the AICPA has created an article for academics to use in college and university publications. The article is available online under Articles for Publication:

 [www.aicpa.org/financialliteracy](http://www.aicpa.org/financialliteracy)

## Recruiting and Career Resources

The following education and recruiting products are available from the AICPA:

- The *Takin' Care of Business* CPA iPACK is an educational package that is ideal to use for presentations to high school and college students, and as a resource for guidance counselors and career placement offices at colleges and universities.

The iPACK contains an award-winning video featuring young, successful CPAs describing their exciting career paths, including an FBI Special Agent and Controller of the N.Y. Jets football team, 25 career guides and bookmarks, a poster and presenter's guide.

The iPACK also includes the *Takin' Care of Business* Education Handbook that contains 15 lesson plans for high school

business, accounting and mathematics teachers.

To obtain a copy of the iPACK, contact the AICPA Service Center at 888/777-7077 and ask for product no. 872530CPA02. (The video and career guides and bookmarks also can be ordered as separate pieces.)

- The *Takin' Care of Business* Graduate Study for a Career as a Certified Public Accountant brochure explains the rising requirements of the CPA profession, the education requirements to become a CPA and the benefits of a graduate degree. To order the brochure, contact the AICPA Service Center at 888/777-7077 and ask for product no. 872365CPA02.
- *StartHere.GoPlaces.*, the AICPA's student recruitment campaign, provides

CPA profiles; interactive, educational games and classroom material; information about becoming a CPA and careers as a CPA.

For more information, go to:

 [www.startheregoplaces.com](http://www.startheregoplaces.com)

- *Business Building Blocks* and *Penny Wise*—two TV shows funded by the AICPA Foundation—are available on one DVD. The shows, which aired in the summer of 2003 on PBS YOU, focus on improving financial literacy among students. *Business Building Blocks* is targeted to middle school and early high school students and introduces students to accounting topics such as financial planning, forensic accounting, and strategic planning. *Penny Wise*, targeted

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to late elementary and early middle school students, introduces students to basic money management concepts, such as the history of money, ATMs, checking and savings accounts and much more. To view clips of the programs, go to:

 [www.aicpa.org/financialliteracy/pbsyou.asp](http://www.aicpa.org/financialliteracy/pbsyou.asp)

If you would like a copy of the DVD, contact your state CPA society or:

 [educat@aicpa.org](mailto:educat@aicpa.org)

- *Promoting Your Talent: A Guidebook for Women and Their Firms*—2nd edition. Author Nancy Baldiga interviewed successful female CPAs who practice in

business and industry and learned that they face many of the same obstacles and challenges as their colleagues in public accounting. However, these professionals often find a less well-defined career path, fewer positive role models and more limited opportunities for advancement within their own organization. The positive news is that female CPAs who hone their technical and communication skills, maintain a broad business perspective and are willing to adjust these skills as necessary, can position themselves to achieve success.

In the second edition, Baldiga updated the handbook to reflect recent statistics about women in the accounting profession.

The results are found in a new chapter, “Perspectives from Business and Industry.”

To order *Promoting Your Talent*, call 888/777-7077 and request product no. 872566CPA02 or go to:

 [www.cpa2biz.com/store](http://www.cpa2biz.com/store)

- The new *Glossary of Job Descriptions for Accounting and Finance*, a Robert Half International publication, and the *2005 Salary Guide*, also from Robert Half International, report that internal auditors and public accountants will see the largest gains in base compensation. For more information:

 [www.roberthalf.com](http://www.roberthalf.com)

## AICPA 2005 Top Technologies List

Accounting educators committed to presenting their students the latest, cutting-edge information related to technology, systems audit and other high-tech processes will want to examine the results of the AICPA’s 2005 Top Technologies list. “Information Security” once again took the top spot in the fall survey of CPA technologists.

Marilyn Prosch, Ph.D., associate professor at Arizona State University and a member of the AICPA and Canadian Institute of Chartered Accountants Privacy Task Force, believes information security is at the foundation of accounting courses that focus on technology, information systems and audits.

Other portions of the Top Technologies list also play a key role in developing and teaching accounting information systems courses, says Prosch. “For example, disaster recovery planning has always been a key component of AIS courses, but as technology advances, so do specific disaster recovery and business continuity planning elements.”

Following is the 2005 Top Technologies list:

1. *Information Security*: The hardware, software, processes and procedures in place to protect an organization’s information systems from internal and external threats.

2. *Electronic Document Management (paperless or less-paper office)*: The process of capturing, indexing, storing, retrieving, searching and managing documents electronically.

3. *Data Integration*: Formerly called “Database and Application Integration” on the 2004 list, this is the ability to update one field and have it automatically synchronize between multiple databases, such as the automatic/seamless transfer of client information between all systems.

4. *Spam Technology*: The use of technology to reduce or eliminate unwanted e-mail commonly known as Spam.

5. *Disaster Recovery*: The development, monitoring and updating of the processes by which organizations plan for continuity of their business in the event of a loss of business information resources.

6. *Collaboration and Messaging Applications*: Applications that allow users to communicate electronically, including e-mail,

voicemail, universal messaging, instant messaging, e-mailed voice messages and digital faxing.

7. *Wireless Technologies*: The transfer of voice or data from one machine to another via the airwaves and without physical connectivity.

8. *Authentication Technologies*: The hardware, software, processes and procedures to protect a person’s privacy and identity from internal and external threats, including digital identity, privacy and biometric authentication.

9. *Storage Technologies*: Storage area networks (SAN) include mass storage, CD-recordable, DVD, data compression, near field recording, electronic document storage and network attached storage (NAS), as well as small personal storage devices like USB drives.


10. *Learning and Training Competency (End Users)*: The methodology and curriculum by which personnel learn to understand and use technology.

The 2005 Top Technologies list and prior lists are available at:

 [www.aicpa.org/infotech](http://www.aicpa.org/infotech)

### Write CPA Letter Articles, Receive CPE Credit

The CPA Letter Education supplement encourages readers to share information and experiences through bylined articles on subjects of interest to your fellow educators. Moreover, if the topic fits our editorial calendar and your article is featured, you may claim continuing professional education credits for the time you spent preparing the article (in accordance with the *Joint AICPA/NASBA Statement on Standards for Continuing Professional Education*, revised as of Jan. 1, 2002). The first step is to submit article topic ideas for approval to:

 [jbittner@aicpa.org](mailto:jbittner@aicpa.org)