

SPECIAL MEETING OF THE
A C A D E M I C S E N A T E

Wednesday, November 17, 1982

2:00 p.m.

Psych-153

AS 82-59/G.E.,Ex. GENERAL EDUCATION CRITERIA

The Academic Senate approves the criteria for the General Education Program to be implemented in Fall, 1983 (Attachment A).

AS 82-60/G.E.,Ex. G.E. PROGRAM--DEPARTMENT OF ACCOUNTANCY

The Academic Senate approves the 60-unit General Education program for the Department of Accountancy (Attachment B).

cc: Department Chairs
 School Deans

C R I T E R I A

APPROVED BY THE ACADEMIC SENATE EXECUTIVE COMMITTEE

FOR THE

GENERAL EDUCATION PROGRAM

TO BE IMPLEMENTED IN FALL 1983

I. BASIC SUBJECTS (3-9 UNITS)

English Composition (3 units)

Courses in English composition offer instruction in the composition of expository essays. Students are instructed in the fundamentals of usage, sentence structure, and essay structure. These courses develop, by suitable exercises and essay assignments, a general skill, applicable to any subject matter. Students may satisfy the requirements by passing English 1A, or one of the equivalents designated by the English Department and approved by the ~~General Education Committee~~ Arts & Sciences Curriculum Committee.

*Oral Communication (0-3 units)

Overview:

Courses specifically designated to fulfill the oral communication requirement must emphasize the content as well as the form of communication and must include active participation in the human symbolic interaction known as oral communication. Courses should also provide an understanding of the psychological bases and social significance of the communication studied.

Specific criteria are as follows:

1. Analyses of oral communication will focus on the rhetorical perspective including reasoning and advocacy, organization and accuracy, style and structure of oral expression.

2. Students will receive evaluation and instruction in effective listening techniques as well as in the discovery and selection, critical evaluation and oral reporting of specific content.
3. Assignments must emphasize both theoretical and practical aspects of public speaking or group discussion involving each student in a minimum of 3 in-class presentations, totaling 22 minutes or more. Each presentation is to be followed by classroom feedback explaining the speaker's performance in relation to applicable theories of oral communication. Class size in these courses will be limited to 30. Oral presentations may include public speaking, such as advocacy, informative and expressive presentations, or student participation in debate or group discussions. Courses will include instruction and practice in effective listening techniques.

*Critical Thinking (0-3 units)

In academic courses students commonly engage in critical thinking. In courses meeting the criteria for inclusion in the Critical Thinking category, students not only engage in, they shall study about and consciously develop skill in critical thinking. Courses in this category shall be devoted throughout to the pursuit of knowledge through logical analysis and construction of argument. Instruction shall develop an understanding of logical relationships between premises and conclusion, and the ability to recognize the more common formal and informal fallacies. Throughout such courses attention to logical processes and skills shall exceed attention, if any, to other content. Grading shall reflect this emphasis. The courses shall foster a basic skill, applicable to a variety of academic subjects and to the intelligent fulfillment of such roles as citizen, consumer, leader and moral agent.

Such courses shall develop the following. (1) Skill in evaluating the validity, strength and relevance of arguments. (2) A sense of logical structure, of both inductive and deductive forms. (3) An awareness of uses and abuses of argument language, including connotation, ambiguity and definition. (4) Skill at handling a variety of arguments in a variety of contexts. (5) Ability to argue fairly and to handle bias, emotion and propaganda.

II. THE PHYSICAL UNIVERSE AND ITS LIFE FORMS (12 UNITS MINIMUM)

A. Quantitative Reasoning (3 units minimum)

General Education courses in this category provide instruction in basic mathematical or logical concepts and in the comprehension and manipulation of abstract symbols. They should include the development of useful computational skills or some degree of competence in the analysis of arguments. They should also include some consideration of general principles of quantitative reasoning. Such courses may be offered in the following areas:

1. Logic: Courses that provide instruction in principles of formal logic emphasizing modern symbolic methods. Such courses should have general applicability to the organization and analysis of knowledge.
2. Statistics: Courses that provide instruction in concepts of descriptive and inferential statistics and have general applicability in testing hypotheses.
3. Computer Science: Courses that provide instruction in solving problems through the use of computer language and operation.
4. Mathematics: Courses that provide mathematical concepts which have general applicability in solving problems.

B. Physical Sciences and Life Forms
w/ Laboratory Component (6 units minimum)

Courses in this category are designed to transmit a knowledge and understanding of natural phenomena. In satisfying this category, each student must take at least one course having a life science designation and one course having a physical science designation. There must be a laboratory component in at least one of the courses taken by each student in satisfying the unit requirement in this area. This laboratory experience should emphasize the learning of laboratory techniques and verification of facts and principles in a discipline of natural science; it should involve at least two hours per week spent in the laboratory.

Courses in this category should:

1. Emphasize general principles and concepts having a broad range of application, and not be restricted to specialized topics.
2. Develop an understanding of the principles underlying and interrelating natural phenomena including the foundations of our knowledge of living and non-living systems.
3. Introduce students to one or more of the disciplines whose primary purpose is to acquire knowledge of the physical universe and its life forms rather than to apply existing knowledge.
4. Develop an appreciation of the methodologies of science, the requisite features of scientific endeavors, and the limitations of scientific inquiry.

*The Oral Communication and Critical Thinking requirements may be fulfilled by:

- (1) taking courses listed in the Basic Subjects category; or
- (2) taking courses in other categories; or
- (3) meeting the requirements by examination, or by another especially approved course in a major outside G.E.

III. THE ARTS AND HUMANITIES (12 UNITS MINIMUM)

A. World Civilizations (3 units minimum)

Courses in this category shall deal with one or more of the major Western or non-Western civilizations that have had a significant direct influence on the modern world.

They shall have an extensive historical perspective, covering a period of at least 500 years.

Subject matter shall be broad in scope and develop a comprehensive understanding of the distinguishing characteristics of the civilizations studied. Courses shall not be restricted to a single aspect of a civilization's culture.

B. Arts, Humanities and Foreign Languages (9 units minimum)

This category shall be designed to transmit a knowledge and appreciation of the Western and non-Western cultural heritage in the humanities and the arts. The courses will cultivate the intellect and imagination through the examination of one or more of the following: ideas, values, linguistics and aesthetic forms. These courses shall also meet one or more of the following objectives:

1. Courses in the history or analysis of art will seek to enhance aesthetic appreciation and to give an understanding of the nature of a particular art form, or to study the principles on which aesthetic judgments are made.
2. Studio, performance, and creative writing courses will seek to develop skill and aesthetic sensitivity through active participation in one of the arts.

3. Courses in ideas and values in the humanities will aim to develop the ability to recognize ideas and values of various cultures and traditions as expressed in their literatures, philosophies, and religions.

4. Foreign language courses will offer instruction in linguistic structures and their use in literature; these courses must also contain a cultural component and not be solely skills-acquisition courses.

IV. THE INDIVIDUAL AND SOCIETY (9 UNITS MINIMUM)

*A. Foundations in Social Science (3-6 units)

Courses in this category should:

1. constitute an introduction to social science. The term "introduction" does not categorically exclude upper division courses; however, if upper division courses are accepted in this category, they should require neither prerequisites nor consent of the instructor for enrollment, and be explicitly introductory in their course and catalog description.
2. communicate the unique perspective of a particular discipline in furthering our understanding of a broad range of human behavior.
3. develop an understanding of the methodology of the social sciences. Students should become aware of the ways in which source materials are used in the social sciences and the sense in which objective knowledge may or may not be attained in these disciplines.
4. be broad in that they focus on the larger context of society rather than on an individual institution or social process, or segment of the population.

*Requirements may be met by an approved special course in engineering economics.

B. Major Social Issues of the Contemporary Era (3 units)

Courses in this category are designed to transmit knowledge and understanding of one or more selected major issues confronting and dividing Americans today. Topics of world-wide concern may be included if their impact on domestic affairs is significant and extensive.

Courses in this category should:

1. communicate a knowledge of current information and materials as well as research methodology and techniques appropriate for the study of the issue in question.
2. examine various sides of the issue, study critically the strengths and weaknesses of supporting and refuting arguments, and present scholarly analyses of possible alternative solutions. A basic distinction is drawn between those courses which focus upon "issues" (and therefore are appropriate for this category) and courses which focus upon the "individual" (and therefore are considered more appropriate for the "personal and social development category").

Topics around which issue courses are to be developed and presented initially are crime, energy, environment, poverty, warfare, race, inflation and unemployment, and ethnic, age and sex discrimination. The selected topics will be reviewed every two years by the General Education Committee to determine their continued relevance to national concerns and priorities. Topics will be added or deleted (as appropriate) to maintain a list that reflects the major issues being debated in American society.

C. World Civilizations (Cross Cultural) (0-3 units)

1. Courses in this category should expose students to an analysis of Political, Social and Economic institutions of societies other than the United States. In the case of western or central Europe, a course should not be limited to a single country.
2. An historical component may or may not be included. The primary emphasis of the course must be on the 20th century, with significant attention to the post 1945 period thus emphasizing the "contemporary" nature of this category.
3. Courses should be broad in scope and not limited to one institution or social process.

V. *UNDERSTANDING PERSONAL DEVELOPMENT (3 UNITS)

Courses in this category are designed to enhance the student's understanding of the development of the individual as an integrated physiological, psychological and social being. Courses must include a study of how internal and external influences interact in human development and behavior within the context of the human life span.

1. Courses developing an art or skill:

These courses are designed to promote the acquisition of a recreational, avocational or artistic skill, so long as each such course contributes to the kind of understanding described above. These courses must specify how the activities or performances will contribute to understanding the personal development of an integrated individual.

2. Courses enhancing understanding of the self as a physiological, social, and psychological entity:

These courses are designed to promote critical self-understanding, and accordingly will involve consideration of such topics as individual behavior, the relation of the person to the social and natural environment, human sexuality, nutrition, health, stress, family, aging, and death.

*For engineering students only, this requirement may be met by double counting an approved course in the major.

VI. American Inst.

A General Education Proposal for the Department of Accountancy

Total = 60 units*

- A. Basic Subjects = 6 units
 - 1. English Composition = 3 units
 - 2. Oral Communication = 3 units
 - 3. Critical Thinking = 0 units¹
- B. The Physical Universe and Life Forms = 12 units
 - 1. Quantitative Reasoning = 6 units
 - 2. Physical Universe and Life Forms = 6 units
- C. The Arts and Humanities = 12 units
 - 1. World Civilizations = 3 units
 - 2. Arts, Humanities and Foreign Languages = 9 units
- D. The Individual and Society = 6 units
 - 1. Foundations in Social Science = 6 units
 - 2. Contemporary Social Issues = 0 units²
 - 3. World Civilizations = 0 units
- E. Understanding Personal Development = 3 units³
- F. American Institutions = 6 units
- G. Behavioral Science = 3 units⁴
- H. Additional Quantitative Reasoning = 6 units
- I. Introduction to the Computer = 3 units
- J. Elementary Accounting = 3 units

- * (1) Accounting majors shall complete 3 units of Advanced Study from ABCD or E.
- (2) Accounting majors shall complete at least 9 units of Upper Division from ABCD or E.

APPROVED BY THE GENERAL EDUCATION COMMITTEE 11/10/82

APPROVED BY THE EXECUTIVE COMMITTEE OF THE ACADEMIC SENATE 11/10/82

FOOTNOTES

¹For Accounting majors this requirement will be satisfied by

- a. 6 additional units of Quantitative Reasoning in category H, and
- b. double counting Critical Thinking in another category of the General Education Program if such courses are available.

²Accounting majors shall be granted an exception to the CSUS Contemporary Social Issues requirement. This category is not designated by the Chancellor; however, the aforementioned 60 unit agreement requires that an exception shall be made for Accounting majors on this campus. Further support for this recommendation is given by the observation that Accounting majors will be exposed to CSI materials in other parts of their GE program, e.g.,

- a. All Accounting majors are required to complete Economics 1A and 1B and consequently will receive some exposure to such Contemporary Social Issues as Poverty, Inflation, Unemployment and Energy.
- b. All Accounting majors are required to complete 3 units of Social Psychology and consequently will receive some exposure to such Contemporary Social Issues as Sexism and Racism.

³All Accounting majors ~~are required~~ ^{may} to satisfy the Personal and Social Development requirement through completion of

Either Psychology 145 (Social Psychology)
Or Sociology 150 (Social Psychology).

⁴All Accounting majors ~~are required~~ ^{may} to satisfy the Behavioral Science requirement in the following way:

- a. If Personal and Social Development is satisfied by Psychology 145 then Accounting majors ~~will~~ ^{may} take
Either Sociology 170 (Bureaucracy and Society)
Or Sociology 190 (Sociology of Small Groups).

- b. If Personal and Social Development is satisfied by Sociology 150 then Accounting majors ~~will~~ ^{may} take

Either Psychology 108 (Organizational Psychology)
Or Psychology 110B (Advanced Psychology; Individual and Social Processes).

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Education Requirements for Entry into the Accounting Profession

A Statement of AICPA Policies

Task Force on the Report of the Committee
on Education and Experience
Requirements for CPAs

May 1978

Sample Program

Education for professional accounting should be composed of three segments—general education, general business education, and accounting education. Although they are interrelated, the segments are treated separately here for expository purposes only.

General Education

The segment of the program termed "general education" should account for approximately 40 percent of the program or the equivalent of sixty semester hours. The profession requires that its entrants be men and women whose education has provided them with the foundations for continued learning, development, and growth. The content of a CPA's general education does not always relate directly to the demands of professional practice; hence, no attempt is made here to completely delineate it. Students should come to understand man himself, his history, the philosophies by which he lives, the language in which he communicates, and the arts and sciences that enrich his existence.

Certain topics within the scope of general education have more direct relationship to the requirements of professional practice. Among these are communication, behavioral sciences, economics, elementary accounting, an introduction to the computer, and mathematics and statistics.

Communication—6-9 Semester Hours

Effective communication, both written and oral, is an indispensable skill of the professional. The task force recommends that the schools adopt some method to assure that students acquire these skills and that students be required to demonstrate written communication abilities in every course. Our concern is not with literary style, but with the student's ability to convey messages clearly, concisely, and precisely and without errors in grammar, punctuation, and spelling. Students should also develop skill in oral presentations.

Behavioral Sciences—6 Semester Hours

The profession's concern for the behavioral sciences derives from the CPA's need to understand individual and group be-

havior, decision making, and organization theory. Topics of specific interest would include authority, learning, motivation, conflict, and innovation. The CPA needs to know how individual and organizational decisions are made. As a member of an organization, working with and for other complex organizations, the CPA must understand formal and informal networks of individuals and groups, chains of command, assignment of responsibilities, cross-loyalties, information flows, and controls.

Economics—6 Semester Hours

That the accountant should have a good understanding of economics seems obvious. What courses are required to develop this "good understanding" is not as apparent. There are necessary trade-offs between the essential and the desirable, and between economics and other disciplines, which can also contribute to the accountant's knowledge. It is clear, however, that the student should study both macro-economics and micro-economics at the introductory level. Additional recommended study of economics is discussed in "General Business Education" (see page 16).

Elementary Macro-Economics. The accountant must acquire an overview of the operations of the economy. This overview should include consideration of national income measurement, monetary and fiscal theories and policies, employment, economic growth, international economics, business cycles, forecasting, and government policies concerned with taxation, spending, and economic planning. The student should be given a basic knowledge of the tools of analysis and measurement, including the gross national product; the multiplier involving the effect on national income of such factors as investment, consumption, and government spending; and the equation of exchange involving the supply and velocity of money.

Elementary Micro-Economics. Roy and MacNeill adequately describe the content of the elementary course in micro-economics as follows:

The beginning CPA should . . . have knowledge of the nature of the economic forces that affect the firm, their effects and their interactions. For example, he should be aware of the relationship,

of price to demand, of the factor of elasticity, of the effect of degrees of competition. He should understand cost behavior and the various concepts of cost (marginal, implicit, etc.), labor productivity, the theory and philosophy of government policies toward business. These factors must be understood conceptually as they affect decision and policy making within the firm, and conversely as those decisions and policies in turn affect the economy.

Within this conceptual foundation of micro-economics, the beginning CPA should be familiar with the economists' approaches to analyses involving, for example, price equilibrium in relation to supply and demand behavior, and marginal revenue and cost behavior. He should know some of the specific instruments of government control such as anti-trust machinery, regulation of public utilities, prohibitions on price discrimination, and restrictions on international capital movements through such means as the equalization tax and the taxation of the earnings of foreign subsidiaries of domestic corporations.²

Elementary Accounting—3-6 Semester Hours

Elementary accounting is included in general education because we believe that an educated person in our society should learn the rudiments of the subject. We feel that this course is of unique importance.

We are aware that enrollments in the elementary accounting course greatly exceed those in subsequent courses. While we appreciate that some attrition is due to the intentional screening of individuals not suited to accounting careers, we are convinced that an even greater portion of attrition is accounted for by disenchantment with the first course.

In harmony with our suggestions that the elementary course in accounting is appropriately included in general education and that it be recommended for all students, the content and organization of the course should fit the needs of those who may not choose to concentrate in accounting. It should emphasize the functions of accounting in a business-oriented society and the concepts on which accounting rests. It should acquaint students with the differences in the types of accounting information required by internal users and by users outside the accounting

entity. Although procedures should be introduced to illuminate the concepts presented, the primary emphasis of the course should not be on the mastery of procedures. Such a course, we believe, is equally appropriate as the foundation for those who choose to study the subject in greater depth and may, in fact, attract a larger number of the better students to do so.

Introduction to the Computer—3 Semester Hours

We believe that a basic knowledge of computers—what they are and what they can do—should be part of any student's general education and is essential for those entering professional accounting. The computer has become a ubiquitous device the introduction to which should come relatively early in a college career; students should have the opportunity to use the computer as a valuable tool in their subsequent courses. In an elementary course, the student should learn at least one computer system—the functions of the component parts, the general capabilities of the system, and the more universal terms associated with the computer. Students should learn at least one computer language well enough to permit them to write a program addressing a simple problem and to debug that program to render it operational. Some sophistication in computers and information systems should be further developed in other courses as discussed in "Accounting Education" (see page 20).

Mathematics and Statistics—12 Semester Hours

From the study of mathematics and statistics, the prospective CPA should become familiar with the mathematical techniques that have application to the solution of business problems. Students should develop a facility with symbolic notation, be able to reduce complex problems to their essential elements, and express the relationships of these elements in quantitative terms.

To achieve these objectives, we recommend a minimum of twelve semester hours of college study or its equivalent. We agree with the authors of *Horizons for a Profession* that the objective is "conceptual understanding" rather than "manipulative skill." Additional course work in applications of quantitative techniques to the solution of business problems is discussed in the segment on "General Business Education" (see page 16).

² Roy and MacNeill, *Horizons for a Profession*, pp. 226-227.

The introduction to macro- and micro-economics previously described should be supplemented. In light of the professional demands to which the CPA will be subjected, we believe that further study in theory and in the monetary system will make the greatest contribution to the total education of the accountant.

Economic Theory. Economics is so important to an understanding of business operations and the activities of the CPA that the elementary courses are inadequate to provide the requisite level of competence. Study beyond the principal courses should include additional study in general economic theory.

The Monetary System. Although we are inclined to take our money system and its operations largely for granted, it is, in fact, a highly complex system with which the CPA should be familiar. The CPA also should understand the workings of the institutions in the banking system. Events in recent years indicate that the international implications of our monetary and banking systems should be adequately treated.

The Legal and Social Environment of Business—3 Semester Hours

The subject matter envisioned in this section may be offered under a number of course titles—business and government, administrative law, government regulation of business activity, or others. In addition to the traditional topics encompassed by those courses, attention should be given to social forces which impinge upon business, such as consumer activism, environmentalism, organized labor, urban blight, minority rights, and so forth.

Business Law—6 Semester Hours

The CPA's work embraces legal matters in so many ways that a relatively extensive knowledge of business law is required. A CPA should be aware of the meanings of constitutionality, the interrelationships between federal and state law, jurisdiction and the respective roles of common law and equity, statutory law, and administrative regulation in our legal fabric. In addition, the CPA needs to be familiar with matters such as the law of con-

This portion of general education cannot be definitively identified with the demands of professional practice. Whether specified by the faculty or left to the election of the student, these semester hours should be devoted to supplementing the study of the humanities, the physical or social sciences, and the arts to provide the student with a rounded exposure. Special consideration might be given to the areas of logic and ethics.

A discussion of an additional twelve to fifteen semester hours of electives appears in the section on "Electives" (see page 25).

Summary

The allocation of sixty semester hours devoted to general education appears in table 1, below.

Table 1

	Semester hours
Communication	6-9
Behavioral sciences	6
Economics	6
Elementary accounting	3-6
Introduction to the computer	3
Mathematics and statistics	12
Other general education	24-18
Total semester hours	60

General Business Education

Building upon the knowledge gained in the general education courses, the general business education courses provide an understanding of the functions of production, marketing, and finance whereby the management of an organization is involved in deciding what products will be produced, the processes by which they will be produced, how they will be sold and distributed to the consumer, and the means by which the entire process will be financed. In the general business education courses, knowledge is also acquired about general economic theory and the monetary system and some of the human and organizational forces which influence business management.

contracts, agency, commercial paper, sales, property, wills, estates, and trusts. CPAs need not be expert in legal matters, but they should be able to recognize relevant problems, apply the underlying principles of law to accounting and auditing situations, and seek legal counsel or recommend that it be sought when appropriate.

Marketing—3 Semester Hours

An extensive knowledge of marketing is not required of CPAs; nonetheless, they should be familiar with the channels of, and the major institutions involved in, the distribution process and with the problems of pricing (which expands upon the aspects of pricing theory studied in economics). CPAs should know enough about the marketing function to understand how accounting can help solve marketing problems.

Finance—6 Semester Hours

Finance is intimately related to the work of accountants. Accounting measurements, analyses, terminology, and statement format are intrinsically financial. Consequently, CPAs' exposure to the study of finance must be more than superficial.

... the beginning CPA [should] be thoroughly familiar with the concepts and analytical approaches necessary to evaluate capital needs and alternative sources of capital [including leases]. . . . He should understand the effect of depreciation and the impact of taxes on cash flow. He should be able to use the various tools of financial analysis such as the many ratios and rates of turnover, the comparison of discounted cash flows under alternative capital investment decisions, and the measurement of the cost of alternative sources of capital . . . he must have some knowledge of the institutions [such as the Securities and Exchange Commission] that comprise that [financial] environment, their nature, their activities, and the terminology they employ.³

Organization, Group, and Individual Behavior—3-6 Semester Hours

In these courses, knowledge of the behavioral sciences is related to management practices in the context of business or-

ganizations. The emphasis should be on what is relevant to managers working in the organizational setting. The topic has four facets: individual, group, intergroup, and total organization relationships. Both as a consultant and as a systems designer, the accountant must be aware of the human factors involved in systems design and in personal situations.

Quantitative Applications in Business—6 Semester Hours

Using mathematics and statistics concepts studied earlier, these courses deal with business problems that are susceptible to quantitative solution. The courses should include practice in optimization models such as linear programming, the application of queuing theory, critical path methods, and simulation. They would also involve developing sampling situations, correlation and regression analyses, and statistical decision theory. The courses should be problem oriented and directed to the development of understanding the methodologies, the data required for analysis and decision making, and the limitations of these techniques.

Written Communication—3 Semester Hours

The written communication course is intended to reinforce the knowledge gained in general education courses in communication and to develop the student's ability to communicate effectively in business. Students must be made to recognize that voice inflection, facial expressions, gestures, or other techniques of face-to-face communication are not available to the writer, who is limited to selection of words, syntax, and punctuation to create the desired responses in readers. The writer must, therefore, consider the position and viewpoint of the reader and the connotations of the words which are used.

Integration of the Functional Fields of Business

The sample program does not include an integrative course that brings together an understanding of the subject matter areas to which the student has been exposed. This is not meant to discourage the offering of a course in business policy. Such a course may be designed to integrate the functional fields of

³ Roy and MacNeill, *Horizons for a Profession*, pp. 260-261.

business or the component areas of accounting, according to the determination of the faculty. Whether or not such a course is offered, the subjects described in the sample program should be taught in such a way that these interrelationships are evident.

Summary

The hours devoted to the study of general business education are shown in table 2, below.

Table 2

	Semester hours
Economics (theory and the monetary system)	6
The legal and social environment of business	3
Business law	3
Marketing	6
Finance	6
Organization, group, and individual behavior	3-6
Quantitative applications in business	6
Written communication	3
Total semester hours	36-39

Accounting Education

We are aware that business schools limit the hours a student is permitted to take in any one area. To the extent the trade-off of depth of understanding in one area contributes to the objective breadth of understanding, we are inclined to be sympathetic with the practice. Nonetheless, we are concerned with the preparation for careers in professional accounting, in which breadth of education does not justify deficiencies in accounting understanding. If it were necessary to sacrifice accounting competence to gain the desirable breadth of education, we would oppose that trade-off. However, we do not believe we are faced with a choice between essential education and desirable education; we believe both can be attained within a 150-semester-hour program. But, accounting faculties will need to carefully review their present course offerings and may need to restructure them to achieve the objectives described below. We conclude that the accounting program will include thirty-nine semester hours beyond the elementary course and will have the flexibility to

provide for limited study in some area of accounting specialization (see "Areas of Accounting Specialization," page 26).

While we prefer conceptual understanding to procedural skill, we do not believe that a trade-off is required here either. The allotted time, if it is used well, is sufficient to achieve both—procedures can and should be introduced when they illuminate concepts presented.

The accounting segment of the curriculum is described in five main areas: financial, managerial, taxes, auditing, and computers and information systems. The overall objectives are to give the student an understanding of the functions of accounting, the underlying body of concepts that constitute accounting theory, and the application of these concepts to accounting problems and situations. The overall objectives are paramount irrespective of whether the student's career path leads to specialization in taxes, auditing, computer and information systems, not-for-profit entities, or some aspect of management advisory services. Courses in accounting should also cover organization of the profession and the professional ethics and responsibilities of the CPA.

The concepts discussed under the following five captions are applicable not only to profit-oriented business entities, but to governmental and other not-for-profit institutions. In today's environment, accounting for not-for-profit entities, especially government, has taken on increased importance. Problems of non-profit entities can be expected to continue to emerge, and will span financial accounting, managerial accounting, taxes, auditing, and computers and information systems. Some accountants may wish to specialize in accounting for not-for-profit entities, and the accounting program can provide a basis for such specialization (see "Areas of Accounting Specialization," page 26).

Financial Accounting—15 Semester Hours

The rate of change in financial accounting has been accelerating in recent years. Innovations in business practices, such as the development of complex leasing arrangements and business combinations, have caused modifications in accounting practices. Commensurate with these developments, the accounting literature has grown in complexity and volume adding