

Running head: CPA's HIGHER EDUCATION

Certified Public Accountant's Higher Education Requirements

Sean Noggle

Aurora University

Abstract

In 1988, the American Institute of Certified Public Accountants (AICPA) voted to change the minimum required semester hours to sit for the CPA examination from 120 semester hours to 150 semester hours. The change would begin to take effect after the year two-thousand. The all-encompassing goal of the AICPA was to improve the overall quality of work performed by future CPAs. The higher educational requirements aimed to prepare potential CPA candidates for what the profession considers essential – a higher quality and more extensive education. Educational institutions, students, and the profession have all faced challenges with the implementation of the 150-semester hour requirement. As these modifications occur, it is important to remember that the intentions are to improve the accounting profession and attract the most qualified and hardworking candidates to become CPAs. The purpose of this study is to get a better understanding of CPA's outlook on higher educational requirements and its effect on the accounting profession. This remains a fresh topic to monitor in the accounting profession.

Certified Public Accountant's Higher Education Requirements

Introduction:

Historically, the minimum educational requirements for Certified Public Accountants (CPA) licensure has been 120 semester hours of college course work. In 1988, the American Institute of Certified Public Accountants (AICPA) voted to change the minimum required semester hours to sit for the CPA examination from 120 semester hours to 150 semester hours. The change would begin to take effect after the year two-thousand. The all-encompassing goal of the AICPA, which received backing from the National Association of State Boards of Accountancy (NASBA) and several state CPA societies, was to improve the overall quality of work performed by future CPAs (Jacob & Murray, 2006) (Allen & Woodland, 2006).

The field of professional accounting has discussed raising the higher education requirements for many years. When the United States jurisdictions began implementing the 150-semester hour requirement, it came attached with other variables, including the adoption of the computer-based version of the CPA exam and the implementation of the Sarbanes Oxley Act following the downfall of Enron. The higher educational requirements aimed to prepare potential CPA candidates for what the profession considers essential – a higher quality and more extensive education. It is difficult to measure the overall effects of the higher requirements since researchers and analysts have developed multiple theories. Educational institutions, students, and the profession have all faced challenges with the implementation of the 150-semester hour requirement. As these modifications occur, it is important to remember that the intentions are to better the accounting profession and attract the most qualified and hardworking candidates to become CPAs.

Review of the Literature:*Progression of CPA Requirements:*

The accounting profession was officially regulated in 1916 (Fuller & Hargadon, 2008, p. 40). The idea of an extended, five-year education originated in 1936, when Columbia University established its own College of Accountancy requiring two years of liberal arts education followed by three years of technical training. In 1937, American Institute of Accountants (AIA), which is now the AICPA, declared that higher educational standards are necessary for the accounting profession, similar to other professions such as law or medicine (Allen & Woodland, 2006, p. 173) (Fuller & Hargadon, 2008). In 1959, the AICPA introduced the idea of continuing education passed a bachelor's degree, which was required in order to obtain licensure in the field. In 1978, Hawaii and Colorado adopted the 150-semester hour requirement in order to sit for the CPA examination, the first jurisdictions to require such an act. Florida followed the year after (Fuller & Hargadon, 2008). The AICPA projected that slight variations would exist among jurisdictions educational philosophies and curricula as they adopted the new requirements (Schroeder & Frantz, 2004). The AICPA, the NASBA, and state CPA societies worked together to urge state legislatures to modify their accountancy laws in accordance to the 150 semester hours to sit for the exam. Forty-one states have complied, five have revised drafts ready for implementation by 2009, and four states have not passed or have rescinded the legislature (Schroeder & Frantz, 2004, p. 1).

Accounting Profession Transformation:

The earliest standard requirements for issuing a CPA license included an age threshold, a good moral character provision, a college education, passing the Uniform CPA Exam, and field experience (Jacob & Murray, 2006, p. 160). Passing CPA exam is typically the last step in order

to obtain licensure; all 55 United States jurisdictions abide by this requirement, although some have thought up alternative ideas. The exam is comprised of four sections: auditing, law and professional responsibilities, accounting and reporting, and financial accounting and reporting (Jacob & Murray, 2006, p. 161). Candidates must receive a passing grade (75%) in all four sections in order to complete the exam.

Other Variables:

Beginning in 2004, the traditional pencil and paper exam became computer-based. Instead of traditionally being administered twice a year, the computerized version was offered during four separate windows throughout the year. This version was developed to better reflect the actual practice of public accounting (Jacob & Murray, 2006, p. 161). It was April 2004 when the AICPA administered its first computer-based version of the CPA exam. It took on this format to “keep pace with changes in the business world” (Specht & Sandlin, 2006, p. 1). The AICPA has changed the exam’s content and has identified the ideal skills prospective candidates should have in order to protect the profession and the public’s interest. These skills include “the ability to perform research and analyze information; the ability to communicate; and the ability to exercise judgment and understanding” (Specht & Sandlin, 2006, p. 1). For these reasons, the exam adopted the use of simulations and case studies. This placed pressure on both students and educational institutions, for they both had to keep up with the changes to the profession.

The CPA Journal expressed the focus of the CPA examination as the knowledge and skills entry-level CPAs must obtain early in their careers – a foundation that will grow with more practical experience (Person, 1994, p. 1). Subsequently, the exam must continuously be modified in order to include the most recent and relevant materials. To accomplish this, letters were mailed to CPAs to collect practical information that could be used to update the content of

the CPA examination in order to reflect current accounting practices (CPA exam practice analysis needs input from CPAs, 2007). CPAs were urged to complete the survey in effort to improve the content of the CPA exam and the future of the profession. Ultimately, the AICPA Examination Team used the data to formulate an exposure draft with new Content Specification Outlines (CSOs) and Skill Specifications Outlines (SSOs). The board of directors for the AICPA defined an entry-level CPA as “one who has fulfilled the applicable jurisdiction’s educational requirements and has the knowledge and skills typically possessed by a person with up to two year’s experience” (Board of Examiners Examination Team, 2008, p. 5). With advances in technology and the computerized exam, the content of the CPA exam can be updated more readily with changes made to accounting law and procedures. An obstacle, however, still remained – the testing agencies were changing ever so quickly and the educational requirements and institutions’ curricula were not.

The AICPA director Denny Reigle expressed how the enactment of the Sarbanes Oxley Act (SOX), which is one of the greatest reform bills to affect American business, has played a critical role on the profession. It has attracted students to possess a greater interest in accounting (Anonymous, 2008). Several years back, the AICPA launched an ad campaign to future college students seeking their interest in accounting. This campaign increased enrollment and was considered effective. The Enron scandal was similar advertisement to the profession. It is believed to have boosted the enrollment of accounting students as well (Carpenter & Hock, 2008). The computerized exam, SOX, and Enron all occurred during the same time candidates were required to fulfill 150 semester hours in order to sit for the exam. With all these variables constant, it is difficult to determine the effect each one had the profession.

Current Requirements:

The computerized exam was universal throughout all jurisdictions, but the educational requirements were not. In 1992, the Uniform Accountancy Act was introduced, with the purpose to develop consistency across all 55 jurisdictions of the United States in regards to the 150-semester hour requirement (Fuller & Hargadon, 2008). Before any modifications, accountancy laws required candidates to complete the traditional 120 semester hours in order to sit for the exam and qualify for licensure. The profession changed the minimum educational requirement to 150 semester hours, which is equivalent to roughly five years of college education. Most jurisdictions called for the 150-hour requirement to be fulfilled prior to taking the exam. Other jurisdictions requested the 150-hour requirement be complete prior to obtaining licensure. These jurisdictions allowed only 120 semester hours to be complete prior to the exam. A few jurisdictions have not implemented new educational requirements (Jacob & Murray, 2006).

According to Jacob & Murray (2006), “when adopting the 150-hour requirement, most jurisdictions did not change the detailed requirements, in order to provide flexibility to colleges and universities in designing their programs” (Jacob & Murray, 2006, p. 161). Detailed requirements are the credits or courses one needs in order to obtain an accounting degree. Madden (2007) believed the accounting profession has entered a new generation where there is no longer a universal perception of accountants because of the variety of career opportunities. Firms are looking to hire and develop strategic accountants, ones with technical skills and strategic minds. Incoming candidates need to be trained and ready for these career opportunities with a thorough education. For these reasons, Madden (2007) emphasized how important it is for CPA candidates to take advantage of the 30 additional semester requirements needed beyond the standard baccalaureate degree (Madden, 2007).

Even though the educational requirements were increased, the minimum number of semester-hours in business and accounting remained the same. The current guidelines were to obtain a baccalaureate degree, which included at least 24 semester hours of accounting courses and 24 semester hours of non-accounting business courses (Jackson, 2006, p. 102). The three basic options to obtain the additional required credit-hours are as follows: take all undergraduate or a mix of undergraduate and graduate courses, take credits in a graduate program aimed at earning an MBA, or take credits in graduate courses aimed at earning a Master of Accountancy or a Master of Taxation (Fuller & Hargadon, 2008, p. 41). Research has shown uncertainty to which option generates the most success. According to Fuller & Hargadon (2008), the AICPA has proposed the additional educational requirements “to provide a broadened management-education experience for accounting graduates and to improve the CPA’s overall work quality in an increasingly complex business environment” (Fuller & Hargadon, 2008, p. 41). It is believed that in order to be successful, accountants need technical, ethical, and professional judgment knowledge, along with problem solving and technological skills (Fuller & Hargadon, 2008). It is debatable to the extent which requirements or experiences are best to attain these skills.

After passing the CPA exam, licensure is not yet complete. One must acquire field experience, and the duration is dependent on the degree type. Master’s degree candidates need one year experience; bachelor’s degree candidates need two years, and an associate’s degree candidate needs four years, which is only possible in Delaware (Fuller & Hargadon, 2008, p. 41).

As an alternative to the 150 semester hours, PriceWaterhouseCooper (2003) advocated policies that would allow individuals to obtain their CPA certification without completing the additional educational requirements. For example, in California an additional year of experience can be substituted in place of the 150 semester hours. PriceWaterhouseCooper, one of many

supporters, considered practical experience was as valuable as the additional courses needed to sit for the CPA exam. This exception among others made it clear that states have the decision when it comes to implementing or rescinding the 150-hour requirement (Allen & Woodland, 2006, p. 174).

Impact on Stakeholders:

According to Jacob & Murray (2006), 150-hour requirement has a significant impact on the number of candidates attempting the exam. They observed a larger than normal amount of first-time candidates immediately before the implementation, followed by a sharp decline immediately after. Candidates were also discovered traveling to neighboring jurisdictions, which have yet to adopt the 150-hour educational requirement (Jacob & Murray, 2006) (Jackson, 2006). Jackson (2006) proceeded to study the travel costs associated with taking the exam in other jurisdictions. Those costs could possibly outweigh the costs of meeting the 150 semester hours, but more research was required when considering the cost-benefit analysis of alternative methods.

Carpenter & Hock (2008) observed a dramatic increase in the number of passing candidates in 2005, and believed it was due to the new testing format. Carpenter & Hock (2008) considered the decline to the number of CPA candidates obvious - accounting has competed with other disciplines on college campuses. Carpenter & Hock revealed that 60% of CPA candidates pass all or some parts of the CPA exam since the implementation of the 150-semester hour requirement. Also, if candidates are prepared and capable of meeting 150-semester hour requirement, then they should have a reasonable opportunity to pass the CPA exam (Carpenter & Hock, 2008). Jackson (2006) produced results showing an increase in the number of first-time test takers passing the exam and a decline in the total number of first-time test takers. However,

Jackson concluded that the evidence was insufficient to answer the question to whether the result of the increased success rate was related to the higher requirements. According to Allen & Woodland (2006), there is little evidence that the 150-hour requirement is associated with increases in pass rates, but strong evidence that the decline in the number to pass the exam is caused by the 150-hour requirement. Analyzing the pass rates is crucial for educators because it helps them evaluate the resources they are providing for their students. Allen & Woodland (2006) suggested that the AICPA and state CPA societies begin marketing the CPA profession to make up the shortage.

Schroeder & Franz (2004) observed a sharp decline (75%) of first-time CPA candidates occurred during the first year the 150-hour requirement was implemented. The number did rebound within a few years after, but it has not recovered to a level similar to the years prior to implementation. This information suggests that indeed the primary cause of the decline was the increase from 120 semester hours to 150 semester hours in order to sit for the CPA examination (Schroeder & Franz, 2004). Then again, the year prior to implementing the higher educational requirements attracted more first-time candidates due to the fact these candidates would be “grand-fathered” in under candidates who met the old (120-hour) educational requirements. This illustrated how prospective CPAs avoided the costs incurred when pursuing the additional educational requirements.

Jacob and Murray (2006) revealed in their study an increase in the average quality of entry-level CPA candidates illustrated by higher pass-rates on the exam; however, the total number of candidates that took the exam declined by 28% (approximately 1050 candidates) compared to five years prior to the introduction of the 150-hour requirement. “These results should be of interest to public policy makers who may be considering implementing the 150-

hour requirement or are reconsidering its advisability...the resultant decline in the number of new entrants can limit the availability of CPA services to consumers” (Jacob & Murray, 2006, p. 177). Not only is it an additional barrier to entry into the accounting profession, it could potentially raise fees for services from CPA firms. The effects on public interest should be a concern for policy makers (Jacob & Murray, 2006).

Jackson (2006) examined the effects of the additional 30 semester hours and hypothesized that the higher education requirements would improve the quality of new CPAs, which is determined measurable by first-time test takers success rate. He also believed it created barriers to entry into the profession, ultimately reducing the supply of potential CPA candidates. For instance, the additional schooling incurs expenses, such as tuition, books, transportation, and room and board. Candidates also could be forfeiting potential earnings while completing the additional courses. Consequently, there remains a risk in attempting to fulfill the CPA requirements.

Jacob & Murray (2006, p. 160) discussed theories that suggested that licensing has little social value. They discussed how current members of the profession required licensure and additional educational credits as barriers to entry. Others justified the increase in minimum educational standards as an attempt to uphold the accounting profession. One who holds a CPA license is entitled to audit the financial records of corporations and attest whether they are in accordance with generally accepted accounting principles (GAAP). More schooling is necessary in order to create well-rounded, entry-level CPAs (Jacob & Murray, 2006).

According to Allen & Woodland (2006) “although the 150-hour requirement might appear to be ‘a *fait accompli*’ [inevitable], at least three issues still remain...what academic content should be required in the 150-hours?...should there be alternative paths to

certification?...should the 150-hour requirement apply to everyone?" (p. 174). To some, the 150-hour requirement's objective was for prospective candidates to obtain a well-rounded education that includes business and accounting courses, as well as developing lifelong professional skills. In 2005, the NASBA proposed changes to the Uniform Accountancy Act, which would require institutions to make specific accounting content and upper-level courses available in their curriculum. The AICPA and American Accounting Association opposed those changes. They believed states and institutions would have to overcome extensive hardships with implementing new courses and new curriculums. It would be difficult and expensive to create new business-related and accounting-related courses that would keep up to speed with the fast changing world of accounting.

According to Burnett (2003) "to become successful professionals, accounting graduates must possess communication skills, intellectual skills, and interpersonal skills" (p. 132). These skills should be developed throughout all courses included in school's curriculum. Incorporating technology throughout curriculums is recommended. Burnett (2003) believed "accounting education must continue to explore and implement alternatives into accounting programs" (p. 133). It is crucial that educational institutions continue to approach these alternatives strategically in order to survive in the economic and business environment (Burnett, 2003).

The results of Specht & Sandlin's (2006) study agreed that the content-modifications to the CPA exam have affected how collegiate programs are teaching their students. In a profession where things continually change, it is important to note how schools are keeping up on adapting these changes to their curricula. Cheng (2007) saw an obvious discrepancy between what the teachers and students were respectively instructing and learning and what the employers, firms, and enterprises were expecting. Most of this concern was influenced by globalization and the

continuous expansion of technology capabilities. The education programs need to be restructured, requiring more than just new courses and additional assignments. Employers are looking for good business people, and schools are only providing good accountants. To solve this dilemma, Cheng (2007) proposed the idea that schools provide integrated courses, which include courses directed towards developing communication skills, managing skills, and knowledge of the law, among others (p. 6). It is believed the prerequisite credit system is overly strict, and students would benefit more from a flexible system, one that could be centered on student's interests and abilities. It is imperative to make the following steps in order for American accountants to stay competitive in the global market (Cheng, 2007).

Some schools, like Missouri's School of Accountancy, combined their undergraduate courses with their master's degree courses to obtain a 150-hour curriculum. Other schools have started to offer a one-year master's program instead of a two year. CPA exam pass rates have been used as a recruiting tool by many institution's accounting departments. Thus, some schools have restructured their programs and distinguished themselves as committed educators for prospective CPA candidates (Allen & Woodland, 2006).

Allen & Woodland (2006) discovered, from survey materials gathered by Dresnack & Strieter (2005), concluded that nearly three-quarters of CPAs did not believe the 150-hour requirement was an improvement. That similar amount observed the requirement as a means to reduce the number of qualified job applicants. Just over 60% of AICPA members opposed the notion that the new requirement would enable graduates to perform their job assignments better (Allen & Woodland, 2006).

According to Schroeder & Franz (2004), ongoing changes in business activities and new career alternatives have reduced the number of aspiring CPAs, which was believed to be the

reason for the fewer candidates. The Taylor Research and Consulting Group (2000) discovered that students who are making academic and career decisions believed the 150-hour requirement did not serve as a barrier to entry. More than three-quarters of the surveyed students expressed graduate education was ideal in their futures. However, the number of first-time CPA candidates has dwindled in nearly every state since the break of the century. The Taylor and Research Group identified three reasons the accounting profession is not as popular today as it once was. It is believed students are either ignorant about the career in accounting, have obtained a bad impression of the profession, or have a negative perception of accountant's status in society (Schroeder & Franz, 2004).

Motivation for Questioning:

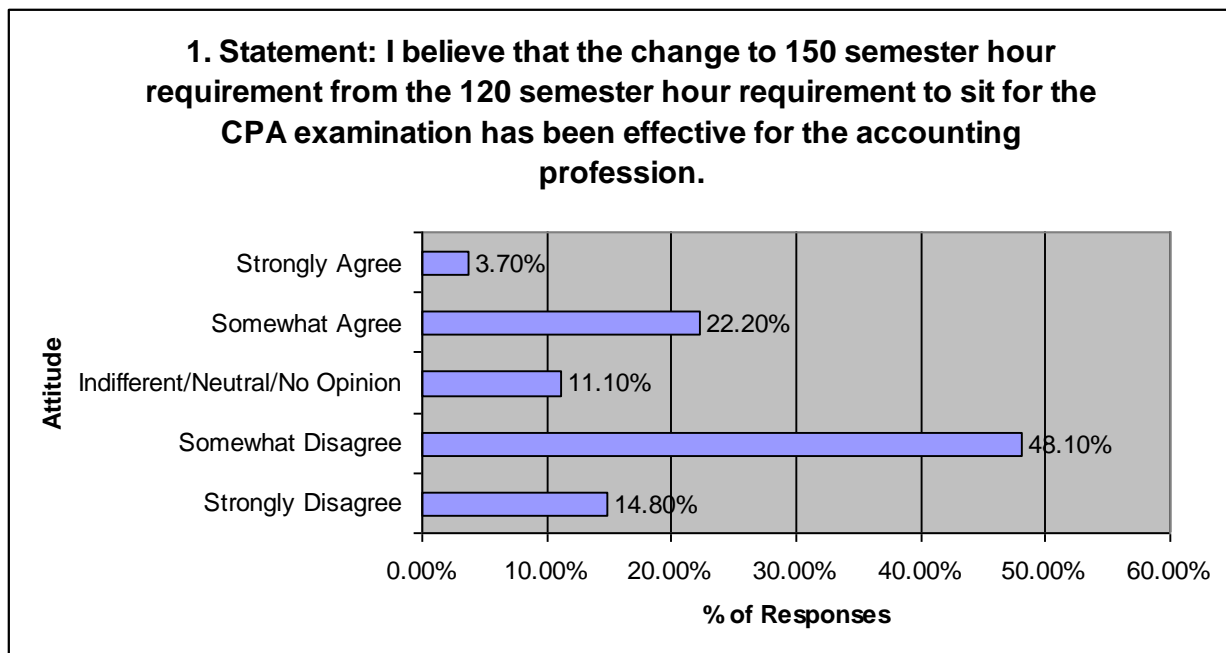
The purpose of raising the educational requirements needed to sit for the CPA exam is to enhance the quality of work performed by entry-level CPAs, improve the reputation of the profession, and recruit talented accounting people who have achieved a more in-depth educational experience. If the main intention was to improve the overall performance of prospective CPAs and since the legislation for higher educational requirements has been implemented in most jurisdictions for quite some time now, is it possible to measure the improvement entry-level CPAs have made? Success rates of prospective CPAs has increased since implementing the higher requirements, but have these requirements fulfilled their initiative to improve the performance of these recently certified professionals?

Methodology:

I surveyed twenty-seven CPAs and examined their attitudes and perceptions on whether the additional 30 semester hours as a prerequisite to take the CPA exam has been beneficial for the accounting profession. The surveyed population included accounting professionals within a

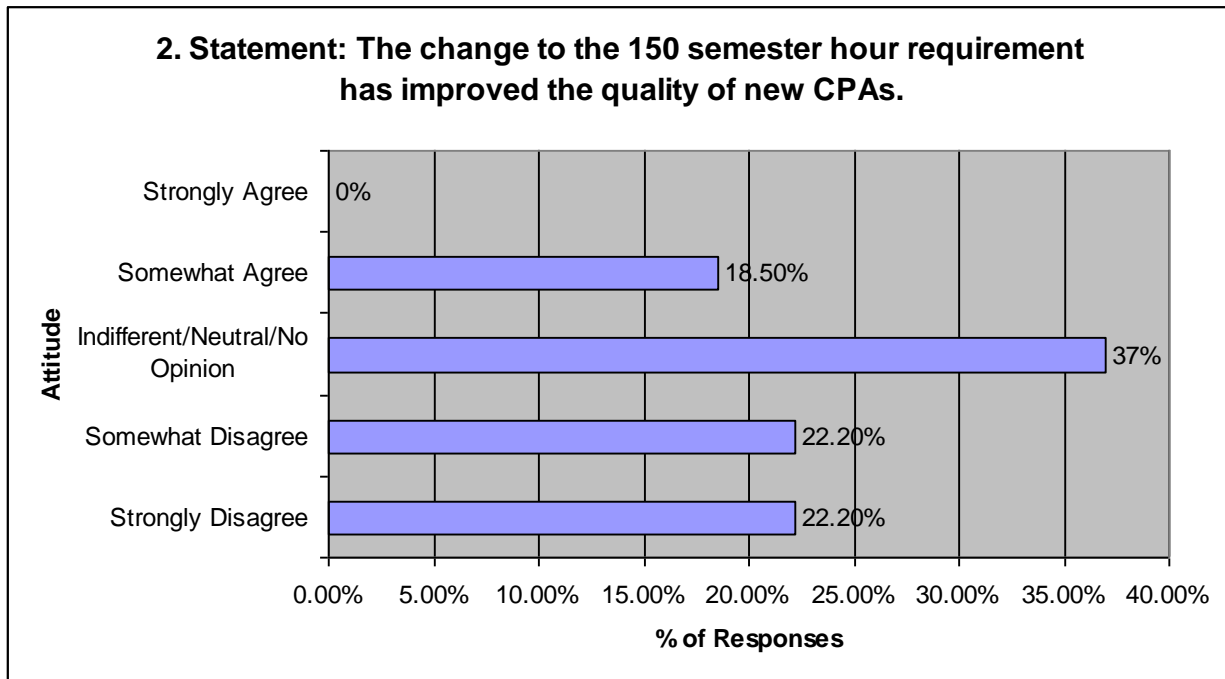
40-mile radius of Aurora University. As a graduating accounting major, I wanted to get a sense of how current CPAs perceive the educational requirement policies and their effect on the profession, recently licensed CPAs, and future aspiring candidates. The surveyed population was given five statements, which they were to rate on a scale from 1-5 with the extremes being strongly agreeing and strongly disagreeing. They were also provided the opportunity to leave additional feedback to express more specifically the thought process going in to each response.

Results:

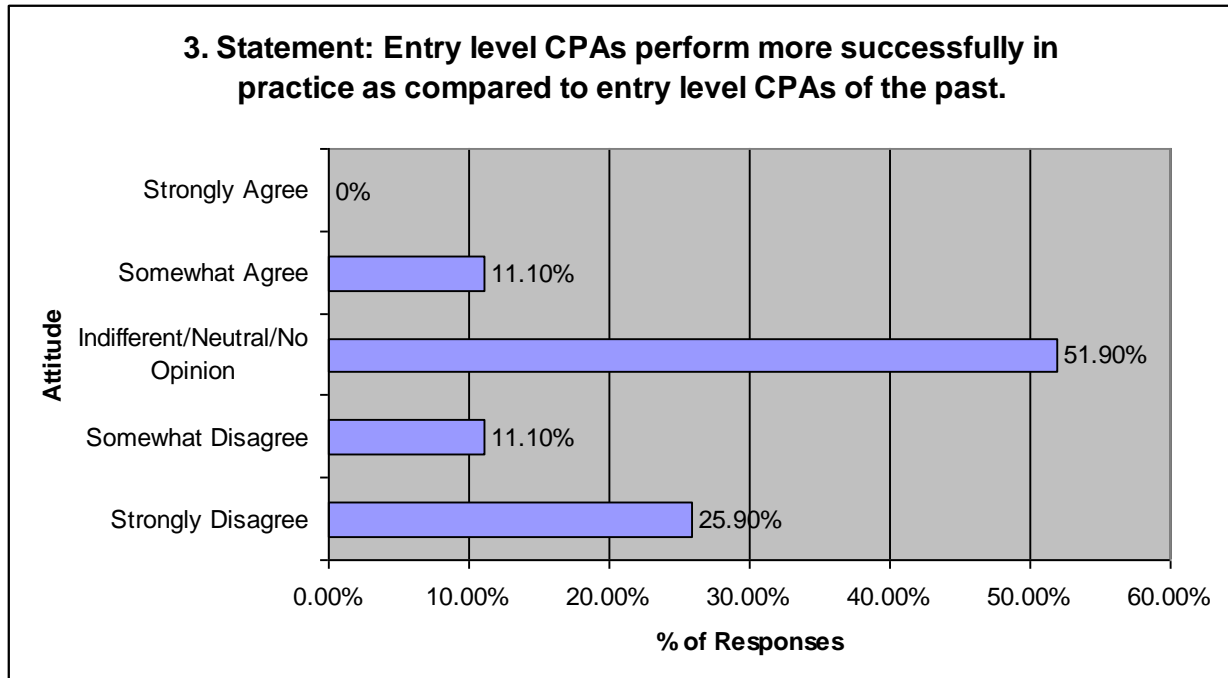


When asked to rate the effectiveness of changing the educational requirements has on the accounting profession (statement 1), the majority of CPAs somewhat disagreed. When the statistical data was combined with the additional comments, the underlying argument was the additional requirements added substantial value to only those candidates who chose further education in relevant accounting courses. According to one accountant, the courses that are non-accounting related are called “filler hours,” which are “beneficial to neither the student nor the profession.” Another believed universities, as a whole, have not developed an effective enough

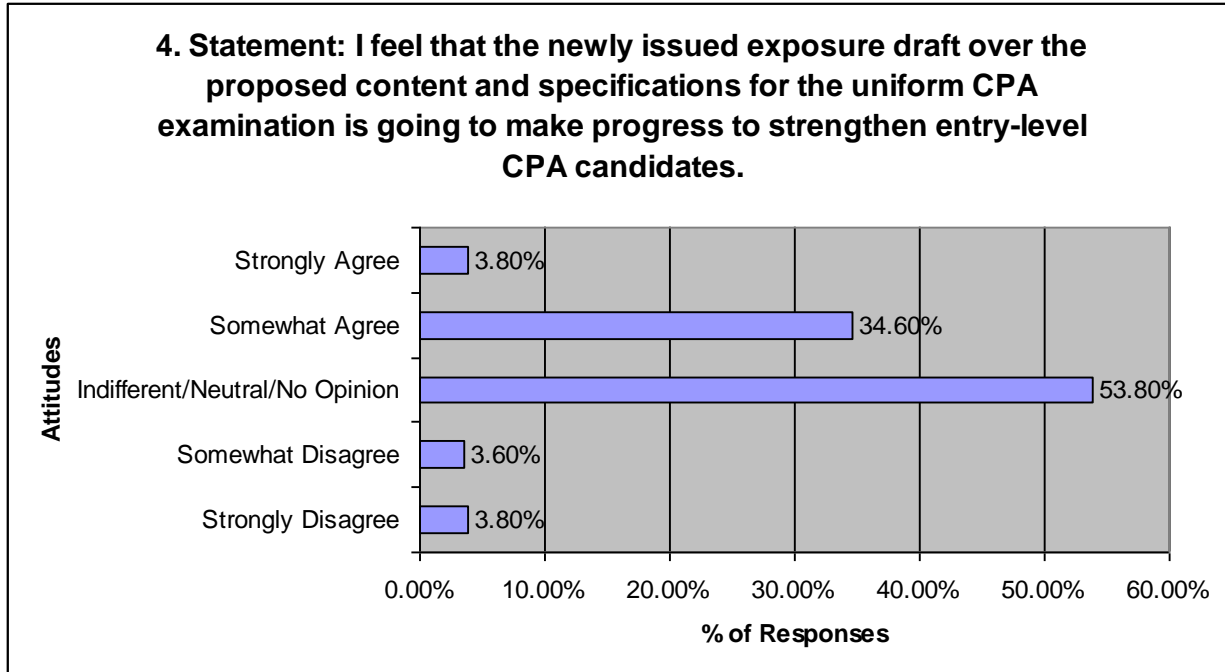
curriculum that adds value to the 30 additional credit hours. Students do not appear to have stronger accounting knowledge as a result of these hours. Prospective candidates lack writing and communication skills, two things that have not improved since the new requirement was implemented.



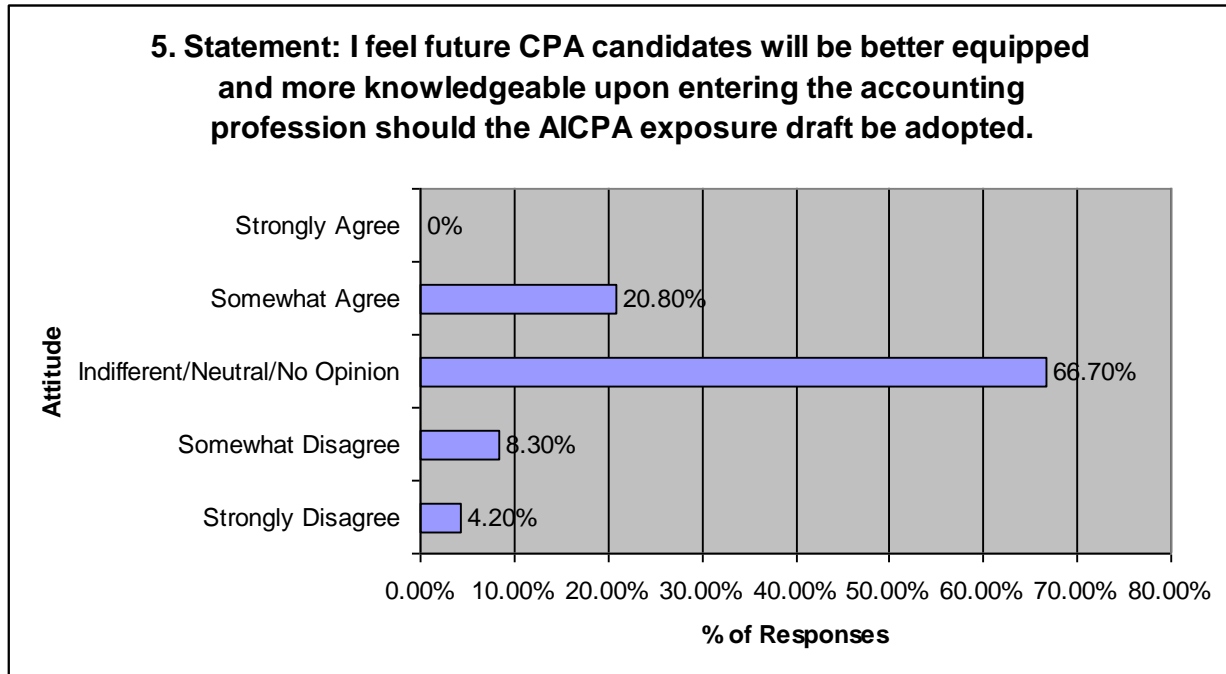
The majority were countered the notion that the higher educational requirements (statement 2) improve the quality of new CPAs. One professional reiterated the candidates that extend their education with “filler courses” have not shown an improved level of quality nor dedication. Additional courses related to the field can only benefit a prospective candidate. Others surveyed have not seen any difference in the quality of students since the modification and understood it as an extra obstacle to pass without any meaningful impact – otherwise known as an additional barrier of entry to the profession.



It is difficult to measure the quality and improvement of recent CPAs by merely test scores. Statement 3 compares current CPAs to the CPAs who received certification prior to the new educational requirements. Arrogance may be one major drawback to this question since the additional 30 hours is still new to the profession. Nonetheless, the results revealed approximately 90% observed no difference between the two generations or disagreed with the assertion. Some professionals admitted their youth to the profession and did not have disputable comments. Others emphasized generation differences were more influential to this statement than educational accomplishments. Some candidates are more motivated than others, and currently there are less entry level CPAs with the drive to be partner some day. The recent generation generally has a reduced work ethic, according to one accountant. Experiential learning curve was described to have an impact on aspiring CPAs, meaning academics are not a main drawback; it has more to do with learning curve issues.



The AICPA issued exposure draft stated the profession’s intentions to modify the content and skills aspiring CPAs should have in order to strengthen the performance of entry-level candidates. The majority of accountants had no opinion. Additional comments were scarce. Some were not aware of this exposure draft or any new specifications to the CPA requirements. There were some people that agreed the proposed content would strengthen entry-level candidates with the impression that the updates would make the exam more current and relative to actual work performed. One CPA felt most CPA candidates depend on third party vendors to inform them of the exam content, which implies the exposure draft content is not applicable to the educational requirements.



The exposure draft focuses on the skills aspiring CPAs should have upon entering the profession. When asked to rate if future candidates will be better equipped and knowledgeable as a result of adopting the AICPA exposure draft (statement 5), accountants were essentially neutral in their outlook. Enhancing practical skills is the obvious solution to improving the quality of CPAs. Experience and skills cannot be developed inside a classroom; therefore, it is more beneficial to learn from actual practice in the field. One accountant emphasized that coordination must exist between the education systems, employers, and the AICPA board in order to make effective progress towards improving the overall quality of future CPAs.

Discussion:

Limitations:

My study has limitations due to the small population and insufficient statistical significance. However, the purpose of this study was to get a better understanding of CPA's outlook on higher educational requirements and its effect on the accounting profession. As an aspiring CPA candidate myself, I anticipated performing a study outside the classroom, no

matter the volume of responses I obtained, was appropriate in order to develop my practical skills. Additionally, since the distribution of surveys was limited to emailing nearby firms, perhaps other methodology could have yielded more responses.

Implications:

One main objective of raising the educational requirements from 120 semester hours to 150 semester hours was to improve the overall quality of future CPAs. Thirty additional hours became another prerequisite to obtaining CPA licensure. This forces me to pose the question: How well were the additional educational requirements discussed before implementation? One of the surveyed CPAs stated, "due to the fact that a student could obtain the additional 30 hours without imposing any additional accounting requirements leads me to believe that this requirement was a knee-jerk reaction to the accounting frauds that were prevalent at the time." This statement should raise engage discussion to on how well thought out this decision was.

As I thought about this issue more in depth, I thought back to one of my first accounting courses when a professor defined an accountant as being conservative – reluctant to accept change or simply cautious. Thirty additional hours is quite a change. But, how drastic are these implications? The AICPA was exercising caution when they left the detail of the educational requirements in the control of the prospective candidates. Aspiring CPAs should be able to determine their own paths, whether they take additional undergraduate courses, additional accounting/business courses, or graduate courses. There exists numerous opportunities for accountants to set themselves apart from others. The law making bodies wanted to raise the standards to the profession, and they probably could not come to an agreement on what to do. Therefore, they pursued the safest route, leaving it up to the prospective CPA candidates to earn their keep as accountants.

Conclusion:

Prior research has developed a range of theories to whether higher educational requirements for CPAs have fulfilled their purpose in improving the quality of entry-level CPAs. More educational courses may be the answer for the AICPA and law making bodies to improve the accounting profession. To confirm whether the additional requirements are successful is going to be difficult because it came during the same period the CPA exam became computer-based. I was able to provide CPA's perspectives on how well the new requirements have been towards improving the accounting profession. In the process, I gained valuable insight to how current CPAs perceive incoming candidates. Researchers have found evidence that the 150-hour requirement has improved pass rates, but the true quality of entry-level CPAs is more noticeable from the experienced practitioners. This remains a fresh topic to monitor in the accounting profession. For that reason, more research is necessary to rate the overall effectiveness of higher educational requirements on increasing the quality of Certified Public Accountants.

References

- Allen, A. & Woodland, A. M. (2006, August). The 150-hour requirements and the number of CPA exam candidates, pass rates, and the number passing. *Issues in Accounting Education*, 21(3), 173-193. Retrieved February 25, 2008, from Business Source Complete database.
- Anonymous. (2008). Diverse issues in higher education. *Fairfax*, 25(8), 7
- Board of Examiners Examination Team. (2008). Exposure draft: Proposed content and skill specifications for the uniform CPA examination. *AICPA*. 1-43
- Brown, M. L. (2007, Spring). Recruit and retain: The primary goals of our profession. *Sum News*, 18(2), 8-9. Retrieved February 25, 2008 from Business Source Complete database
- Burnett, S. (2003). The future of accounting education: A regional perspective. *Journal of Education for Business*, 78(3), 129-134. Retrieved February 27, 2008 from ProQuest Educational Journals.
- Carpenter, C. G., & Hock, C.A. (2008) The 150-hour requirement's effect on the cpa exam. *The CPA Journal*. June, 62-64.
- Cheng, Kai-Wen. (2007, Summer). The curriculum design in universities from the perspective of providers in accounting education. *Education*, [127(4)], 581. Retrieved on September 3, 2008 from ProQuest Education Journals.
- CPA exam practice analysis needs input from CPAs. (2007, April). *CPA Letter*, April, 5-5. Retrieved on February 25, 2008 from Business Source Complete database.
- Fuller, L. R. & Hargadon, J. M. (2008). MBA, CMA, and CPA: Natural partners in the 150-hour requirement. *Management Accounting Quarterly*, 9(2), 39-49.

- Jackson, R. E. (Winter 2006). Post-graduate educational requirements and entry into the CPA profession. *Journal of Labor Research*. 27, 1, 101-114. Retrieved on September 19, 2008 from Business Source Complete database.
- Jacob, J., & Murray, D. (2006, August). Supply-side effects of the 150-hour educational requirement for CPA licensure. *Journal of Regulatory Economics*, 30(2), 159-178. Retrieved September 29, 2008, from Business Source Complete database.
- Madden, C. (2007, June 1). The strategic accountant. *Irish Times*, Retrieved February 25, 2008 from Newspaper Source database.
- Person, S. (2004, April) The new CPA examination (includes related articles). *The CPA Journal*, Retrieved December 10, 2008 from Business Source Complete database.
- Shroeder, N. W. & Frantz, D. R. (2004). Explaining the decline in CPA candidates. *CPA Journal*. 1004, 62.
- Specht, L. & Sandlin, P. (2006). A preliminary response to the computer-based CPA exam. *CPA journal*. 76(11), 68-69. Retrieved February 25, 2008, from Business Source Complete.