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LETTER FROM THE PRESIDENT

It is my pleasure and privilege this year to serve as president of the Federation of Schools of Accountancy. I believe that a good graduate education provides students with the crucial skills necessary to succeed in the profession of accounting. Like law, the accounting profession serves a vital role in society and relies upon dedicated, intelligent, and ethical professionals in order to meet its social responsibilities. Technical training is an important minimum standard for accounting professionals, but long-term success in the profession requires that students also possess the ability to think critically and analyze problems in situations where the “right” answer is uncertain. Graduate education hones these skills. In short, grad school helps to develop students into professionals who are ready for the rigors and challenges of the accounting profession. The FSA exists to support and promote professional schools of accountancy and we are always looking for strategies and success stories to share with our members.



Robert Ricketts

One of the ways the FSA helps to foster graduate education in accounting is through the FSA/Deloitte Faculty Symposium, which for the past two years has been held on the incredible campus of Deloitte University near the DFW airport. The symposium brings leading academics and practitioners together to discuss cases illustrating current issues facing the FASB and practice. The cases presented at the conference are designed to be re-used by participants back at our home schools, and the presenters strive to stimulate a lively conversation around each one. The conversations have certainly been lively the last two years, and the take-home cases have been excellent.

The FSA also teams with the Accounting Program Leaders Group of the AAA to co-host the annual APLG/FSA seminar. Last year’s meeting, held in San Antonio, was outstanding, and this year’s looks to be even better. The 2015 meeting will take place in Nashville on Friday and Saturday, February 6 and 7, 2015. This year will be the first meeting scheduled on Friday-Saturday, marking a departure from our prior Sunday-Tuesday schedules. Hopefully, this schedule will fit our members’ teaching schedules a little better. Please visit our website to register for the [2015 Seminar](#).

In addition to national meetings, the FSA also interacts with the AACSB, NASBA, and the AICPA on issues that affect graduate education in accounting. Last year, our regulation committee, led by past president Fred Mittelstaedt, began a dialog with the National Association of State Boards of Accountancy to seek improvements in the quality of data NASBA provides regarding CPA exam pass rates. FSA has also written comment letters to AACSB regarding the November 2012 Accounting Exposure Draft, and last year regarding changes in the composition of AACSB’s Board of Directors.

On all of these issues and more, the FSA is working to promote graduate education in accounting. We are a member-driven organization, so please, let us know if there is anything you’d like to see us get involved in, or if there is anything you would like to get involved in with us! I look forward to seeing you all in Nashville in February.

Sincerely,

Robert Ricketts

Robert Ricketts
 Director, School of Accounting
 Texas Tech University
 President, Federation of Schools of Accountancy

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FSA Election Results 2014–2015

FSA Board elections took place in July 2014. We are pleased to announce the 2014-2015 FSA Board of Directors:

President: Robert Ricketts, Texas Tech University

Vice President: Michael Roberts, University of Colorado - Denver

Secretary: Rebecca Shortridge, Northern Illinois University

Treasurer: Tim Pearson, Georgia Southern University

Past President: Yvonne Hinson, Wake Forest University

Board Member – Member School: Parveen Gupta, Lehigh University

Board Member – Member School: Sean Robb, Central Florida University

Board Member – Member School: Michael Akers, Marquette University

Board Member – Member School: Jennifer Mueller-Phillips, Auburn University

Board Member – Supporting Associate: Janet Butchko, Deloitte

Board Member – Supporting Associate: Holly Thomas, KPMG

Board Member – Nonprofit Associate: Maria Baltar, AACSB



Front row from left: Yvonne Hinson, Rebecca Shortridge, Jennifer Mueller-Phillips, Janet Butchko, Holly Thomas, Maria Baltar

Back row from left: Michael Akers, Timothy Pearson, Robert Ricketts, Michael Roberts, Sean Robb (Not pictured: Parveen Gupta)

Innovative Graduate Accounting Curriculum Awarded by the FSA

The Federation of Schools of Accountancy is pleased to announce the winners of the 2014 [Mark Chain/FSA Teaching Innovation Award](#) for innovation in graduate-level accounting coursework. This year's award winners are Tina M. Loraas and DeWayne Searcy from Auburn University, for their curriculum "Digging Deep: Using Forensic Analytics as a Context to Teach Excel and Access". Loraas and Searcy developed a forensic accounting case study which requires students to apply their excel and access skills to

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2014–2015 FSA Officers and Board of Directors

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For updates visit us at
thefsa.org

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analyze more than one million records in a company's data set to determine irregularities that may indicate fraud. This case will help provide students with the technological skills they will need to succeed in their careers in the accounting profession.

The Mark Chain Award provides each award recipient or team with \$2,500, as well as a plaque which will be presented at the 2015 American Accounting Association annual meeting. The curriculum will also be included in the [Accounting Professors' Curriculum Resource](#), AICPA's curriculum tool.

Honorable Mentions for the 2014 Mark Chain/FSA Teaching Innovation Award will also be recognized at the AAA Annual Conference in 2015.

Honorable Mention: "The Original Forensics: Using Debate to Teach Critical Thinking Skills", *Timothy D. West, Lisa L. Roth, and Yanelly Villegas, Northern Illinois University.*

Honorable Mention: "A Business Communication Model for an MBA Managerial Accounting Course" *David Stout, Youngstown State University.*

More information about this award, as well as other AICPA Effective Learning Strategies educator awards, can be found [here](#).

Reflections on the Size of the Accounting Profession and the Importance of Schools of Accounting

Graduate programs in accounting are an important component distinguishing accounting as a "profession." What is the difference between a profession and a mere business activity? A good summary of this distinction was provided in an article in the *New Statesman* some 97 years ago: "A profession is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain."¹ This description captures the key attributes of a profession— independence, service to society, and specialized educational training—all of which are foundational to the public practice of accounting.

Yet, as Ken Bouyer at Ernst & Young has noted, when people think of the professions, law and medicine often come to mind before accounting. People are more likely to recognize medicine and law as professions because advanced education in both disciplines is attained through professional schools, while professional schools in accounting are still the exception rather than the norm. This is unfortunate because the accounting profession, like those two professions, exists to provide a vital service to society and its practitioners must possess *both* a mastery of difficult technical skills *and* an understanding of their ethical and professional responsibilities to the broader society.

To better understand the economic significance of the accounting profession it is helpful to consider the magnitude of the public practice of accounting. Few likely realize, for example, how much larger the accounting profession is compared to its sister profession in legal services. Public accounting firms are larger, have a more global scope, and employ far more professionals than do law firms.

Consider gross revenues: as illustrated in the following graph, each of the "Big Four" accounting firms individually had more revenue in 2013 than the 10 largest law firms in the world combined. Total 2013 gross revenues for the 10 largest law firms in the world combined were just under \$21 billion in 2013, while worldwide revenues for the "smallest" of the Big Four accounting firms exceeded \$23 billion.

1 Sidney and Beatrice Webb, *New Statesman*, 4/17/1917 ([webarchive.nationalarchives.gov.uk/20140402141250/http://www.competition-commission.org.uk/rep_pub/reports/1976_1979/fulltext/108c07.pdf](http://www.competition-commission.org.uk/rep_pub/reports/1976_1979/fulltext/108c07.pdf)).

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FSA 2014–2015

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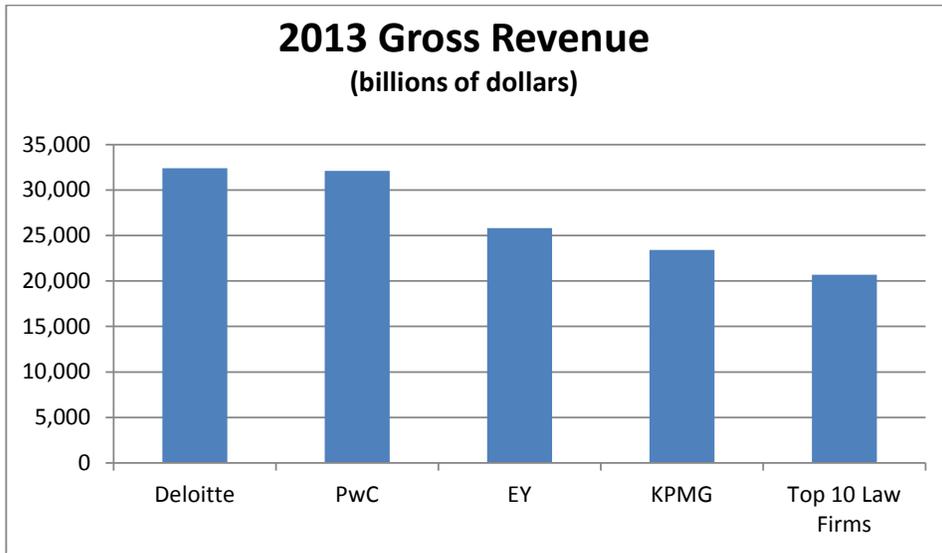
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Taking this comparison a bit further, the aggregate revenues produced by just the four largest accounting firms were almost 30 percent more than those generated by the 100 largest law firms in the world—\$113.74 billion vs. \$88.7 billion.² And these are just four firms—there are more than 138,000 public accounting firms in the U.S. alone and several of these have global reach.³

Turning from revenues to employment, the 25 largest accounting firms in the U.S. employ almost 145,000 U.S. professionals, compared to 28,382 for the top 25 U.S. law firms.⁴ In total, the BLS reports that there are almost 1.3 million accountants working in the U.S., which is roughly comparable to the number of attorneys. There is a tremendous need for graduate education in accounting to fill the demand for professionals with the technical skills and the judgment necessary to satisfy the profession’s social and economic responsibilities. Schools of Accounting play an important role, helping to raise the profile of the accounting profession and emphasize the importance of advanced education in preparing students to excel in that profession.

Accounting is a demanding and rewarding profession that plays a crucial role in the modern economy. Indeed, without the accounting profession, it would be difficult to imagine how the global economy would function. The importance of the profession is reflected by the magnitude of the statistics discussed above. By any metric, the accounting profession is substantially larger than our brethren in law. The question is why more people don’t know that.

2 Sources: www.statista.com/statistics/250479/big-four-accounting-firms-global-revenue/ and dealbook.nytimes.com/2014/09/29/revenue-at-biggest-100-law-firms-rose-4-3-in-2013/?_r=0, respectively.
 3 www.big4accountingfirms.org/the-top-accounting-firms-in-the-us/
 4 Sources: www.statista.com/statistics/188929/number-of-professionals-at-leading-us-accounting-firms-2011/ and www.law360.com/articles/518950/law360-reveals-400-largest-us-law-firms. These are the number of professionals employed by each profession (accountants and attorneys). Including support staff increases the total number of employees employed in each profession by about 30 percent. www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm and en.wikipedia.org/wiki/Attorneys_in_the_United_States.

Accounting Profession-Wide and Profession-Supported Pipeline Initiative

Background and Business Case

The accounting profession is expected to grow significantly in this decade: the U.S. Bureau of Labor Statistics has projected a 16-percent increase in the number of accounting jobs between 2010 and 2020. However, analysis of the AICPA data shows that

FSA MEMBER LIST 2014 FULL MEMBERS

- Arizona State University • Auburn University
- Baruch College/CUNY • Baylor University
- Belmont University • Bentley University
- Boise State University • Bowling Green State University • Bradley University • Brigham Young University • California State University - Fullerton • Case Western Reserve University • Clemson University • Cleveland State University • College of Charleston • College of William and Mary • DePaul University • Drake University • East Tennessee State University • Florida International University • Florida State University • George Mason University • Georgia Southern University • Georgia State University • Idaho State University • Illinois State University • James Madison University • John Carroll University • Kansas State University • Kennesaw State University • Kent State University • Lehigh University • Louisiana Tech University • Loyola College in Maryland • Loyola University Chicago • Marquette University • Marshall University • Miami University • Michigan State University • Mississippi State University • Missouri State University • New Mexico State University • Northern Illinois University • Oklahoma State University • Old Dominion University • Rider University • San Diego State University • Southeastern Louisiana University • Southern Illinois University at Carbondale • Southern Illinois University at Edwardsville • St. John’s University • St. Joseph’s University • Stetson University • Texas A&M University • Texas Tech University • The Chinese University of Hong Kong • The University of Mississippi • The University of Tennessee-Knoxville • Truman State University • University of Akron • University of Alabama • University of Alabama at Birmingham • University of Albany, SUNY • University of Arkansas • University at Buffalo • University of Central Florida • University of Central Missouri • University of Colorado Denver • University of Denver • University of Florida • University of Georgia • University of Houston - Clear Lake • University of Illinois at Chicago • University of Illinois at Urbana Champaign • University of Iowa • University of Kentucky • University of Louisville • University of Memphis • University of Miami • University of Missouri-Columbia • University of Nebraska - Lincoln • University of New Mexico • University of New Orleans • University of North Carolina at Charlotte • University of North Texas • University of Notre Dame • University of Oklahoma • University of Oregon • University of Rhode Island • University of South Carolina • University

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combined, African Americans and Hispanics represent a mere five percent of the nation’s CPAs and only four percent of all partnerships in the profession. In a nation where minorities will soon comprise more than half the total population, Whites still hold about three-quarters of the professional positions and ninety percent of partnerships in the accounting profession. The conclusion is clear: the profession must work together on a strategy for enhancing accounting education, attracting top underrepresented minority students to choose a career in accounting, and retaining those that do.

Pipeline Goals and Major Initiatives

In partnership with the Pipeline Working Group and the AICPA through its National Commission on Diversity and Inclusion, a comprehensive pipeline plan was developed at the beginning of 2014 with the vision of creating a profession-wide and profession-supported effort to increase the number of underrepresented minorities entering the accounting profession. The Pipeline Initiative consists of three strategic goals in Years I and II. These goals and preliminary major initiatives include:

Strategic Goals	Strategic Initiatives
<p>Increase communication and awareness of accounting as a career option in diverse communities.</p>	<ul style="list-style-type: none"> • Research student and professional influencers • Develop and launch a communication and awareness plan • Place CPAs in classrooms as role models • Leverage educators and career counselors to inform students
<p>Increase support of high school and community college programs for students pursuing accounting.</p>	<ul style="list-style-type: none"> • Evaluate, redesign, pilot, and launch school-based summer programs (ACAP, ASDP, ASLW) • Increase community college scholarships • Ensure clear community college transfer into four year colleges and universities • Place affinity organizations on community college campuses • Expand presence in National Academy Foundation Academy of Finance • Expand relationship with Junior Achievement to incorporate Accounting into their toolkits
<p>Increase the number of minorities who sit and pass the CPA exam.</p>	<ul style="list-style-type: none"> • Strengthen HBCUs/HSIs/Tribal Colleges to better prepare students to take the CPA exam • Develop best practices on how to support minorities pursuing their CPA • Hold a Master’s conference to encourage undergraduate students to go into a Masters of Accounting program • Allocate funding for compensation and research for PhD faculty at HBCUs/HSIs/Tribal Colleges

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of South Florida • University of Southern California • University of Southern Mississippi • University of Texas - Arlington • University of Texas - Austin • University of Texas - Dallas • University of Texas - El Paso • University of Texas - San Antonio • University of Utah • University of Virginia • University of West Georgia • Utah State University • Virginia Commonwealth University • Virginia Tech • Wake Forest University • Weber State University • West Virginia University • Western Michigan University • Wichita State University • Wright State University

ACCREDITED AFFILIATES

Central Michigan University • Creighton University • Eastern Illinois University • Ohio University • Pacific Lutheran University • University of Dayton • University of Southern Maine • Villanova University • Wayne State University

AFFILIATES

Boston College • California Lutheran University • California State University San Marcos • Castleton State College • Eastern Michigan University • Fairleigh Dickinson University • Florida Atlantic University • Florida Gulf Coast University • Gonzaga University • LaSalle University • Long Island University - CW Post Campus • Louisiana State University • Manhattan College • Mercy College • Metropolitan State University of Denver • Minnesota State University, Mankato • Pittsburg State University • Rochester Institute of Technology • San Jose State University • The University of Tennessee at Martin • Touro College • University of Cincinnati • University of Hawaii at Manoa • University of Massachusetts at Lowell • University of Missouri-Kansas City • University of West Florida • University of Wisconsin - Eau Claire • Widener University • Yeshiva University

NON-PROFIT ASSOCIATES

AACSB • AICPA • Alabama Society of CPAs • Florida Institute of CPAs • Institute of Chartered Accountants of Ontario • Missouri Society of CPAs • National Association of State Boards of Accountancy, Inc. (NASBA) • New York State Society of CPAs • North Carolina Association of CPAs • Ohio Society of CPAs • Texas Society of CPAs

PRIVATE ENTERPRISE

Deloitte • Ernst & Young • Grant Thornton, LLP • KPMG, LLP

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So Where Are We Now?

Increasing Communication and Awareness of the Profession

Research

Research on who influences students to study accounting is the foundation upon which all other initiatives will be built. The research is being conducted by Applied Research Consulting, LLC (ARC), who has an extensive background conducting research for the AICPA specifically with accounting students, young (non-CPA) accounting professionals and young CPAs.

The research has been broken into two phases:

Phase I: In-Depth Interviews with AICPA Members, Influencers and Experts

ARC conducted targeted interviews with carefully selected young professionals of various ethnic backgrounds, high school guidance counselors, career counselors at two year and four year colleges, accounting professors at two and four year institutions, and individuals who have experience and expertise observing and advising minority students and young professionals. The interviews helped determine the type of questions that will be asked in an online survey. Generally,

Phase II: Online Survey of Young Accounting Graduates

Subsequent to the qualitative phase, ARC will administer an online survey to a diverse sample of young accounting professionals. The survey will assess these individuals' perceptions on inclusiveness and thoughts on diversity and fairness in the accounting profession. The survey will also assess attitudes toward education experience, professional opportunities and the importance ratings on key influencers (parents, teachers, counselors).

Phase I has been completed and the development and administration of the survey will conclude on by end of November. Preliminary findings of the research will be given at the December 2014 Accounting Profession Pipeline Symposium.

Teacher and Career Counselor Awareness

We are exploring sponsorships with organizations such as the American School Counselor Association (ASCA) and the National Association for Colleges and Employers (NACE) to increase our presence at conferences to ensure educators and career counselor are well educated about accounting career options.

CPAs in the Classroom

Increasing the presence of CPAs in the classroom is a focus area for the initial phases of strengthening the pipeline. As a result, we will increase the number of AICPA virtual field trips that highlight successful young CPAs in 2015. The virtual field trip will stream live into secondary classrooms across the country and be recorded for future use. Two fieldtrips have been scheduled and we continue to seek talented, underrepresented minorities to be featured in these virtual presentations.

School based Programs

There are a number of existing programs (Accounting Career Awareness Program (ACAP), Accounting Scholars Development Program (ASDP), and Accounting Scholars Leadership Workshop (ASLW)) that effectively expose underrepresented minority students (high school, community college, and college) to the accounting profession. We will engage ARC to identify the best practices of these programs, using pre and post surveys of students and interviews with program directors and other key stakeholders of the programs. ARC will complete the best practices report for summer programs in spring 2015.

We are also exploring partnerships with community based organizations. One such partnership that we continue to finalize is with the National Academy Foundation (NAF). The AICPA will enter into agreement with NAF to formally endorse and recognize their Academy of Finance. Students that complete the following requirements by the completion of their senior year would be eligible to receive the branded AICPA recognition (in certificate form) upon graduation. Students achieving this recognition must have:

2015 FSA CALENDAR

JANUARY

Membership Dues Invoiced

FEBRUARY 6-7

APLG/FSA Joint Meeting
Lowes Vanderbilt Hotel, Nashville, TN

Register Now

SPRING

Spring FSA Newsletter
FSA Student Awards Program for Full
Member Schools

MAY 29

FSA Board of Directors Meeting
Deloitte University, Westlake, TX

MAY 29-30

Deloitte Foundation/FSA Faculty
Consortium
Deloitte University, Westlake, TX

JULY

FSA Elections

AUGUST

Conference on Teaching and Learning
Chicago, IL

AUGUST

FSA Board of Directors Meeting
Chicago, IL

FALL

Fall FSA Newsletter

- Taken two courses designated by the AICPA as related to accounting and achieved mastery level as determined by the NAF Student Certification Assessment System (SCAS) through the end-of-course examinations. Currently students would be allowed to select between the following AICPA recognition approved courses of:
 - Principles of Finance
 - Principles of Accounting
 - Managerial Accounting;
- Participated in a documented Internship through the NAF SCAS; and
- Completed summer enrichment programs as designated by AICPA. These summer enrichments will lay foundation of requisite skill sets (soft and technical) for the profession, provide exposure to fundamental knowledge of accounting to whet appetite for sequent accounting course with increased rigor and provide students with tips, guidance and exercises to develop their competencies and prepare them for the next summer's internship experience. These experiences could be comprised of MOOCs, Khan Academy courses, Exploring College, Career, and Community Options (ECCCO) curriculum, Accounting Career Awareness Programs (ACAP) and other opportunities that AICPA will leverage and provide as a resource for students.

So, the first quarter has been extremely busy and thanks to the support of all within the profession, great strides have been made. We look forward to next steps and formalizing our major initiatives based upon the research findings for these crucial projects. The AICPA and Howard University's Center for Accounting Education will be hosting the 2014 Accounting Profession Pipeline Symposium in December where we will assemble accounting profession pipeline stakeholders to garner support for a profession-wide pipeline implementation plan that will ultimately result in the increase of under-represented minorities in the accounting profession.

During this symposium we will collectively identify key initiatives and best practices that will be the foundation on how the profession sustains increased diversity in the pipeline. Each stakeholder will also identify their role and responsibilities for successful implementation of the key initiatives and best practices. This solution-focused working meeting will include representatives from major firms, organizations, postsecondary institutions, and state societies.

2015-16 AICPA Legacy Scholarship Applications – Coming Soon!

The AICPA is committed to supporting accounting education for the next generation of leaders within the CPA profession. Each year, approximately 100 full-time accounting students, dedicated to pursuing their CPA license, with a financial need for their secondary education are offered scholarship awards ranging from \$1,000 to \$5,000 through the AICPA Legacy Scholarships.

Scholarship recipients participate in the prestigious [AICPA Legacy Scholars](#) program which offers leadership and success skill development through service projects, guidance from a professional CPA coach and access to a network of their peers in a private online community.

Applications for the 2015-16 AICPA Legacy Scholarships will be accepted [online](#) by **January 2015**. Students interested in applying for an AICPA Legacy Scholarship will be considered for the following scholarship awards:

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Award	Who's Eligible	Requirements*
AICPA/Accountemps Student Award	All students majoring in accounting, finance or information systems planning to pursue CPA licensure	<ul style="list-style-type: none"> • Planning to pursue the CPA licensure but not presently a CPA • Student Affiliate Member of AICPA
AICPA John L. Carey Award	Non-business related degree holders pursuing graduate studies in accounting	<ul style="list-style-type: none"> • Minimum GPA
AICPA Award for Minority Accounting Students	Students of diverse ethnic backgrounds who are considered underrepresented in the CPA profession	<ul style="list-style-type: none"> • Attending a public or private, 501(c) four-year college or university in the US or territories • Program must be accredited by the AACSB and/or ACBSP
AICPA Foundation Two-year Transfer Award	Students transferring from a two-year institution into a four-year accounting program	<ul style="list-style-type: none"> • Some financial need

*For full eligibility requirements, please review each scholarship award overview on ThisWayToCPA.com

Students should visit ThisWayToCPA.com (the go-to destination for inspiration and information along the journey to CPA-hood) to sign up for their free [AICPA Student Affiliate Membership](#) and to start receiving important updates on the AICPA Legacy Scholarships. All applications must be submitted by **April 1, 2015**.

Email scholarships@aicpa.org for program updates or any questions about AICPA Legacy Scholarships.

APLG/FSA Annual Seminar Agenda

February 6-7, 2015

Nashville, TN

Register at aaahq.org/aplg/seminars/2015/registration.cfm

Friday, February 6, 2015 — APLG/FSA Seminar

7:00am – 5:00pm	Registration
7:00am – 8:30am	Chairperson's Networking Breakfast
8:30am – 9:20am	Session 1A: AACSB Accreditation Update
Session A	
8:30am – 9:20am	Session 1B: The Life Cycle of a MACC Student
Session B	
9:25am–10:15am	Session 2A: Panel Discussion: Advisory and Alumni Boards – How They Can Help Drive your Mission
Session A	
9:25am–10:15am	Session 2B: What Keeps a MACC Program Director Up at Night?
Session B	
10:15am–10:45am	Break
10:45am–11:35am	Pathways Commission: An Examination of the Data from the Survey of Department Chairs
11:40am–12:30pm	Comments by PWC Chairman, Bob Moritz

12:30pm–1:50pm	Welcome Lunch
1:50pm – 3:30pm	Formula 2+2: The Simple Success for Successful Coaching
3:30pm – 4:00pm	Break
4:00pm – 5:15pm	Panel Discussion: Sensitive Situations – How to Help Faculty Reset, Re-engage, Phase-out or Retire
6:00 pm – 7:30 pm	Reception

Saturday, February 7, 2015 — APLG/FSA Seminar

7:00am – 5:00pm	Registration
7:00am – 8:30am	Breakfast – Interest Group/Topical Breakout Tables
8:30am – 9:20am	Session 1A: Trends in Instructional Delivery
Session A	
8:30am – 9:20am	Session 1B: Internal Audit - A Rising Specialty Area
Session B	
9:25am–10:15am	Session 2A: The Effective Use of Student Organizations
Session A	
9:25am–10:15am	Session 2B: Faculty Research
Session B	
10:15am–10:45am	Break
10:45am–11:35am	Session 3A: What Non-Accounting Skills Do Graduates Need in their Toolkit?
Session A	
10:45am–11:35am	Session 3B: Pathways: An Update on the AP and Curriculum Initiative.
Session B	
11:40am–12:30pm	Session 4A: Strategies for Providing Students with Writing and Oral Communications Skills
Session A	
11:40am–12:30pm	Session 4B: Pathways: An Update on the AP and Curriculum Initiative.
Session B	
12:30pm –1:50pm	Lunch
1:50pm–2:40 pm	New Ways to Measure Noncognitive Skills
2:40pm–3:30pm	The CPA Exam - Theory and Reality
3:30pm–4:00pm	Break
4:00pm–5:15pm	Accounting Education and Accounting Practice: Links and Missing Links