



WHAT MAKES A COURSE QUALIFY FOR CREDIT?

Christine A. Botosan

President, American Accounting Association

Environmental Change in Higher Education

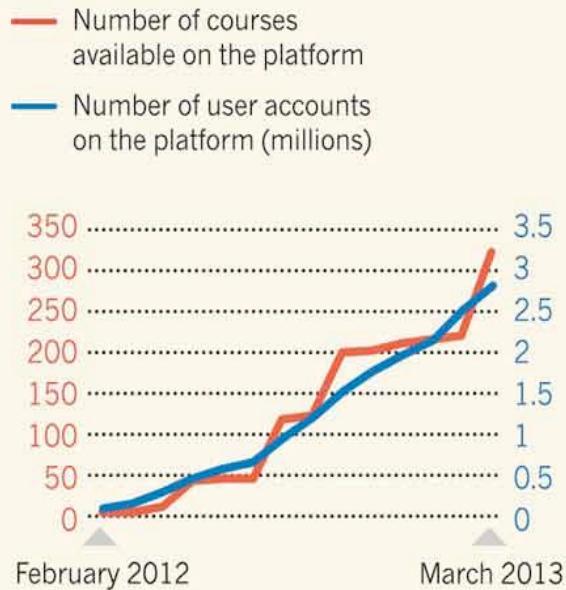
Technology
Societal Expectations
Globalization
Business Model



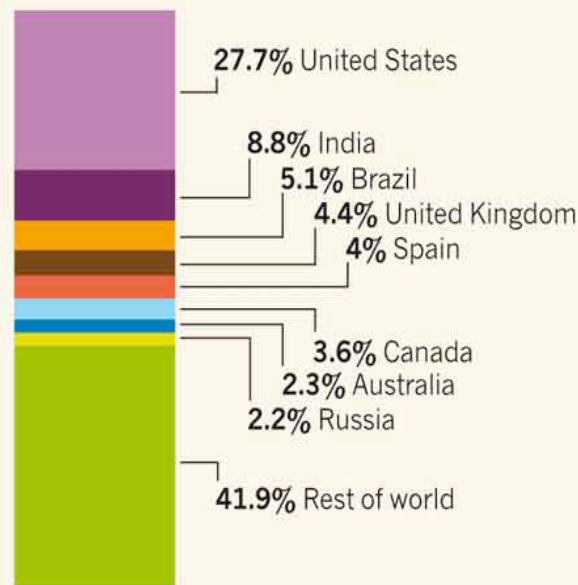
MOOCs rising

Over little more than a year, Coursera in Mountain View, California – the largest of three companies developing and hosting massive open online courses (MOOCs) – has introduced 328 different courses from 62 universities in 17 countries (left). The platform’s 2.9 million registered users come from more than 220 countries (centre). And courses span subjects as diverse as pre-calculus, equine nutrition and introductory jazz improvisation (right).

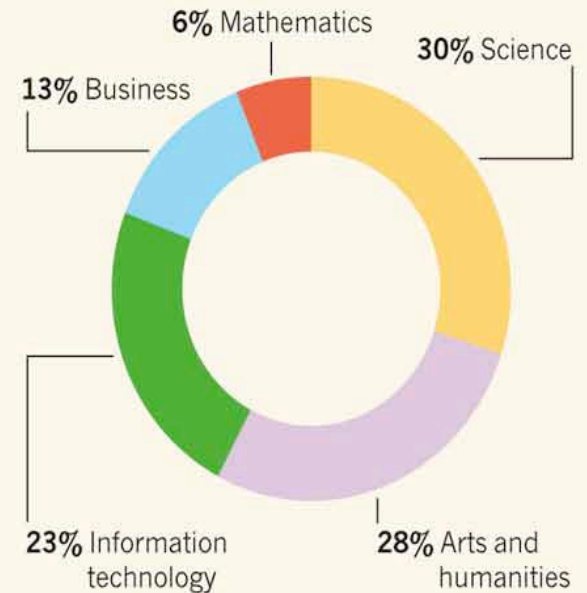
Supply and demand



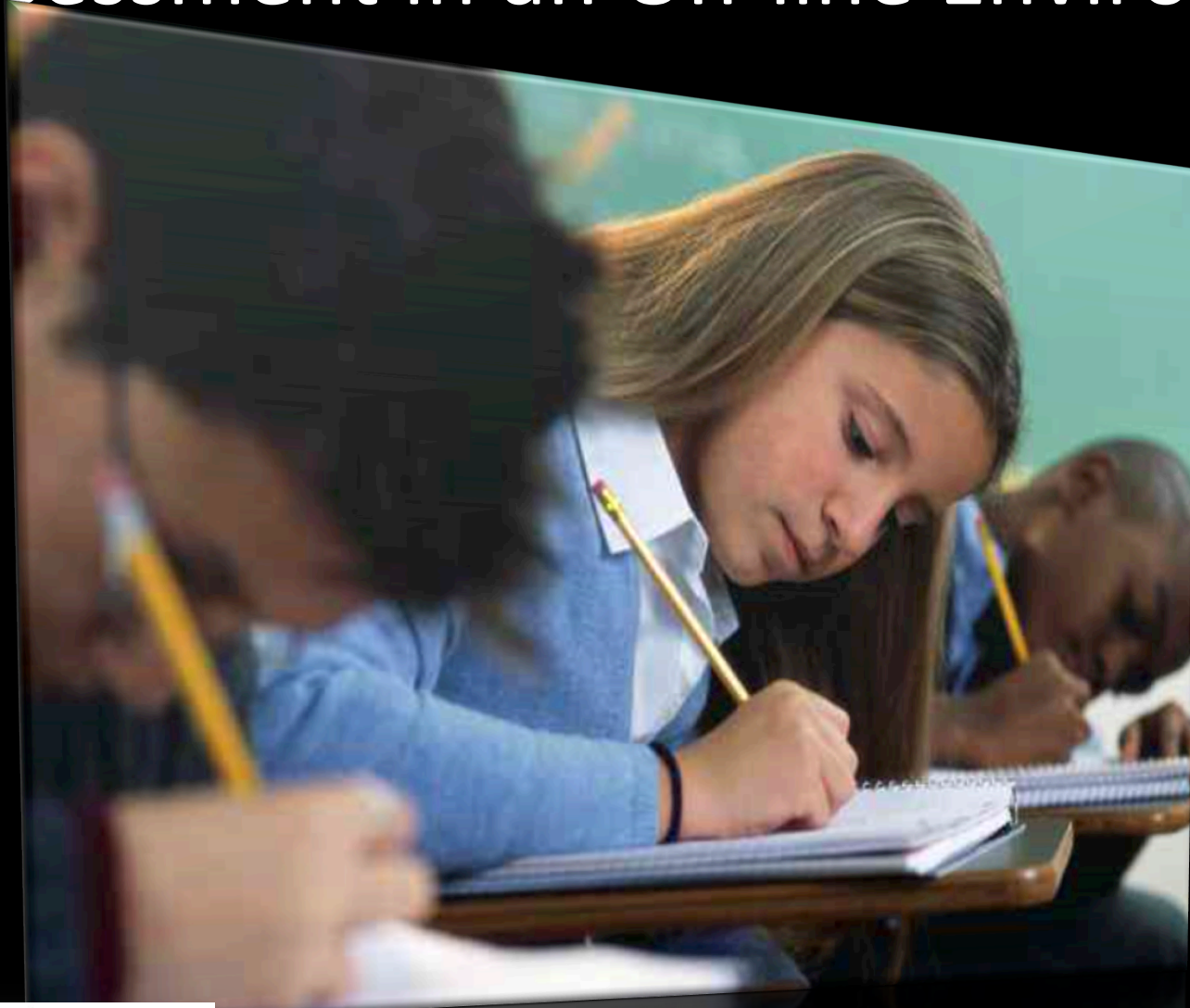
Student origins

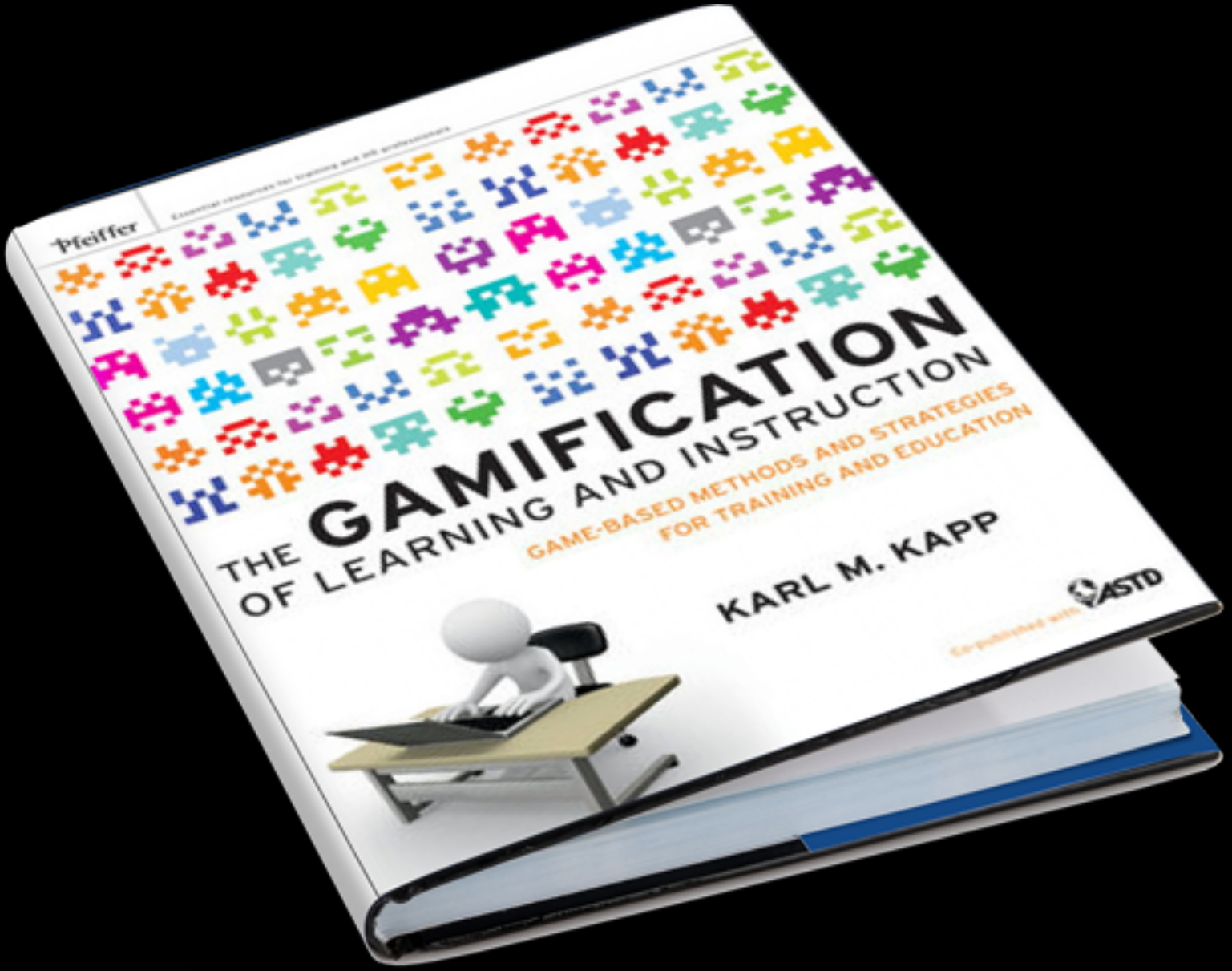


Courses offered



Assessment in an On-line Environment





Pfeiffer

Essential resources for training and HR professionals

THE GAMIFICATION OF LEARNING AND INSTRUCTION

GAME-BASED METHODS AND STRATEGIES FOR TRAINING AND EDUCATION

KARL M. KAPP

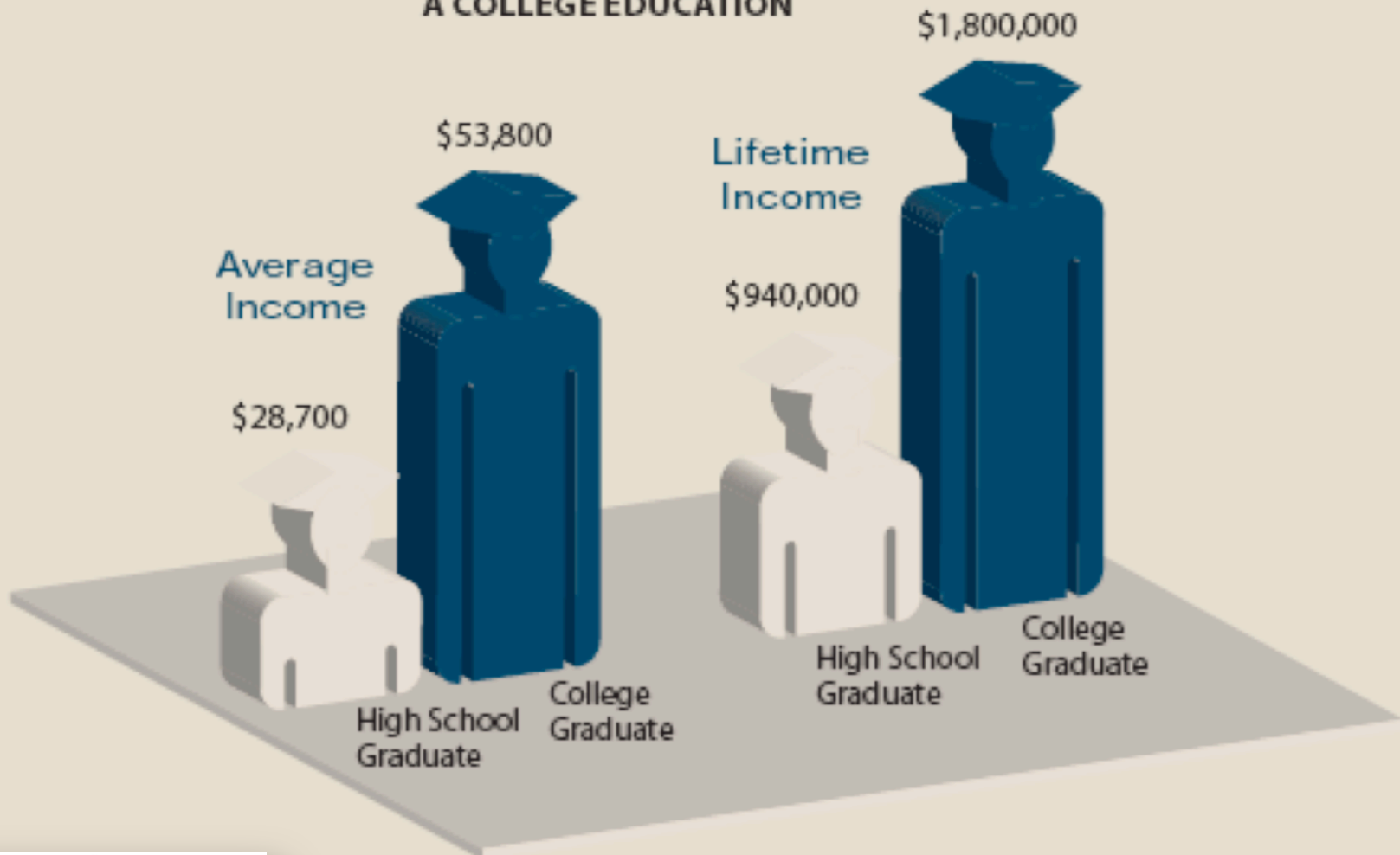


Co-published with



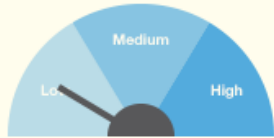
Thought Leaders in Accounting

ECONOMIC VALUE OF A COLLEGE EDUCATION





Costs



\$11,246 / yr

What does it typically cost to attend The U?

The average net price for undergraduate in-state students is \$11,246 per year. Net price is what undergraduate students pay after grants and scholarships (financial aid you don't have to pay back) are subtracted from the institution's cost of attendance.

Graduation Rate



58.7%

Low Medium High

What percentage of students graduate?

58.7% of full-time students received their bachelor's degree within 6 years. Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates that attend this institution.

Loan Default Rate



3.9%

This Institution

14.7%

National

Are students able to repay their loans after they graduate?

3.9% of borrowers defaulted on their Federal student loans within three years of entering repayment.

Median Borrowing



\$149.60 / mo

What is the typical amount borrowed for a student's undergraduate study?

Families typically borrow \$13,000 in Federal loans for a student's undergraduate study. The Federal loan payment over 10 years for this amount is approximately \$149.60 per month. Your borrowing may be different.

Employment

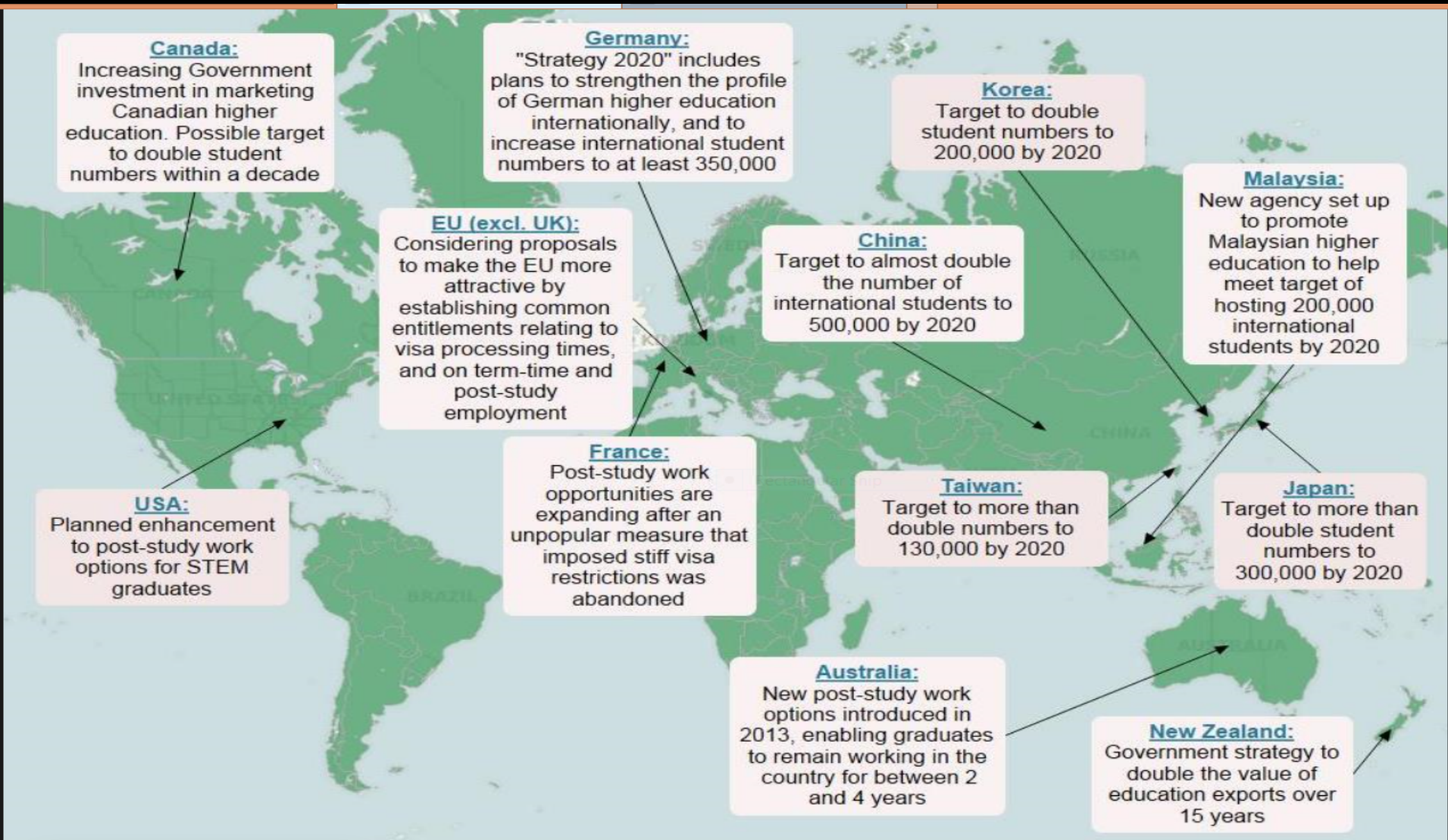


What kinds of jobs do students have when they graduate?

The U.S. Department of Education is working to provide information about the average earnings of former undergraduate students at The U who borrowed Federal student loans. In the meantime, ask The U to tell you about how many of its graduates get jobs, what kinds of jobs they get, and how much those graduates typically earn.

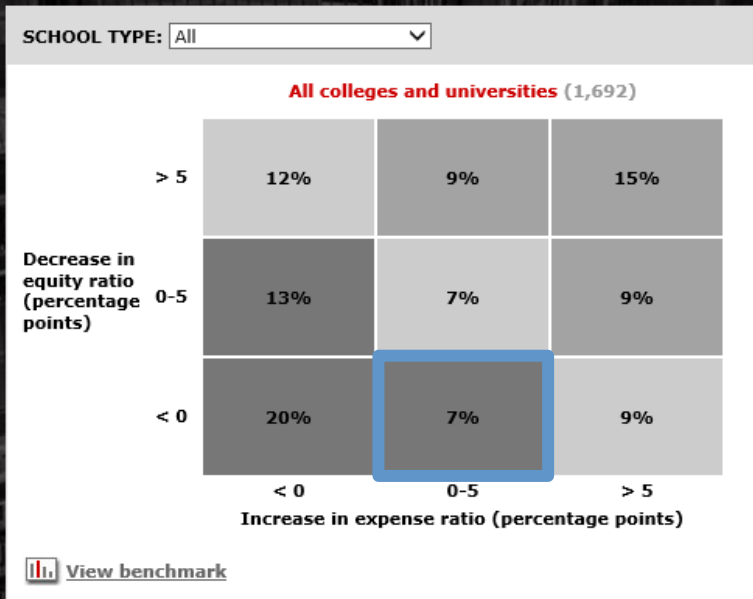
Visit <http://www.mynextmove.org> to explore what potential careers a particular postsecondary program or major prepares you to enter. The site has information about current earnings and potential growth in those occupations.

<http://collegecost.ed.gov/scorecard/index.aspx>



Financial Fade

Approximately one-third of colleges and universities are spending more than they can afford. Find out which schools are at risk.



How to use this tool

This graphic displays unfavorable changes to equity and expense ratios that put schools at risk. Click to view schools in each segment, or filter by school type or search by school name.

[Read more about how to interpret this matrix](#)

Learn more

Why so many schools have reached a financial tipping point—and what they can do to restore their balance.

[READ REPORT ▶](#)

[WATCH VIDEO ▶](#)

FIND A COLLEGE OR UNIVERSITY

The University of Utah

School name	City, State	School type	Increase in expense ratio (percentage points)	Change in equity ratio (percentage points)	Endowment per full-time equivalent (FTE) enrollment
The University of Utah	Salt Lake City, UT	Public research	0%	4%	\$18,337

Announcement: Moody's: Outlook for US higher education sector remains negative for 2014

Global Credit Research - 25 Nov 2013

New York, November 25, 2013 -- The outlook for the US higher education sector remains negative, Moody's Investors Service says in a new report, "2014 Outlook -- US Higher Education and Not-for-Profits." Business conditions in the sector will remain stressed over the next 12-18 months. Revenue growth is expected to remain much lower than historical standards and to be eclipsed by expenses, due to pent-up institutional needs.

"Heightened competition for government funds, donors, and students combined with pressure to increase compensation and invest in programs and facilities will result in continued deterioration of financial performance," says Moody's Vice President -- Senior Analyst, Eva Bogaty. "Although higher education institutions have shown willingness and ability to adapt to weak economic conditions, the uncertain funding and regulatory environments will overshadow the sector's strengths in the near term."

Macroeconomic pressures, including a relatively high unemployment rate, lagging labor force participation rate and income stagnation, are undercutting the ability of universities to grow net tuition revenue, Bogaty says.

"Affordability remains a key issue as the weak economic environment continues to affect families' ability to pay for higher education and reduces institutions' discretionary spending capacity."

Governmental funding pressures will also challenge the industry in 2014, Moody's says. Federal budget pressures could affect Pell Grants and other federal financial aid. State funding will either be reduced, stagnant, or only slightly increased. Federal research funding will contract further in 2014 following a 5% cut through sequestration. Even if a federal budget agreement is reached, Moody's expects funding to remain flat at best.

"Over the next several years, navigating the new higher education landscape will force universities and colleges to become more nimble in their strategic positioning," Bogaty says. "Over the long term this evolution could be credit positive if it provides greater access and flexibility to students and reduces costs through greater collaboration across institutions."

Moody's research subscribers can access this report at https://www.moody's.com/research/2-Higher-Education-Not-for-Profits-and-Independent--PBM_PBM160659.



Thought Leaders in
Accounting

What makes a course qualify for academic credit?
An Illustrative Case

**WILL MY CREDITS
TRANSFER ?**

General Policies at the



- Extent of discretion at the DESB level varies.
 - Freshman/sophomore undergraduate classes limited by articulation agreements (e.g. State imposed agreements with 2-year colleges).
 - Junior/senior undergraduate classes and graduate classes DESB has discretion.
- Limitations on the amount of transfer credit.
 - 5 of 7 core undergraduate accounting must be taken at the DESB.
 - University Utah also requires a minimum of 30 undergraduate credits to be taken at the U of U.
 - MACC program allows only 6 graduate credit hours to be transferred.

The Process at the



- Who?
 - Assessment is conducted by a faculty member in the department.
- Why?
 - Assess content coverage.
 - Assess competency.
- What?
 - Content: Examine the syllabus, text book, other available course materials and institutional accreditation.
 - Competency: Grade and/or examination.

Federal Definition of Credit Hour

In accordance with federal regulations effective July 1, 2011, both institutions and accrediting agencies are required to come into compliance with regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24.

Federal regulations mandate that all candidate and accredited institutions comply with the definition of the credit hour as set forth in Section 600.2, which defines the credit hour as:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

Alternative Approaches for MOOCs

- University – MOOC provider partnerships to offer for-credit MOOCs to their students (e.g. San José State and Udacity).
- MOOC + university assessment tests to receive credit (e.g. University of Wisconsin).
- California proposed creating a list of approved MOOCs that public colleges might be required to accept for credit.
- American Council on Education.
 - Research effort underway to examine the academic potential of MOOCs.
 - Five Coursera courses recommended for college credit.

CHALLENGES

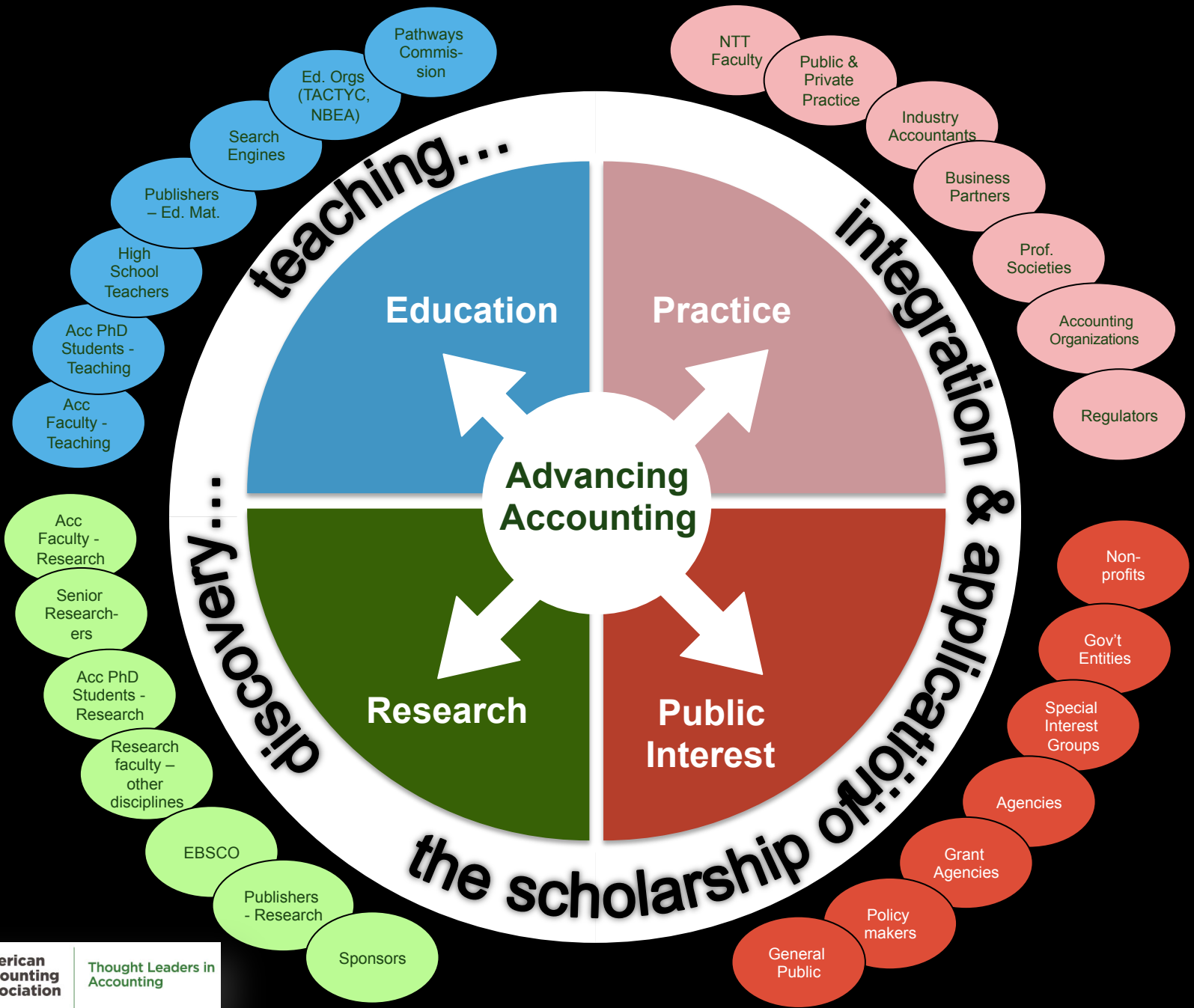
- Faculty member.
 - Limited availability of course materials.
 - Course materials in a foreign language.
 - Grades with inadequate information content.
 - Limited time and training.
- Institutional and external constituents.
 - Reliance on individual expert judgment.
 - Multiple players – states, universities, colleges, and individual faculty.
 - Process varies by institution.





Challenge and change balanced by opportunity

The American Accounting Association's Sharpening Our Vision Project






The Center for the Advancement of Accounting Research

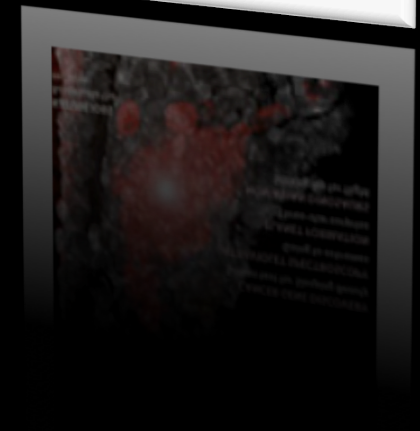
Possibility:

Conferences to prime the pump for new research questions and methods that cut across multiple AAA sections and other disciplines....For example, “Big Data”



The Center for the Advancement of Accounting Practice

Possibility:
The *Nature* magazine for
business.





The Center for the Advancement of Accounting in the Public Interest



The word "DEBT" is rendered in large, dark grey, three-dimensional block letters. A metal chain is attached to the bottom of the letter 'D' and loops around the letters 'E' and 'B'. The chain ends in a metal cuff with a yellow padlock, symbolizing restriction or a burden.

Possibility:

Inform the debate and outreach society about the threat arising from national debt.

Possibility:
Assessment of accounting
MOOCs





**American
Accounting
Association**



Celebrating A Century of Thought Leaders in Accounting



Thank you

