



**FOR IMMEDIATE RELEASE**

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**NASBA SUPPORTS ACCOUNTING EDUCATION RESEARCH  
THROUGH ANNUAL GRANTS PROGRAM**

Association awards funding totaling \$31,000 to university faculty and postdoctoral researchers.

**NASHVILLE, Tenn., August 5, 2014** – The National Association of State Boards of Accountancy (NASBA) is pleased to announce the 2014 recipients of its Accounting Education Research Grants Program. Faculty and postdoctoral researchers representing four institutions will receive grants, totaling \$31,000, in an effort to advance research on educational issues impacting Certified Public Accountants (CPA), the public accounting profession and Boards of Accountancy, charged with protecting the public.

Established in 2011, the program and selection process is spearheaded by NASBA’s Education Committee, chaired by Thomas R. Weirich, Ph. D, CPA. The Committee is charged with awarding accounting education research grants annually. More than \$100,000 has been awarded to aid in accounting education research since the program’s initial launch

“We are pleased with the increased interest in the program within the higher education community,” said NASBA Chief Relationship Officer Alfonzo Alexander. “Each year, the research findings help professors, practitioners and NASBA gain a clearer assessment of current and future needs in the accounting profession.”

2014 Accounting Education Research Grants will be awarded to researchers from the following universities:

**“State Policies and Attitudes Toward Acceptance of Advanced Placement (AP) Courses and a Comparison of Success on the CPA Exam Between Students That Enter College with Advanced Placement Credit and Those That Do Not: A Two Part Investigation”**

Submitted by Dan Deines, Ph.D., John Morris, Ph.D. and Joseph Ugrin, Ph.D.  
Kansas State University, Manhattan, KS  
\$18,000

**“Intention to Sit For the CPA Examination: An Investigation of Cost, Exam, Support and Career Factors”**

Submitted by Martin J. Coe, Ph.D.  
Western Illinois University, Moline, IL  
\$8,000

**“Are Accountants Made or Born? An Analysis of Self-Selection into and Success in Accounting”**

Submitted by Bud Fennema, Ph.D. and Allen Blay, Ph.D.

Florida State University, Tallahassee, FL

\$5,000

**“Accelerated vs. Traditional Accounting Education and CPA Exam Pass Rates”**

Submitted by Susan Parker, Ph.D., Suzanne Luttman, Ph.D. and Michael Eames, Ph.D.

Santa Clara University, Santa Clara, CA

\$5,000 In-Kind Data Provided by NASBA

To learn more about the Accounting Education Research Grants Program, [CLICK HERE](#).

**About NASBA**

Celebrating more than 100 years of service, the National Association of State Boards of Accountancy ([NASBA](#)) serves as a forum for the nation’s Boards of Accountancy, which administer the Uniform CPA Examination, license more than 700,000 certified public accountants and regulate the practice of public accountancy in the United States.

NASBA’s mission is to enhance the effectiveness and advance the common interests of the Boards of Accountancy in meeting their regulatory responsibilities. The Association promotes the exchange of information among accountancy boards, serving the needs of the 55 U.S. jurisdictions.

NASBA is headquartered in Nashville, TN, with satellite offices in New York, NY, and San Juan, PR, and an International Computer Testing and Call Center in Guam. To learn more about NASBA, visit [www.nasba.org](http://www.nasba.org).

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