Abnormal spoilage, 198	professional case topics and
Absorption cost per unit produced,	questions, 39
179	student learning and feedback,
Academic performance, regression	39–40
model for, 94	use practitioner created
Accounting, 149 (see also	professional case studies
Undergraduate accounting)	in, 31
for costs, 199, 202	working with practitioners to
curriculum, 10, 156-157, 160,	develop cases, 31
162–163	Accounting Education Change
decision support systems in, 106	Commission, The, 175
generative AI and subdomains of,	Accounting information systems
112–113	(AIS), 31, 107–112, 159, 164
pedagogy, 103-105, 112, 116	assignment instructions, 49-52
programs, 12, 148	course and learning objectives, 48
research, 30–31	grading, 52
systems, 112	internal controls research project,
topics, 5	48–49
Accounting and Auditing	student learning and feedback,
Enforcement Releases	52–54
(AAERs), 48, 51	Accounting Standards Codification,
Accounting courses	34
classroom implementation of	Accreditation bodies, 159
professional cases,	Advanced excel analysis tools, 8–9, 16
34–35	Alteryx, 9
grading, 35–36	American Accounting Association
intermediate accounting	(AAA), 156
professional case grading,	American Institute of Certified Public
37–39	Accountants (AICPA), 4–5,
planning process for professional	156, 158
case classroom	Analysis of variance (ANOVA), 72
incorporation, 32–33	Analysis ToolPak, 8
professional accounting research	Analytics technologies, 5
and intermediate course	ANOVA procedure, 7
details, 33	Anthropic Claude, 126
professional accounting research	Application Programming Interfaces
and intermediate course	(APIs), 123
objectives, 33–34	Artificial intelligence (AI), 115,
professional accounting research	121, 126, 145 (see also
case grading, 36–37	Generative AI)

Assignment instructions, 121 initial response, 121	challenges in tax education, 147–148
revised response, 121	
Association to Advance Collegiate	need for subject matter knowledge. 149
Schools of Business	output provided to students,
(AACSB), 156–157, 159	122–123
AACSB–accredited accounting	questions require level of
programs, 157	judgment, 150
Accounting Standard A7, 157	response, 151–152
Accreditation, 161	"right" question to ask, 150–151
Audience-response system (ARS), 208	in tax courses, 149
Audit Standard No. 2, 48	ChatGPT Plus, 130
Augmentation premise, 103, 107–108	ChatGPT-3. 5, 127, 130
Augmented example while ignoring	ChatGPT-4, 130
spoilage, 202–203	Classroom
sponage, 202 203	implementation of professional
Basic accounting for costs, 196–198	cases, 34–35
Basic process costing, worksheets	impact of student laptop use in,
in, 193	83–86
Big data, 121, 157	COBIT, 15
analytics, 122	Competitive strategy, 61, 80
Bing AI, 126	perception of, 64–65
Blockchain, 14	Complete costing
Bottom-up approach, 49	absorption cost per unit produced,
Brazil exercise, 132–134	179
Bronze nature scenes (BNS), 178,	using activity, 177-178
188	completing activity, 180
Business analytics and reporting	cost-plus method, 180
(BAR), 6	determine full cost per unit, 179
Business cycle processes, 48	determine selling and
Business student investors'	administrative cost per unit
perceptions of public	sold, 179
company context	evaluate product viability, 180
competitive strategy, 80	evidence from faculty, 185
financial flexibility, 80	evidence from students, 182–185
management credibility, 80	evidence of efficacy, 182
scale, 80	grading activity, 182
survey items on, 80	using information given, assign
	operating costs to four
Case creation process, 31	departments, 178–179
ChatGPT, 121, 126, 129, 135, 140,	intended audience, 177
146, 150	literature and learning objectives,
AI output students, 108	175–176
background on tax accounting	possible modifications, 180–181
education, 147	seven segments, 178
benefits and costs of, 148–149	target cost for each product, 178

Index 225

Content revision index (CRI),	Data integration tools, 123
108, 116	Data management, 11
Continuous Controls Monitoring	Data visualization, 9, 16
(CCM), 122	Data warehouses, 123
Control theory principles, 104	Data warehousing, 11
"Core"-plus-"discipline" model,	Database query skills, 17
159, 165	Decision making, 62
Cosine similarity index, 134	innovative approach to teaching
Cost of Goods Sold (COGS), 181	financial statement analysis
Cost-plus method, 180	for, 63–66
Cost-Volume-Profit (CVP), 174	Decision support systems (DSS), 106
Course material, students who	in accounting, 106
struggle with, 85–86	Decision-making process, 147
COVID-19	Deep fakes, 107
crisis, 206	Deep learning, 102
pandemic, 156, 206	Definition stage, design thinking, 105
CPA Evolution initiative, 4–5, 159,	Descriptive statistics, 87
165	Design thinking, 103
CPA exam, 4	DSS in accounting, 106
Critical thinking, 30, 40	generative AI, 106–107
Crowdsourcing approach, 112	generative AI and AIS, 108–112
Cryptocurrency, 14	generative AI and subdomains of
Curriculum, 11	accounting, 112–113
Cybernetics, 102	generative AI and syllabi
DSS in accounting, 106	considerations, 113–115
generative AI, 106–107	literature review, 105–110
generative AI and AIS, 108–112	method, 107
generative AI and subdomains of	beyond syllabi, 115–116
accounting, 112–113	Digital acumen, 4, 10–11
generative AI and syllabi	Dodd-Frank Act, 113
considerations, 113–115	Dwelling unit, 40
literature review, 104–105	2
method, 107	Educational tools, 208
beyond syllabi, 115–116	Educators in pandemic, stress factors
Cybersecurity, 4, 10	affecting, 207–208
•	Email, 82
Data analytics, 4–5, 8–10, 157, 159,	Emerging skills for career success
164	cybersecurity, 10
integration, 162	data analytics, 8–10
issues, 163–165	digital acumen, 10-11
literature review, 157–161	IT audit, 13–14
methodology, 161	IT governance, 14–15
results, 162	IT risks and controls, 11–12
subskills, 9	literature review, 5–6
Data extraction, transformation, and	method, 6–7
loading, 8, 16	predictive analytics, 12–13

results, 7–8	results, 68
SOC reports, 15–16	student participants and study
teaching locus, 16	design, 66–67
Emerging technology, 5, 102, 115	survey instrument and variables,
Emerging topics, 4	67–68
and subtopic descriptions, 20-24	test, 72–73
teaching locus professionals'	Financial statement analysis for
opinions, 25–27	decision making, innovative
Empathy stage, design thinking, 105	approach to teaching, 63
Enterprise Resource Planning systems	Formal tax research memo, 44
(ERP systems), 107, 123	Full cost, 174–176
Environmental, Social, and	per unit, 179
Governance (ESG), 113	Fundamental differences, 191–192
Evolution initiative, 5	Fuzzy Lookup, 9
Excel, 5, 9–10	add-ins for Excel, 8
data analysis tools, 8	
spreadsheet tools, 6	Generative Adversarial Networks
Experiential FSA approach, 62	(GANs), 106
Experiential learning, 60	Generative AI, 102, 106–107,
Experimentation, 105	107–112, 127
Extraction, transformation, and	background, 129
loading (ETL), 8, 123	Brazil exercise, 132–134
	implications for teaching and
Facebook, 82	learning, 140–141
FASB Codification database, 96	method, 132
Feedback loops, 104–105	research questions, 131–132
Feedback mechanisms, 106	results and observations, 134–140
Field study, 86	and subdomains of accounting,
design of, 86	112–113
results, 87–92	and syllabi considerations,
FIFO method, 192–193, 196, 202	113–115
Financial accounting class, 127, 132	tools, 130, 149
Financial flexibility, 65–66, 68, 80	USA exercise, 134
Financial Reporting II, 31	Google Bard, 126
Financial statement analysis (FSA),	Google-equivalent Chinese
60, 65	technology, 102
control variables, 74–75	Grading rubric, 52
descriptive statistics, 68–69	and advice for tax research
financial statements analyses	assignment and course, 45
task, 67	Grant Industries, 194
fixed effects, 79–75	Graphics processing units
interdisciplinary financial statement analysis model, 62–66	(GPUs), 106
learning objective, 62	Handwrite notes, 82–83
pre–post survey analysis, 69–72	Higher education system, 206
for problem solving, 66	Home office deduction authority, 43

Index 227

Ideation stage, design thinking, 105 Information systems integration, 160 Information technology (IT), 48, 159 Audit, 4, 13–14 governance, 4, 14–15 risks and controls, 11–12 Innovative worksheet approach, 192 Institute of Management Accountants (IMA), 158, 164	experimental design, 92 field study, 86 literature review and hypothesis development, 82 method, 86 performance of laptop note-takers versus longhand note- takers, 83–86 impact of student laptop use in
Integration	classroom, 83–86
of technology competencies, 156 of tools and concepts, 40	Laptops as distractors, 84 Large language models (LLM), 103,
Interactive class structure, mitigating	129
effect of, 84–85	Learning
Interdisciplinary Financial Statement Analysis Model, 62	implications for, 140–141 process, 34, 127
financial flexibility, 65–66	Learning management system (LMS),
individual and group investment	132, 219
decisions, 66	"Less points off" approach, 36
innovative approach to teaching	LinkedIn, 67
financial statement analysis	Longhand note-takers, performance
for decision making, 63	of, 83–84
perception of competitive strategy, 64–65	Longhand note-taking
Intermediate accounting	choice to type or handwrite notes, 82–83
course objectives, 33	experiment, 92
intermediate accounting I or II	experiment results, 92–95
course, 33	experimental design, 92
professional case grading, 37–39	field study, 86
Internal analysis, 64	literature review and hypothesis
Internal Controls Research Project,	development, 82
48–49	method, 86
embedded in accounting information systems course, 48–54	performance of laptop note-takers versus longhand note- takers, 83–86
Internal Revenue Code, 43	impact of student laptop use in
International tax, 48	classroom, 83–86
JSM Inc., 177–178, 188–189	Machine learning
Laptop note-takers, performance of,	algorithms, 123
83–84	techniques, 102
Laptop note-taking, 82	Management credibility, 60–61,
choice to type or handwrite notes,	64, 80
82–83	Manufacturing overhead (MOH), 176
experiment, 92	costs, 188
experiment results, 92–95	MOH-carving, 178

MOH-staining, office support, and sales, 178	complicated example, 198–200 literature review, 192–193
MBA students, 60, 68	worksheets in basic process costing,
Mining, 11	193–196
Model Curriculum, The, 10	Product viability, 176
Multiple regressions, 8	Professional accounting research case grading, 36–37
National Association of State Boards of Accountancy (NASBA), 4–5	and intermediate course details, 33 and intermediate course objectives, 33–34
National Center for Education	Professional cases, 33
Statistics, The, 209	classroom implementation of,
Natural intelligence (NI), 103, 147	34–35
Natural language processing (NPL),	planning process for professional case classroom
Neural networks, 102	incorporation, 32–33
Non-course-related activities, 82	Professional research skills, 30
Non-statistical models, 12	Professional tax research skills for
Northern Illinois University (NIU),	undergraduates, 40
31, 48	grading rubric and advice for tax
Note-taking method, 88–89	research assignment and course, 45
Online learning, 219	student responses and professional
Overall Case scores, 35–36	tax research activity impact,
Pandemic, stress factors affecting	45–48
students and educators in, 207–208	tax research goals, course structure, and learning objectives,
Parallel processing, 15	40–43
Pathways Commission, 30	undergraduate tax research memo
Pedagogical strategies, 115	assignment, 43–45
Peer scores, 35–36	Prompt-engineering, 117
Perceived behavioral control, 65	Proper communication protocols, 219
Physical process, 131	Prototyping stage, design thinking,
Planning process for professional case	105
classroom incorporation,	Public Company Accounting
32–33	Oversight Board (PCAOB),
Pre-determined overhead rate	48
(POHR), 175	Public company context, survey
Predictive analytics, 4, 12	items on business student
Presentation scores, 35–36	investors' perceptions of, 80
Problem solving	PwC global workforce survey of hopes
FSA for, 66–68 skills, 148	and fears (2022), 126
Problem/issue identification, 40	Quality improvement index (QII),
Process costing, 191	108, 116
basic accounting for costs, 196–198	"Quantum leap" convergence, 102

Index 229

Regression	sample handout for, 188
analysis, 217–218	stress factors affecting students
model for academic performance, 94	in pandemic, 207–208
Research process, 31, 34	struggle with course material,
Revenue cycle, 49	85–86
	Students' perceptions of online class
Sales and administrative costs	delivery during COVID-19
(SA costs), 181	pandemic
SAP University Alliance program, 11	background, 207
Selling and administrative cost	cross-sectional differences among
calculations (SA cost	students, 209
calculations), 174–175, 185	descriptive statistics, 211
7-point Likert scale, 80	method, 209–210
Silicon Valley Bank, 127	regression analysis, 217–218
Silo effect, 174	results, 213
SKEMA, 219	sample, 210
Skills-based capstone course, 41	selection of course delivery
Socialization process, 126	modality, 208–209
Spoilage, 198	stress factors affecting students
Spreadsheet format, 192	and educators in pandemic,
"Stack method" of grading, 37	207–208
Stakeholders, 156	student GPA before and during
Statistical concepts, 9	pandemic, 211
Statistical tools, 8	survey results, 213–217
Stock decisions, 61	Subject matter knowledge, need
Stone-mounted animal statues (SMA),	for, 149
178, 188	Subjective norms, 66
Stress factors affecting students and	Survey responses, 11
educators in pandemic,	Systems organization and control
207–208	(SOC), 4
Student laptop use in classroom	reports, 15–16
impact of, 83–86	
distracting behavior affects student	Tableau, 5
performance, 84	Target price, 176, 181
laptops as distractors, 84	Tax accounting education,
mitigating effect of interactive class	background on, 147
structure, 84–85	Tax education, current challenges in,
performance of laptop note-takers	147–148
vs. longhand note-takers,	Tax research
83–84	course, 41
Students, 33, 49, 65, 67, 87, 132, 192,	goals, 40–43
200, 207–208	grading rubric and advice for tax
learning and feedback, 39–40,	research assignment and
52–54	course, 45
responses and professional tax	Taxation, 147, 149
research activity impact,	Teaching
45–48	approach, 60

implications for 140–141	use practitioner created
locus, 16	professional case studies
Testing stage, design thinking,	in accounting courses,
105	31–40
Text similarity, 134	Undergraduate tax research
Theory of planned behavior (TPB),	course, 47
62–63	memo assignment, 43–45
context of, 64	Undergraduates, professional tax
Traditional FSA, 60	research skills for, 40–43
Traditional process costing methods,	Uniform CPA examination, 159
192	Univariate, 8
Treasury Regulations, 43	University of Hawaii at Manoa,
Trust service principles, 15	The (UH), 40–41
Tukey test, 12–13, 15	
Two-tailed test, 8	Variables, 79
Undergraduate accounting	Web surfing, 82
capstone course, 47	Weighted-average method, 191, 193,
develop professional tax research	197, 202
skills for undergraduates,	Worksheets, 202
40–48	approach, 194, 200
faculty, 30	in basic process costing, 193-196
internal controls research project	
embedded in accounting	YouTube, 67
information systems course,	
48–54	"Zero up" approach, 36