



MESSAGE FROM THE PRESIDENT

Dear TLC Section Members

May 2020



I think it is safe to say that we are all relieved to be at the end of the craziest academic year on record! I expect that you all are working toward, or already enjoying, some much needed R&R. With the cancellation of many Spring meetings, I am looking forward the day (hopefully soon) when we can again join together face-to face and reconnect in real life. Until then, I hope you are taking advantage of the many online teaching tools that have cropped up in the last few months to help us with this mid-course shift to virtual teaching and learning. Many of these have been hosted by our own TLC members - thank you for leading out!

We continue to plan for the TLC Colloquium scheduled on November 6-7, 2020. The AAA understands that uncertainty about what will happen related to future meetings is unsettling. As the situation is still unfolding, the AAA is striving to be both prudent and flexible, with the goal of supporting efforts for all of us to remain healthy and productive. With all the effects of COVID-19 on campus, in our communities, and in the profession, the AAA understands what an overwhelming time this is for members. They recognize that new responsibilities, travel restrictions, and family commitments are creating changes that will impact Fall Meetings – and realize that uncertainties about these meeting are stressful. We share those worries and wish we could give you all the concrete information today. The AAA will continue to monitor the situation, relying upon the experts including the Center for Disease Control and the World Health Organization, to update our plans – and we will continue to keep you updated as things evolve.

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In closing, I offer appreciation to all of you that support TLC Section activities and the wider AAA membership through conference attendance, participation in conference sessions and webinars, volunteering for committees, and volunteering your time to review papers, serve as session facilitators, and serve as paper discussants.

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The Accounting Educator
Call for Short Papers for Next Issue

For publication in *The Accounting Educator*, email short articles, cartoons, letters to the editor, call for papers, announcements, or other items of interest to clatham@wsu.edu. *The Accounting Educator* accepts submissions on any issue regarding accounting education or curriculum. Your manuscript should be two to three pages, single spaced. Submit in Word format electronically by June 15, 2020.

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**AAA ANNUAL MEETING AND CONFERENCE ON
TEACHING AND LEARNING IN ACCOUNTING**
August 7-12, 2020, Atlanta, GA



The theme of the 2020 Annual Meeting in Atlanta, GA is “Stronger Together.” Please join us in Atlanta, GA August 7 through August 12, 2020 for the Annual Meeting and Conference on Teaching and Learning (CTLA), and help us to become an even stronger and more impactful association!

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2020 TEACHING, LEARNING AND CURRICULUM SECTION
MIDYEAR COLLOQUIUM
November 6-7, 2020, Dallas, TX



Please mark your calendar!

The Teaching, Learning and Curriculum Section of the American Accounting Association is hosting a Colloquium on the Science of Learning, November 6-7 at the Sheraton Galleria in Dallas, Texas. The day and a half Colloquium will begin on Friday, November 6, 2020 at 1:30 p.m. and conclude on Saturday, November 7, 2020 at 5 p.m. We will keep the community up to date as the impacts of the coronavirus become clearer. More details about the meeting along with meeting registration will be posted [here](#) soon.

We look forward to seeing you in Dallas!

Hotel Information

A limited number of rooms have been set aside for the conference participants the rate of \$125 per night, single or double occupancy. If you are planning on attending, we suggest that you reserve a room early.

The reservation deadline is ***Tuesday, October 13, 2020***

Explore Dallas

We would like to thank KPMG for their generous support of the Colloquium



MOVING YOUR CLASSES ONLINE? AVAILABLE EXPERT WEBINARS AND RESOURCES

The AAA is planning and has hosted a series of webinars by leading on-line instructors, a listing of helpful resources for teaching accounting courses online, and a "Frequently Asked Questions" page to answer your queries and help to avoid pitfalls faculty sometimes experience when making initial steps to teaching online. First The link below provides access to the videos from the webinars to date, the resources and FAQ page.

<https://aaahq.org/>

Here is a listing of the **Thursday Teaching Online Best Practices Series** as of the publication date (Please check the above link for updates). In addition, every Friday, there is an **Online Teaching Help Hour** by a panel of experienced faculty who teach online (3 p.m. EST). These webinars are open to all, at no charge, and recordings are available shortly after the online presentation as well as access to resources shared. All times provided are EST.

- **May 7, 2020 2-3 pm** Going Online with a Large Class: Staying Connected with 1,100 Students
- **May 7, 2020 3:30 - 4:30 pm** How I put my Online Courses Together in Canvas/Blackboard
- **April 30, 2020 3:00 pm** How I put my Online Courses Together in Canvas
- **April 23, 2020 2:30 pm** How I put my Online Courses Together in Blackboard
- **April 23, 2020 4-5 pm** How I put my Online Courses Together in D2L
- **April 16, 2020 at Noon** Teaching Online Best Practices: University of Illinois iMSA in partnership with Coursera by Gary Hecht, University of Illinois
- **April 2, 2020 at 2 pm: TLC Section Webinar** "Transition to Remote Learning," hosted by Jill Mitchell and DeAnna Martin
- **March 26, 4 pm:** "Tips and Tools for Organizing Your Online Course in a Hurry," hosted by Wendy Tietz, Jennifer Cainas, and Tracie Miller-Nobles
- **March 20, 11 am:** "Are you ready for remote learning?" Tips and Technology Tools to shift your lecture courses online, hosted by Cathy Scott and Markus Ahrens.

✚ AND BE SURE TO ALSO CHECK OUT THESE ONLINE LEARNING AND TEACHING RESOURCES:

<https://aaahq.org/Education/Resources/Online>

COUNCIL MINUTES

Tuesday, April 7 and Tuesday, April 28, 2020

Dear Council Members and Segment Leaders,

I want to thank all the Council members who were able to participate in two Council Meetings that took place in April (April 7th and April 28th) via webinar. I missed seeing you all in-person at our March Meeting in Sarasota, FL that unfortunately had to be cancelled due to COVID-19. Please feel free to share this update with your Segment membership via a newsletter or email.

Please also note that meeting agendas and minutes from Board and Council Meetings are posted online and can be found at <http://aaahq.org/About/Governance/Board-Council-Activities>. Minutes are posted after being approved at the following in-person meeting: i.e. Spring Meeting and April webinar minutes are approved at the August Council Meeting, while Fall Meeting minutes are approved at the Spring Meeting.

Notes from the two Spring 2020 Council Meetings

Tuesday, April 7th Council Webinar:

- Council Chair Cindy Durtschi welcomed everyone to the webinar, acknowledging that our regularly scheduled in-person meeting that was supposed to have taken place in March was cancelled due to the COVID-19 pandemic. Today's meeting agenda will address opportunities being explored to help members with changes to academia and the support that the Association can provide. The November 2019 Council Meeting minutes were approved.
- President-Elect Elaine Mauldin led the discussion on strategies that the AAA has been investigating virtual opportunities that can assist members with online teaching. While focusing on the overall AAA Mission Statement, there are three opportunities for Virtual Engagement that the Board is exploring: (1) Professional Virtual Space for Segments, (2) Research Relevance Series, and (3) a Virtual Spring Meeting. Executive Director Tracey Sutherland explained that the legal liabilities for existing upcoming Spring Meetings that have not yet been cancelled are still being examined. The ability to hold a virtual meeting could allow those with accepted papers to still be able to present and share their work. Using Poll Everywhere, Council members provided feedback on ideas for the three virtual opportunity options that the AAA will be exploring. The AAA is also working with members to schedule a series of upcoming webinars about online learning and teaching tips. These will be posted to the [AAA website](#) and promoted to members.
- Vice President-Finance Mark Taylor gave an overview of the budget timeline and how the pandemic may affect the final budget that is supposed to be approved by the Board in May. The Finance Committee met and following their meetings, the Board is recommending that there be no change to membership dues for the 2020-2021 year.
- Council voted to approve no changes to the 2020-2021 membership dues from the prior year.

- Cindy Durtschi reviewed the roles and responsibilities of the Council Chair position for the 2020-2021 Council Chair-Elect election. There are two candidates on the slate – Eric Bostwick and Monte Swain. Voting will take place via electronic ballot following the April 7th Council Meeting.
- Cindy Durtschi discussed the importance of the AAA Nominations Committee. She reviewed the names of the six candidates for the 2020-2021 AAA Nominations Committee. Voting will take place via electronic ballot following the April 7th Council Meeting.

Tuesday, April 28th Council Webinar:

- Council Chair Cindy Durtschi welcomed everyone to the webinar. Council members shared their institutions' plans for the Fall semester regarding COVID-19 and in-person versus virtual learning.
- Co-Directors of Publications/Senior Editors Stephanie Austin and Nate Smith gave Council members an overview of the Silverchair Platform migration for the AAA's **Digital Library** that would be taking place the afternoon of April 28th. The new site is mobile responsive and looks more modern. Altmetric scores will now be integrated into the pages, and references will be hyperlinked. Nothing changes in terms of the submission system to the journals. Members will receive notification of the update via email that will contain a link to update passwords. Members that have any difficulties with the new platform can contact Pat Stein of the AAA's Member Service Team at pat@aaahq.org.
- Cindy Durtschi reviewed the results of the elections that took place following the April 7th Council Webinar. Monte Swain was elected as the 2020-2021 Council Chair-Elect. The AAA Nominations committee members for 2020-2021 are Pat Poli, Scott Showalter, Steve Stubben, Wendy Tietz, and Scott Vendervelde. Cindy also reviewed the Section elections that are currently underway. About half of the Sections elections just closed on April 27th. The rest of the elections will close on May 26th. For the elections that closed on April 27th, Section Leaders will be notified of the results and announcements will be made in upcoming Section emails.
- Meetings Model Task Force Chair Brian Bushee discussed the Meetings Model Task Force composition and the activities that have taken place thus far. The goal of the Task Force is to examine how to hold great meetings that are cost effective and sustainable. Due to COVID-19, things have been on hold. Some things that the Task Force discussed are charging non-members higher rates to attend meetings, examine timelines to see if things can occur earlier in the overall process, and how the AAA may be able to better assist Segment Leaders in getting better pricing on meeting elements. Now in the advent of the pandemic, the Task Force will also examine virtual components to future meetings.
- Executive Director Tracey Sutherland and Chief Innovation Officer Julie Smith David gave an update on Spring meetings and plans for a virtual meeting. Tracey reported that the Spring Section and Region meetings have all been cancelled, as have the May Strategic Board Retreat, and the Audit Educator's and Accounting Information Systems Bootcamps. The Intensive Data & Analytics which is scheduled for the end of June has not yet been cancelled. (*Note: this meeting has*

since been cancelled). The status of the August Annual Meeting is still unknown at this time, and as things progress, further determinations will be made in relation to travel restrictions and the course of the pandemic. Opportunities are still being actively pursued to have a virtual meeting to allow those that had papers accepted to the cancelled Spring meeting still be able to present their work. Various platforms are being examined from different vendors to select the best partners. The working timeline is to be able to host a 2-day meeting sometime in early June with various sessions that registrants could choose from over the course of the 2 days and earn Continuing Education credit hours. Council gave input as to thoughts on what features would help to make the virtual meeting a success.

- Julie Smith David and Cindy Durtschi led a discussion on the Virtual Segment Meeting Rooms that were talked about on the April 7th webinar. There were 9 Segments that expressed interest in having the Virtual Meeting Rooms. A four-month pilot program is in the works to be able to create these rooms where the Segment Leaders could schedule events for their members. Cindy and Julie also got feedback from Council on how Segments can continue to support their members during these times.

Best Regards,
Cindy Durtschi
2019-20 Council Chair

2020-2021 TLC SECTION ELECTION RESULTS

The results of the recent election for our 2020-2021 Section positions are complete. Congratulations and welcome to the following elected leaders:

Vice President-Academic

- ❖ Markus Ahrens, St. Louis Community College-Meramec

Secretary

- ❖ Tracie Miller-Nobles, Austin Community College

Nominations Committee

- ❖ Melissa Larson, Brigham Young University
- ❖ Sheldon Smith, Utah Valley University
- ❖ Angela Spencer, Oklahoma State University
- ❖ Russell Tietz, University of Mount Union

Thank you to all the candidates, members who nominated candidates, members of our Section Nominations Committee and the members who voted for your continued service and dedication to our Section



Whose work is inspiring you?

TLC Awards Committee Solicits Nominations

(Deadline past)

A highlight of the TLC breakfast each year at the AAA annual meeting is seeing our colleagues recognized for their outstanding work in the prior year. Start searching now for nominations for the following awards at the 2020 AAA Annual Meeting.

- ***Outstanding Research in Accounting Education*** to recognize excellence in accounting education research (published in 2019).
- ***Outstanding Instructional Contribution*** to recognize excellence in the development of original instructional materials (published in 2019).
- ***Hall of Honor Inductee*** to recognize a TLC member who has provided outstanding service to the section for an extended period of time.

The nomination for the two publication awards should include the full bibliographic citation and a brief note to indicate the reason for nomination. Nominations may be made by both TLC members and non-members. However, at least one of the nominated authors must be a TLC member. Self-nominations are accepted and encouraged.

Nominations for the Hall of Honor should be made by TLC members. Nominees should have been a member of the TLC section for at least eight years, served as chair of one TLC committee, and served as an officer or director.

Nominations will be accepted through **May 1, 2020**.

Send your nominations or questions to Sara Kern Chair, TLC Awards Committee at kern@gonzaga.edu

Call for Papers

Advances in Accounting Education: Teaching and Curriculum Innovations

Submissions are invited for forthcoming volumes of *Advances in Accounting Education* (AIAE). AIAE publishes a wide variety of articles dealing with accounting education at the college and university level. AIAE encourages readable, relevant, and reliable articles in all areas of accounting education including auditing, financial and managerial accounting, forensic accounting, governmental accounting, taxation, accounting systems, etc. Articles from outside the U.S. are encouraged. Papers can focus on:

- Implications of disruptive innovation for teaching, learning and the accounting curriculum
- Critical reviews of the domain of accounting with implications for curriculum innovation.
- Innovation in teaching and learning, with evidence to demonstrate effectiveness.
- Research studies with implications for improving accounting education.
- Assessment of learning and continuous improvement.
- Pedagogical implications of regulation.
- Administrative and leadership issues related to innovation and effective teaching and learning.
- Global challenges, constraints and opportunities for accounting education.
- Conceptual models, methodology discussions, and position papers on particular issues.
- Historical discussions and literature reviews with implications for pedagogical efforts.

AIAE provides a forum for sharing ideas and innovations in teaching and learning ranging from curricula development to content delivery techniques. Pedagogical research that contributes to more effective teaching and learning in colleges and universities is highlighted. All articles must include a discussion of implications for teaching, learning and curriculum improvements. Non-empirical papers should be academically rigorous, and specifically discuss the institutional context of a course or program, as well as any relevant tradeoffs or policy issues. Empirical reports should exhibit sound research design and execution, and must develop a thorough motivation and literature review, possibly including references from outside the accounting field.

SUBMISSION PROCESS

Send two files by email: one with a manuscript copy but without a cover page, and the other solely a cover page with author information. Cover pages should list all authors' names and addresses (with telephone numbers, fax numbers, and e-mail addresses). The authors' names and addresses should not appear on the abstract. To assure anonymous review, authors should not identify themselves directly or indirectly. Also, attach a copy of any research instruments. Two reviewers assess each manuscript submitted and reviews are completed in a timely manner, usually 60-90 days.

Send manuscripts to Thomas Calderon, editor, aiae@uakron.edu

WRITING GUIDELINES

1. Write your manuscript using active voice. Therefore, you can use the pronouns "we" and "I". Also, please avoid using a series of prepositional phrases. We strongly encourage you to use a grammar and spell checker on manuscripts before you submit to AIAE. Parsimony is a highly desirable trait for manuscripts we publish. Be concise in making your points and arguments.
2. Each paper should include a cover sheet with the names, addresses, telephone number, and email address for all authors. The title page also should include an abbreviated title that you should use as a running head (see item 7 below). The running head should be no more than 70 characters, which include all letters, numbers, punctuation and spaces between words.
3. The second page should consist of an abstract of approximately 150 - 200 words.
4. You should begin the first page of the manuscript with the manuscript's title. DO NOT use the term "Introduction" or any other term at the beginning of the manuscript. Simply begin your discussion.
5. Use uniform margins of 1.5 inches at the top, bottom, right and left of every page. Do not justify lines; leave the right margins uneven. Do not hyphenate words at the end of a line; let a line run short or long rather than break a word. Type no more than 25 lines of text per page.
6. Double-space all lines of text, including titles, headings and quotations.
7. Place each figure, table and chart on a separate page at the end of the manuscript. Include a marker in the body of the paper to show approximately, where in the final manuscript each figure, table or chart will appear.
8. After you have arranged the manuscript pages in correct order, number them consecutively, beginning with the title page. Number all pages. Place the number in the upper right-hand corner using Arabic numerals. Identify each manuscript page by typing an abbreviated title (header) above the page number.
9. Format all citations within your text with the author(s) name and the year of publication. An appropriate citation is Catanach (2004) or Catanach and Feldmann (2005), or Catanach et al. (2006) when there are three or more authors. You do not need to cite six or seven references at once, particularly when most recent references cite earlier works. Please try to limit yourself to two or three citations at a time, preferably the most recent ones.
10. You should place page numbers for quotations along with the date of the material being cited. For example: According to Beaver (1987, 4), "Our knowledge of education research ...and its potential limitations for accounting"
11. List at the end of the paper the full bibliographic information (e.g., author, year, title, journal, volume, issue and page numbers) for all references cited in the body of the paper. List references in alphabetical order by the first author's last name.



Journal of Accounting Education Call for Papers on Sustainability in Accounting Education (Special Issue)

It is increasingly acknowledged that accountants have an important role to play in contributing to sustainable development. In order to do so it is essential that accounting graduates are equipped with the necessary critical analysis, problem solving and collaborative skills, and a sound understanding of context,

complexity and connectedness (Cho & Mäkelä, 2019; Lacy, Haines & Hayward, 2012). In the largest international study of CEO perspectives on sustainability of its time, it was found that CEOs perceived education to be the single most important issue with business leaders increasingly needing to articulate and quantify the contribution of sustainability in the language of accounting, and factor the risks associated with social and environmental issues into capital investment decisions. Business schools have a critical role to play in addressing this skills gap (Lacy et al., 2012), but to do so requires new ways of thinking about and approaching accounting education and training (Cho & Mäkelä, 2019; Gray, 2000). An interdisciplinary approach involving business, government, NGOs, civil society and a consideration of the United Nations Sustainable Development Goals is needed for the accountants of the future to help solve the problems of today (Cho & Mäkelä, 2019; Lacy et al., 2012; Bebbington & Unerman, 2018).

The *Journal of Accounting Education* (JAED) invites papers on any aspect of sustainability in accounting education for a special issue. Possible topics include but are not limited to incorporating the UN Sustainable Development Goals into accounting curriculum, preparing future accountants to contribute to a broader reporting landscape including the Global Reporting Initiative and Sustainability Accounting Standards Board Standards and the International Integrated Reporting Council Framework, student perceptions of sustainability in accounting education, incorporating sustainability related case studies into the accounting curriculum, facilitating interdisciplinary approaches in accounting education, and sustainability related work integrated learning for accounting students. Submissions should be made electronically through <https://www.editorialmanager.com/accedu/default.aspx> starting **1 August 2020**. When submitting, select the issue type as **VSI: Sustainability** in the drop-down menu. The deadline for submissions is **1 November 2021**. Acceptances will be on a rolling basis with an anticipated final special virtual issue final publication in early 2023.

Submitted papers **must be supported by relevant literature** and not be opinion based without support for the author's arguments. The same requirements for publication in the JAED main section will apply to the papers submitted for this special issue.

Early submissions are welcome, and potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification. For further information, please contact either of the following guest editors:

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Journal of Accounting Education: General Information

The *Journal of Accounting Education* (JAEd) is a refereed journal published quarterly by Elsevier (<http://www.journals.elsevier.com/journal-of-accounting-education>). The JAEd is dedicated to promoting and publishing research on accounting education issues and to improving the quality of accounting education worldwide. The Journal provides a vehicle for making results of empirical studies available to educators and for exchanging ideas and instructional resources that help improve accounting education. The JAEd publishes manuscripts on all topics that are relevant to accounting education, including uses of technology, learning styles, assessment, curriculum, and faculty-related issues. The Journal includes four sections: a Main Articles Section, a Teaching and Educational Notes Section, a Case Section, and a Best Practices Section. Manuscripts published in the Main Articles Section generally present results of empirical studies, although non-empirical papers are sometimes published in this section. Short papers on topics of interest to JAEd readers are published in the Teaching and Educational Notes Section. The Teaching and Educational Notes Section also includes instructional resources that are not properly categorized as cases, which are published in a separate Case Section. Instructional resources published in the JAEd should meet relevant educational objectives and be available for general use. The Best Practices Section is meant to highlight innovative and effective institutional and individual accounting educator practices in areas such as student recruitment, student advising, student engagement, and alumni relations.

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Journal of Accounting Education **Call for Papers: Data analytics in auditing: What do we remove in order to add? (Special Issue)**

The *Journal of Accounting Education* invites submissions for a special issue devoted to data analytics in auditing. Data analytics has become the hot topic in auditing practice and pedagogy. The key focus of panels and discussions to date has been on what firms would like

students to know about data analytics when coming in as new audit hires. The answer: essentially “everything.” However, it can be difficult for auditing educators to determine where, how, and to what extent data analytics should be integrated into existing courses, especially given the wide array of technical content already being covered. Therefore, the goal of this issue is to help faculty develop and integrate the use of data analytics in auditing courses. The editors for this special issue solicit high-quality manuscripts of various types and research paradigms (e.g., field or experimental investigations, archival, analytical, survey or case/exercise research) related specifically to integrating data analytics in the classroom. Examples include articles related to:

- Overall curricular learning objectives,
- Teaching methods,
- Assessment,
- Course design relating to how data analytics are being incorporated into stand-alone auditing courses with an emphasis on which “traditional” audit topics might receive less attention to make space for the incorporation of data analytics,
- Short cases/in-class exercises.

To enhance early access, manuscripts will be published in regular journal volumes as accepted and later be pulled into a virtual special issue on the Journal of Accounting Education website.

Submissions should be made electronically through <https://www.editorialmanager.com/accedu/> starting **31 December 2020**. When submitting, select the issue type as 'Special issue' and then the article type as '**Special Issue on Auditing Data Analytics.**' The deadline for submissions is **31 December 2021**. Acceptances will be on a rolling basis with an anticipated virtual special issue completion for **December 2022**. Early submissions are welcome, and potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EM system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification. For further information, please contact any of the following guest editors:

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See General Information regarding the *Journal of Accounting Education* on page 12.



Journal of Accounting Education **Extended - Call for Papers on Developing Accounting Students' Soft Skills versus Technical Competency (Special Issue)**

Position statements on accounting education have generally called for an increased emphasis on developing students' so-called soft skills with the expectation that accounting graduates will be more well-rounded and productive professionals. Many accounting educators have responded to these position statements with efforts to develop, for example, students' communication skills, ability to think critically, and ethical awareness. Largely missing from the accounting education literature has been a discussion of whether **undergraduate** accounting student' soft skills can effectively be developed and whether accounting faculty members are trained or equipped to assume this responsibility. Given the constrained number of accounting credit and contact hours in accounting education programs, efforts to develop soft skills have often been made at the expense of covering important technical material that continues to increase in amount and complexity.

The *Journal of Accounting Education* (JAED) invites papers on any aspect of the soft skill/technical knowledge discussion for a special issue. In addition to the call, the guest editors will be inviting some authors to submit manuscripts. Submissions should be made electronically through <https://www.editorialmanager.com/accedu/> starting **1 May 2019**. When submitting, select the issue type as **VI: Soft Skills** in the drop-down menu. The deadline for submissions is **31 August 2020**. Acceptances will be on a rolling basis with an anticipated final special virtual issue final publication in 2021.

Possible topics include whether soft skills identified by accounting position statements can be developed at the undergraduate level, if accounting faculty are qualified to help students develop soft skills and where faculty acquired this capability, and whether the increasing use of adjuncts and part time faculty complicates developing accounting students' soft skills. Papers can also address the question of what should be the primary learning objectives of accounting education programs and the relative importance of soft skills versus technical subjects given expected career paths for program graduates. This list of possible topics is not exhaustive, and papers relevant to the soft skills versus technical competency debate will be considered.

Submitted papers **must be supported by relevant literature** and not be opinion based without support for the author's arguments. The same requirements for publication in the JAED main section will apply to the papers submitted for this special issue.

Early submissions are welcome, and potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification. For further information, please contact either of the following guest editors:

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See General Information regarding the *Journal of Accounting Education* on page 12.

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Please go to the [TLC website](#) for additional committee chairs and members.



*Why every American Accounting Association
Member Should be a Member of the
Teaching, Learning, & Curriculum
Section. Ask your colleagues to join today!*

Teaching, learning, and curriculum issues are important to everyone in the AAA! We all have a vested interest in enhancing the quality of education of accounting students. This section provides a forum that cuts across disciplines, specialty areas, and geographic boundaries. The Teaching, Learning, & Curriculum Section provides opportunities for members to share their experiences, bringing together large and small schools, educators and practitioners, and members worldwide.

Go online to <http://aaahq.org> to join today or use the form below to apply for TLC membership (you must also be a member of the AAA). Mail your application to AAA, 9009 Town Center Parkway, Lakewood Ranch, FL 34202.

GIVE THE FORM BELOW TO COLLEAGUES AND ENCOURAGE THEM TO JOIN!

Membership Application for the Teaching, Learning & Curriculum Section

AAA ID# _____

Name _____

Address _____

Affiliation _____

Telephone: Office _____ Home _____ Fax _____

Dues Enclosed: \$20

Payment method: _____ Check enclosed (make payable to AAA) _____ Credit card

Billing Address _____

Account Number _____ Expiration date _____

Signature _____