

Communicator



Two Year College Section of the American Accounting Association

Winter 2010/2011

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The Challenges We Face

Kevin D. Stocks, AAA President

What an exciting time to be involved in accounting education. The accounting profession is changing with increasing speed and the challenges to accounting education continue to grow. These challenges include the following:

- There is a tremendous need for data on the academy. Data is needed on types of programs being offered, the materials being taught within programs, the composition of both students enrolled in accounting and accounting faculty, and contact information for faculty and programs. The AAA currently has several projects underway that will help address this need for data. There are efforts underway to gather information on accounting programs across the nation regarding the program structure as well as course content and composition. Another AAA effort is working with the Rhile and Hasselback directories to produce an online directory available to the public. Efforts are underway with Pearson Higher Education to produce print copies of these directories (see <http://robinprinzing.com/> for additional information). Both the program and contact directories are scheduled to be available this spring.
- Accounting standard setting continues to evolve, influencing what is taught in our classes. Whether or not the IFRS standards are adopted in the US, they have been adopted to varying degrees by most other nations. With business going international and with many US businesses being subsidiaries of non-US entities, most if not all of our current students will be involved in some aspects of IFRS accounting. The question facing the accounting academy is: How much should our curriculums change?
- Not only are there new international standards for financial reporting, but there are also proposed international standards for accounting education. The International Accounting Education Standards Board (IAESB) of the International Federation of Accountants (IFAC) has released the 2010 edition of its Handbook of International Education Pronouncements. These are available online through the IAESB website. Currently these standards are reviewed and input from members of the education community will be an important part of the review process. It is important to understand that the European and US models for accounting education differ greatly. The European model involves learning as an apprentice (generally defined as a 3-year period) with little if any college/university based coursework while the US model is college/university based with a minimum of practical experience.

[Meet a Colleague](#)

[Printable PDF](#)

Spring

Newsletter Deadline

The deadline for material to be included in the Spring 2011 issue is April 30, 2011. Please contact me if you are interested in becoming a contributor. Markus Ahrens
mahrens@stlcc.edu

Two Year College
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Sarasota, FL 34233-2399

- Changes in the world we live and work in continue. The nature of our students is changing. The millennial generation is different from students we have worked with in the past. The accounting profession is changing in the nature of public and private practice as well as in practice areas. Auditing is now a regulated industry, tax rules and roles are changing, and firms and companies are sending work offshore in increasing amounts. New areas of practice such as accounting for environmental efforts are gaining prominence. Technology keeps evolving, impacting not only what we teach, but also the tools we use in class. Although challenging, continued change provides opportunities for improvement to our education process and certainly does make life interesting.

Again, it is an exciting and challenging time to be involved in accounting education. What a wonderful opportunity for each of us to make a difference.

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Two Year College Section 2010–2011 Officers and Board Members

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| Christine Kloezeman, Glendale Community College | |

MESSAGE FROM THE EDITOR

I am excited for the opportunity to serve as the new editor of the *Communicator*. To prepare for this role, I have taught the past 10 years at St. Louis Community College – Meramec, which serves over 11,000 students. Currently, I am chair of the Accounting and Legal Studies Department and teach College, Financial, Managerial and Intermediate Accounting courses. As educators, we work to prepare our students for their future. With this in mind, I find it to be a fascinating time to teach in the field of accounting. With the increase of online and hybrid methods of delivering accounting education, combined with the International Financial Reporting Standards, the classroom becomes a dynamic teaching tool for our learning environment.

I hope you enjoy this edition and please consider writing an article for the next newsletter. The deadline for submission is April 30, 2011, for the late Spring/early Summer publication. Feel free to contact me at mahrens@stlcc.edu or 314-984-7507.

Markus Ahrens, CPA
Professor of Accounting
St. Louis Community College — Meramec

MESSAGE FROM THE CHAIR

Welcome! I hope this newsletter finds you well in the midst of your semester/quarter and looking forward to Spring weather. The leadership of the TYC section is working hard on planning for the annual meeting in Denver, Colorado being held August 8–10. We continue to strive to bring you sessions that are innovative, thought-provoking, and teaching-centered. More information about the conference can be found at <http://aaahq.org/AM2011/index.cfm>.

If you are not able to come to the annual meeting, you might think about coming early for the Conference on Teaching and Learning (CTLA). This conference

will be held before the annual meeting on August 6 – 7. This conference is designed for new and experienced faculty looking for opportunities to refine their teaching talents and perfect the craft of teaching accounting. This is the fourth year and the conference continues to get better and better! To find out more information and also to submit proposal ideas, see http://aaahq.org/AM2011/sub_CTLA.cfm.

In addition to creating exciting meeting opportunities, the TYC has also been involved in The Pathways Commission. The Pathways Commission's purpose is to "identify, explore, and establish a national higher education strategy for the accounting profession broadly defined." If you haven't had the opportunity to review the Pathways website (<http://commons.aaahq.org/groups/2d690969a3/summary>), I highly recommend that you take some time to review and comment on the efforts of this commission. You will also have the opportunity to provide feedback and comments at both the AAA annual meeting and Teachers of Accounting at Two Year Colleges (TACTYC) conference.

It's an exciting time to be an accounting educator! I look forward to seeing you in Denver in August.

All the best,
Tracie L. Nobles, TYC Chair

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Two-Year College Section 2010 Educator of the Year

The American Accounting Association selected Christine Kloezeman as the Two-Year College Section 2010 Educator of the Year. Christy is a Professor of Accounting at Glendale Community College located in Glendale, California. This award honors educators who have distinguished themselves in the field of accounting education.



As a full time accounting professor at Glendale Community College for 26 years, Professor Kloezeman has seen a lot of changes in Accounting Education. She received her Bachelors of Science Degree from Brigham Young University, a Masters of Science in Business Administration from University of Redlands and has served as the Accounting Department Coordinator for 12 years at Glendale. Christy stated that she "enjoys keeping up to date with the changes in accounting education."

Professor Kloezeman has been active in the American Accounting Association having served twice as the chair of the Two Year Section. In addition, Christy is a Certified Fraud Examiner and is the secretary of her local chapter. Also, she is the advisor for the student chapter of the Institute of Management (IMA) at Glendale and is the VITA coordinator for her college, which has over 100 volunteers in the program.

We congratulate Christy on her many accomplishments. We are proud to have her in our midst and look forward to her continued contributions. Congratulations Christy — 2010 Educator of the Year!

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Teaching to the Prevailing Business Practices

Christine H. Kloezeman
Glendale Community College — California

At the 2010 Annual Meeting of the American Accounting Association, five panel members from either the financial or managerial topics, were asked the following question: *Due to the current practices in the accounting profession, what topic(s) should be included or excluded in accounting classes?* Panel members, in order of their presentation were: Carol Yacht (University of South Florida-Sarasota), Wayne Thomas (University of Oklahoma), Thomas Edmonds (University of Alabama at Birmingham), Maryanne Mowen (Oklahoma State University), and Monte Swain (Brigham Young University).

Carol Yacht, financial, mentioned the Bureau of Labor Statistics 2010-2011 stated that accountants are beginning to perform more technical duties. Knowledge of computerized accounting software is a requirement of any accounting job especially in auditing. She suggested including an assessment assignment for each of the accounting software. A sample of one created for Peachtree and Quickbooks is shown below:

| Date | Journal | Transaction Description | Which Module? | Which Task window? |
|------|----------------------------------|---|--------------------------------|--|
| 1/9 | Purchase Journal Journal | Invoice 801 received from Ellison's Road Bikes for 12 bikes at \$75 each. | Vendors & Purchases Vendors | Purchases/Receive Inventory Enter Bills |
| 1/14 | Cash Receipts Journal Journal | Deposited cash sales of \$2,086.50. (\$1,950 plus sales taxes of \$136.50)—5 children's bikes, \$450; 4 road bikes, \$600; 3 mountain bikes, \$900. | Banking Banking | Receipts Make Deposits |
| 1/15 | Sales Journal Journal | Sold one mountain bike on account, Sales Invoice 101. | Customers & Sales Customers | Create Invoices Create Invoices |
| 1/18 | Cash Disb. Journal Journal | Issued check to Valley View Rentals for \$1,350. | Banking Banking | Write Checks Write Checks |

Wayne Thomas, Financial, stated, in his humble opinion, the subjects that are often covered but not important to practice were: reversing entries, percentage of credit sales method, perpetual LIFO, sum-of-the-years digit, and discount/premium on bonds payable. He also suggested eliminating some of the Intermediate topics in Financial: factoring receivables, inventory errors, double-declining depreciation, deferred taxes, amortization of bonds, and preferred stock. He did suggest including conservatives versus aggressive accounting, contingent liabilities, Statement of Stockholders Equity, investments, IFRS, cash basis accounting, and direct write off method for receivables.

Thomas Edmonds, Managerial, stated certain topics needed to be omitted to promote comprehension and allow for valuable time needed to promote discussion. He presented a short case to promote comprehension about an Eiffel Tower Manufacturing company that produced small replicas in one year but did not sell any. The question was "determine the amount of expense to be recorded." He suggested reducing discussion on activity based costing allocation, capital budgeting, procedural details to allow for this type of case study discussion. Topics to be expanded were comprehensive problems and discovery learning cases. A sample of discovery learning cases was the discussion of overhead using "My house/Your House" scenarios.

As in the true meaning of discussion, Maryanne Mowen, Managerial, suggested including the topics: Activity Based Costing (vocabulary and Activity Based Management), quality costing, and environmental costing. She suggested soft-pedaling or deleting the topics: overhead variance analysis, direct versus absorption costing, and departmental cost allocations. She suggested the emphasis of Business Ethics throughout all topics. A ethics quiz including was presented that could be the catalyst for all ethics discussion.

And lastly for the panel's "SWAIN" Song, was Monte Swain. Not to be negative, he gave the attendees a new look for some old topics. He suggested that we start educating the student about Revenue Accounting while downplaying cost accounting. Educators need to include emphasis on Customer Profitability, Customer Lifetime Value, and Customer Equity. He also suggested including topics on revenue drivers, classification schemes, variances analysis, limited resources and opportunity cost. He ended the very enlightening panel with the thought of the new accountant as the Chief Revenue Officer.

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Dealing With "The Great Divide": Add, Subtract, Multiply...?

**Bryan Bessner, George Brown College
Toronto, Ontario, Canada**

At the annual meeting this past August in San Francisco, I facilitated a session entitled "The Great Divide". The session began with a half-hour slide show presentation on the topic, in which I expounded upon the issues involved, described some approaches that can be found in various current textbooks, and came to the conclusion that students are often left muddled and emotionally drained by the whole experience. Once that part of the session had concluded, my moderator Tracie Nobles fielded questions and comments from those who had assembled to participate. What follows is a digest of what occurred there, along with some suggestions for further study.

My presentation revolved around the difficult leap that first-term financial accounting students have to make in the third week of class. Just when they are beginning to become familiar with the concept of balancing the contents of various accounts after including different types of transactions, and how everything is subject to the basic balance sheet framework $A + L + S/E$ at all times, we educators are forced to pull the rug out from under them, and expose them to the (at first) confusing rules of debit and credit. In the process, we must somehow connect these strange characters Dr. and Cr. to the system with which we began teaching accounting concepts, in which all the accounts are strung out in a horizontal line, and columns of numbers are formed as we include more and more transactions. To add to the confusion, the words debit and credit already have very specific meanings to these students, who have reached their current age very aware of a world of business dealings carried out via plastic cards that bear those same two names. Thus part of our job at this point in the course is to help our students learn new and sometimes counterintuitive definitions of words that they thought they already understood. What we are really doing is exposing or students to a genuine paradigm shift, before they have really had much opportunity to understand the original paradigm.

Some of the attendees were proponents of teaching the rules of Debit and Credit right away, at the very beginning of the course. Others felt that a more integrated approach would work best, suggesting the teaching of transaction analysis material through the immediate use of T-accounts. Other people mentioned the importance of building a learning "community" in the class at the outset, which would help create support for struggling students. Other people described introductory Financial Accounting courses in which the first item dealt with was the Cash Flow Statement. The concepts of internal control were also considered as an important springboard for teaching this early material. There were those who felt that students should be exposed to both the horizontal tabular account listings and immediately shown the journal entry in standard format, so that the mental connection between the two systems would be made instantly.

It was pointed out by several in attendance that spreadsheet programs such as QuickBooks do not require the use of debits and credits. If this is the kind of accounting software that a student will confront in his/her working life, why should such a high degree of attention be paid to a system that the student will likely never see? (or so the argument was stated). At the same time, other people reminded us that the balance sheet itself is not a particularly accurate reflection of reality, due to the presence of accruals and estimates, the tyranny of the cost principle and other distortions.

One thing with which all of us in the room agreed was that students need to practice using the concepts of debit and credit in order to become proficient with them. The worst thing a first-term financial accounting student can do is follow the lesson in class, then close his/her textbook, not opening it again until the next class. If the debit and credit rules are part of the grammar of accounting, then that grammar needs to be practiced and used; students need to make mistakes and learn from them, just as would occur if they were attempting to learn a foreign language. Some people described clever mnemonic devices to aid in this endeavour, such as the sentence "After Eating Dinner, Let's Read (the) Comics," employed to recall that the Asset, Dividend and Expense accounts traditionally have debit balances, while Liability, Revenue and Capital accounts end up on the credit side.

So it appears my little session demonstrated that there seem to be as many ways of handling this crucial spot in accounting pedagogy as there are accounting pedagogues. The title of this brief article summarizes the various possible approaches that were discussed that day:

1. Add the tabular account listings to journal entries using the debit and credit system, teaching both viewpoints simultaneously.

2. Subtract the debit and credit system from the students' learning, since they will not see it used in their day-to-day life.
3. Multiply the complexity of what the students are learning, by including such concepts as internal control and the cash flow statement immediately.

It is my hope that by bringing forward concerns about the way this topic is taught, other accounting educators will be motivated to share their approaches in forums such as this one; students often need help to cross "the great divide", and the more tools we have with which to offer that help, the better off (and less frustrated) both we and our students will be.

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Summary of AAA Session: Early Identification of Accounting Majors Panel

Linda Tarrago
Hillsboro Community College

Last August, the TYC section was fortunate to host a panel on current efforts for the Early Identification of Accounting Majors. The guest panelists included: Holly Paul, US Recruiting Leader for Pricewaterhouse Coopers LLP; Jim Maurer, National Managing Partner of Strategic Learning and Audit partner (Chicago office) - Grant Thornton LLP; and Rob Massey, Tax Partner and NorPac Diversity and Inclusion and Tax Campus Recruiting Leader – Deloitte Tax LLP.

During the discussion the panelists were asked to identify key qualities every accounting graduate should possess. The comments included academic-related items such as a good GPA, research skills, passion for coursework and/or extra-curricular activities, and the ability to probe for missing facts. In addition, students should strive for a sense of confidence without arrogance that yields professional skepticism, be articulate with good interpersonal skills, be goal-oriented, have executive presence in verbiage and dress and business acumen, show initiative, be flexible and have the ability to change, have good presence on social media as well as good questioning and listening skills. Finally, students should show an interest in different jobs and career opportunities beyond or within accounting.

Next, the panel discussed some of the hurdles that must be overcome by accounting students. Recognizing that it's okay not to know everything and achieving a global perspective, know the conceptual frameworks of IFRS as well as being able to peruse and think about implications and to go below the surface were listed as important hurdles that must be overcome. Also, students need to know technology and have a good familiarity of the fundamentals (including Microsoft Office – especially Excel, database management software – such as ACL IDEA). Learning to leverage connections utilizing networking abilities and gaining a deeper professional experience early on will help students see their education's relevance to the industry and help to narrow down their area of interest. Students need to understand the role that social media plays in their personal branding, and that clients and employers will "google" them. The panel recommended Linked In for professional networking and encouraged students to close any accounts and start again. Finally, the panel noted that the ability to interpret and relay judgments in clear, condensed, and concise writing for both technical and non-specialists is an art that should be developed.

Finally, the firms talked about their companies' efforts with regards to future accountants. Mr. Massey from Deloitte talked about the importance of participation with business fraternities and getting involved with other campus events, mentoring, teaching on campus/ real-life experience in the classroom, developing affinity groups/commonality connections, and communicating with professors/department heads. Ms. Paul from PWC talked about the opportunities for students to come in and spend time on site. These opportunities include team-based projects, role-playing, Leadership Adventures (simulation for juniors/seniors), IMPACT (for high school students - aimed at opening their minds to business), scholarships and funding, BRIDGE (for two-year college students transitioning to universities), and corporate responsibility. And, Mr. Maurer from Grant Thornton talked about this as a process not an event. It pertains to growing a better business person through faculty/firm collaboration that will inspire students with caring, individual attention. In addition, he spoke about the FOOTSTEPS program for freshman and sophomores. This program has its key decision point as the accounting profession. Students are helped to understand the business world through the use of mock interviews, a three-day event on-the-job with coaching that gives students a professional attachment/mentor.

In conclusion, this panel provided some extremely timely and valuable information about what the firms are looking for in future accountants and the efforts the firms are making to ensure the profession's future. They are out there looking for a passion for the profession and professional interest in our students.

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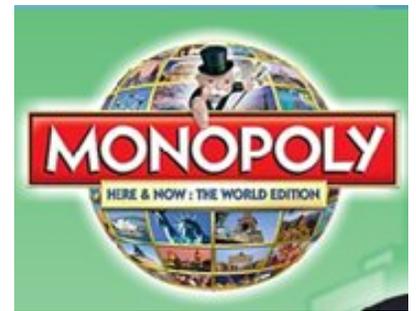
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Monopoly and the Hybrid Class

Christine H. Kloezezan and Robert Bates
Glendale Community College-California

Monopoly practice set has always been a large component in my Financial Accounting course. Students get into groups of four, play the game, record the transactions manually, and create financial statements. Large amounts of papers with the General Journal, General Ledger, Trial Balance, Adjusted Trial Balance and Financial Statements were given to students to complete their work. It would take two to three days of class time for the students to work in groups. The main advantage was the groups helped with student retention. In comes the hybrid structure of shorten lecture time and more online time. How do you do the project without the two to three days of class time?



Financial Accounting online instructor, Robert Bates, has given me permission to use his monopoly practice set for my hybrid class. Students are given a link to a one-time free use of monopoly online: <http://board-games.pogo.com/games/monopoly>. Online monopoly allows the student to play by themselves, the program provides the other players. A simple excel spreadsheet is also provided for the student to enter the data. As the student plays the game, data is recorded on this spreadsheet. The excel spreadsheet is structured with a General Journal on one side and the General Ledger on the other side. Both are recorded at the same time. From the General Ledger balances, the student can create the Trial Balance and all the financials using excel commands. When the student has completed the project it is renamed with the student's name then submitted through email to the instructor. Students can complete this project in one long night.

Advantages of this system are many. One is the lack of large volumes of papers to be printed and carried around to grade — a very green solution. Another advantage is that the student gets another reason to learn excel. Using excel saves many hours of trying to balance the reports. Two to three days are given back to the class. Grading is easier since you can quickly move around the document. One main drawback is the lack of student groups with helps maintain student retention.

A link to the online monopoly project is on my website www.glendale.edu/ckloezem entitled Monopoly. From that link select "Monopoly online" which contains the link for the online monopoly, the instructions and the sample excel spread sheets. The instructions include a link to a help video created by Robert Bates to show the students how to use the online monopoly game.

I found the modified monopoly project a great way to insure the students understand the accounting cycle while not taking a great deal of class time, student time, grading time and paper.

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A Specially Designed Chart of Accounts for Recording and Learning Financial Accounting

Joseph A. Mauriello, Ph.D., CPA
Professor Emeritus of Accounting,
New York University Graduate School of Business

The Traditional Chart of Accounts

A comprehensive, specially designed chart of accounts is extremely useful as a data base to enhance the learning of accounting. The chart lists account numbers in the sequence that they appear, first, in the statement of financial position, and second, in the statement of comprehensive income.

The chart of accounts lists all account numbers and account names for real items and equity changes attributable to operations, thereby expressing the accounting universe.

Each account is classified as trading or non-trading (operating cycle or non-operating cycle) and is either of short-term or long-term life depending on termination dates falling within one year from the balance sheet date, or, for operating cycle items, the longer of one year or the remaining life of the operating cycle.

The rules of recording increases and decreases of items decree debit or credit balances for simple, single-account balance sheet items and net debit and net credit balances for complex items represented by more than one account. Regarding the use of two or more accounts, a dominant account describes the item and reflects an important component amount, such as a cost, a receipt, a principal amount, or a maturity amount.

C corporations subject to tax use income tax expense and savings accounts to offset pretax core net income, gains and losses from discontinued operations and extraordinary items classified under net income, and valuation gains and losses classified under other comprehensive income or loss.

Use of a Specially Designed Chart of Accounts for Recording and Learning

The specially designed chart of accounts being presented makes use of a numeric-letter coding with the same item number for all component balance sheet accounts representing the item. The accounting language is the letter P that designates each item, without appearing in the account title; the letter A, for additive accounts and the letter C for contra (subtractive) component accounts with a suffix Arabic number of 1, 2, and 3 for more than one component account, is part of the numeric-letter code of each account. Examples of coding are a P account for Cash in Bank; P and C accounts for Account Receivable-Trade and Allowance for Doubtful Accounts Receivable-Trade; and P, C, and A accounts for Bond Investments and Bonds Payable, both issued at a premium and a discount, with short-term and long-term maturities for installment payments of principal and interest, expressed in three accounts for each for the 4 pairs of accounts that are identical as to thought process, and conversely identical as to the recording and reporting of the asset and liability amounts.

The items and the accounts representing them are substantially similar, for the reasons stated below:

1. Balance sheet items classified as short-term and long-term, inclusive of asset claims and the substantial number of opposing like-kind debt claims, are identical in nature and recording. As an example, the recording of the activities of a nontrade note payable is recorded exactly the same as a nontrade note receivable, despite the fact that they are opposite in relationship and financial effect. The account groups of merchandise cost, short-term and long-term charges to expense and credits to revenue, and depreciable and amortizable assets of measurable life are all allocated to accounting periods benefited or otherwise responsible for their origins.
2. Items of indefinite future service life and intended benefit are treated as (a) expense when incurred, or (b) assets carried at cost, and written down for permanent impairment in value.
3. The equity operational (nominal) accounts exist only because of the unequal impacts of assets and liabilities causing balance sheet accounts to be

associated with the income statement accounts. The operational accounts are similar as their types of origin and behavior. They are increase in nature until the end of each fiscal year. Their origins as revenues and expenses may apply solely to the year of origin, or they may originate as an asset for conversion into expense or as a liability for conversion into revenue, both with reference to specified accounting periods.

4. Realized gains and losses, with the exception of the reporting of gains under the installment and deferred payment sales methods, are always measured by the difference between values received and the carrying amounts of the assets disposed of.

The similarities of items permit a combining of balance sheet accounts into knowledge groups so that the knowledge of the accounts as a group applies to each account representing a member of that group. The account functioning as the model account for the group is termed the knowledge-bearing account, possesses the characteristics of the represented member accounts that are fully embraced in the knowledge-bearing accounts.

The comprehensive chart of accounts used for recording and learning has three sections to it:

1. Section 1 – A listing of account numbers and names of the balance sheet knowledge-bearing accounts, followed by (1) a listing of the numbers of the represented accounts in parenthesis, consisting of similar asset and liability accounts, separated by a semi-colon, and (2) a listing of each knowledge-bearing account in parenthesis, following each represented account. The cross-indexed accounts permit the content of each knowledge-bearing account to encompass the represented accounts. The accounts are listed in the order that they appear, first, in the statement of financial position, and second, in the statement of comprehensive income.
2. Section 2 – A listing of the knowledge-bearing account numbers and names, followed by the account numbers and names of the represented accounts, indented for each homogenous group. The second section highlights the represented accounts designated by their full account titles, in contrast to their appearance solely as account numbers in Section 1.
3. Section 3 – A listing of the operational accounts under the account classes or sections of the multiple-step statement of comprehensive income, consisting of net income and other comprehensive income. In addition, a section to the right presents an entry expressing, first, the account number for the operational account and the abbreviation of the term of increase (Incr) and of debit or credit (Dr or Cr), the single direction of change for operational accounts, and, second, the increase or decrease (Dr or Cr) in the related complementary balance sheet account, also abbreviated.

The complementary debit or credit for a balance sheet expenditure account may be for either an increase to a claim account or a decrease to the Cash in Bank account, in which case the abbreviated title of the claim account is used.

This chart is to appear in two textbooks to be published in 2011 for use in 4-year and 2-year colleges.

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Call for Nominations

The Two-Year College Educator of the Year Award

Do you know someone who has distinguished him/herself in the field of accounting education? Please nominate that individual for the annual Educator of the Year award which will be presented at the American Accounting Association annual conference during the meeting of the Two-Year Section. This is a wonderful way to recognize the professional contributions of one of our colleagues. A committee of the Two-Year Section will select the recipient.

Eligibility

The candidate must:

1. Have at least ten years of teaching experience and currently teach at a two-year college.
2. Have at least five years of continuous membership (including the current year) in the AAA Two-Year College Section.

Note: Current officers and selection committee members are not eligible for this award. Two-Year College Section members may be eligible if they teach at four-year institutions. Contact the selection committee chair with questions about eligibility.

Criteria

The candidate must show evidence of:

1. Excellence and innovation in teaching accounting.
2. Commitment to the improvement of teaching within his or her institution.
3. Leadership in the development of teaching and learning beyond his or her own courses.

Nomination Procedure

The nominator must notify the committee by May 1. This can be done by letter or email message. Self nominations are acceptable.

The candidate must submit nomination materials (see next section) by May 13.

Submissions must be made electronically. Attach a Microsoft® Word file to an email and send to tnobles@austincc.edu with "TYC Educator of the Year Award" in the subject line.

Nomination Materials

The candidate should submit the following by May 13:

1. Name, college address, home address, college phone number, home phone number, fax number and email address of candidate.
2. A vitae or resume.
3. Other materials that show:
 - a. Number of years of teaching experience.
 - b. Number of years as a member of the AAA Two-Year College Section.
 - c. Evidence of teaching excellence. Examples: data from teaching evaluations over several years, list of special course development efforts, description of effective teaching strategies used, letters from colleagues and students, examples of course materials, previous teaching

awards or summaries of student ratings.

4. Evidence of educational leadership. Examples: conducting seminars, workshops, conferences or other events for colleagues; papers, texts, newsletters or other publications related to teaching; work on special projects related to learning.

The Two-Year College Lifetime Achievement in Accounting Education Award

The Lifetime Achievement in Accounting Education Award of the Two-Year Section of the American Accounting Association is designed to recognize full-time college accounting educators who have distinguished themselves for excellence in teaching and for involvement in the accounting profession. The award extends profession-wide recognition to the recipient and promotes role models in academe.

A committee of the Two-Year Section of the American Accounting Association will review the nominations and select the recipient. The award will be presented at the annual meeting of the American Accounting Association.

Eligibility

The committee will assess each nominee considering the following qualifications. The criteria listed under each qualification will be used as guidelines by the committee in determining the nominee's eligibility for the award.

1. Length of Teaching Career. A past or current full-time accounting educator at a two-year college having a teaching career of at least 20 years. Ten of the twenty years of teaching must have been at a two-year college.
2. Excellence in Classroom Teaching and Motivating Students:
 - a. Demonstration of Innovative Teaching Methods: documented by the nominee's administration, chair, or the nominee.
 - b. Curriculum Development: documented by the nominee's administration, chair, or the nominee.
 - c. Student/Faculty Relations: serving as a mentor, advisor to the Accounting Club, advising students, etc.
 - d. Recommendations from the nominee's colleagues, former students, etc.
 - e. Service to the Department and /or College: serving on department and/or college committees, i.e. curriculum committee, etc.
3. Contribution to the Accounting Profession and Participation in Scholarly Activities:
 - a. Participation in professional accounting organizations, i.e. AICPA, AAA, State CPA societies.
 - b. Participation and attendance at seminars, symposia, short courses, and workshops.
 - c. Scholarly and professional publications.
 - d. Involvement in civic activities.

Nomination Process and Application Procedure Nominations can be made by anyone who has knowledge of the nominee's background relevant to the eligibility requirements. Self-nominations will not be accepted. The deadline for nominations is May 15, 2011.

Each nomination must consist of the following:

- (1) the nominator's name and address and the name and college/university affiliation of the nominee,
- (2) a statement by the nominator supporting his/her nomination detailing how the nominee meets the eligibility requirements,
- (3) the nominee's curriculum vitae, and
- (4) other submissions to support the eligibility requirements of the award as outlined above.

A nominee who is currently involved in administration or research is still eligible for the award as long as he/she has met the 20 year teaching requirement.

The nominee need not be a CPA or hold a doctoral degree.

Nominees who are not selected for the award can remain eligible for selection in the future, provided that they still meet the selection criteria and updated biographical data is submitted. In any given year there may be no recipient, one recipient, or more than one recipient.

The Deadline for Submissions is May 15, 2011.

Submissions must be made electronically. Attach a Microsoft® Word file to an email and send to tnobles@austincc.edu with "TYC Lifetime Achievement Award" in the subject line.

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Communicator



Two Year College Section of the American Accounting Association

Winter 2010/2011

Meet a Colleague

Happy Winter everyone! I recently returned from the Fall 2010 Illinois Accounting Teacher's Conference. I met with a number of my Illinois Colleagues, and ran into Vincent Osaghae of Chicago State University. I quickly remembered that back in September of 2010, I received an unconventional invitation to his 50th Birthday party. At this conference, Professor Osaghae shared with me that approximately 60% of Chicago State University's students are transfer students from community colleges. We had a nice conversation about the American Accounting Association and our Two Year College Section. I would like to introduce Professor Osaghae to you and share his unconventional invitation to his own birthday party! He has kept me up to date on his birthday mission progress and it is admirable!

Vincent Osaghae, M.B.A., CIA, CPA, is a professor of Accounting in the College of Business at Chicago State University, (CSU) where he has been a member of the faculty since 1989. Prior to joining the faculty at CSU, Mr. Osaghae was the Capital Project Accountant at the Field Museum of Natural History and taught at various business institutions in Chicago. He earned a B.S. in Accounting from Chicago State University and an M.B.A. from Governors State University where he was also a visiting Professor in 1993.



He is a Certified Internal Auditor and holds a CPA certificate in the state of Illinois. Mr. Osaghae is a speaker for the Boy Scouts of America's "In-School Exploring Career Awareness Program," a program that provides the young men and women of Chicago high schools with positive role models and alternatives. An avid marathon runner, Mr. Osaghae goes the extra mile to serve and satisfy his clients.

Mr. Osaghae is a member of Illinois CPA Society and American Institute of Certified Public Accountants.

Back in September of 2010, I received the following unconventional invitation to a 50th birthday party. Since this invitation came from a fellow accounting professor (Professor Osaghae), I want to share this invitation with you:

CELEBRATE WITH ME BY SUPPORTING THE NEEDY: FURNITURE FOR STUDENTS

Being on Planet Earth for half a century is worth rejoicing aboutA loving family, good friends, generous strangers, many well-wishers! I will be 50 years old come October 2010, God willing!

In lieu of one big party, I have decided on five parties, one celebrating each decade of life and blessings. Literally and figuratively, you are cordially invited to one or all of the remaining five parties. This is not a traditional party – it is a "marathon-driven fundraiser." I plan to run one marathon each month for five consecutive months leading into October 2010!

My goal is to raise \$10,000.00 for the purchase of 200 classroom chairs and 200 desks for underserved students in my high school in Benin City, Nigeria. A significant percentage of these students do not have classroom chairs and desks. Activities toward this project including photographs can be seen on my fundraising page at www.firstgiving.com/vincentosaghae. To meet my project goal, I'm wishing for an average donation of \$5 from each member of the ILATC planning committee.

I know times are tough, so any gift will be appreciated. All donations are tax deductible and should be made payable to my church, All Saints Christian Assembly, Chicago online at (i) www.firstgiving.com/vincentosaghae - the website is totally secured or (ii) mail to P.O. Box 199120, Chicago, IL 60619.

God bless you as you bless the least of these!

Vincent Osaghae, CPA, CIA, MBA
Associate Professor
Chicago State University
Department of Accounting & Finance
9501 S. King Dr.
Chicago, IL 60628
W: 773-995-3940/C: 708-257-7174

Marathon Itinerary:
Duluth Marathon, Minnesota June 19th
Okoboji Marathon, Okoboj, Iowa, July 17th
Eisenbahn Marathon, West Bend, Wisconsin, August 28th
Shoreline Sport & Spine's Oktoberfest Marathon, Spring Lake, Michigan Sept. 18th
Bank of America Chicago Marathon, October 10th

Professor Osaghae has met the goals he set out just a few months ago and is now on to the next phase. Here is his status:

- **Goal 1:** I will do 5 marathons in 5 months!
Outcome: I successfully completed this feat, thanks for your support...but what was I thinking?
- **Goal 2:** You would help me celebrate my 50th Birthday by donating money to provide classroom furniture for 200 underserved school children in my high school in Nigeria.
Outcome: I'm blown away by the outpouring of kindness and support that I received from family, friends and well-wishers! In these times of financial hardships, in just 9 weeks, you helped me raise more than \$13,000 (over \$3,000 above my goal of \$10,000). I am truly humbled by your support.
- **Next Phase:** I'm looking forward to making delivery of the 200 classroom chairs and desks as pledged to students in the high school in Nigeria, soon. This will certainly go a long way in creating an enriched and positive educational environment for the affected students.
- **Evidence of Your Support:** Acknowledgment from some beneficiaries and evidence of project implementation (classroom furniture) will be furnished to all my donors upon delivery.

Enjoy the remainder of your spring term and consider what we all might be able to do if we set our minds to it!

Barbara A Thomas, CPA
Vice chairperson, TYC Section

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