



MESSAGE FROM THE PRESIDENT

Dear TLC Members

April 2015



Spring has finally arrived and another academic year is about to come to a close. I hope everyone had a great year. The TLC section offered three webinars that hopefully provided information that you found useful for incorporating into your courses.

We will continue the webinar series in the 2015-2016 academic year and are considering offering one or two additional seminars during the fall semester. If you have topics you are interested

in, please send them to me or Karen Osterheld, kosterheld@bentley.edu, next year's webinar coordinator.

This spring, I have had the pleasure of attending the Southeast Region meeting which had its highest attendance in nine years. At the meeting were several first time attendees and a considerable number of members from two year colleges as well as professionally oriented faculty. The Southeast Region is one of the five pilot regions. All pilot regions offer TLC paper sessions, and each pilot region offers two tracks related to teaching. One set of sessions focuses on CTLA (Conference on Teaching and Learning Accounting) and the second set of sessions is meant to encourage attendance from an underserved community. This provides multiple TLC sessions to attend.

At the end of April, I will be attending the Western Region meeting (also a pilot region), and the preconference registrations are also at record levels. Congratulations to all the pilot regions and their efforts to promote teaching. I want to thank the TLC Region Coordinators. The coordinators help manage the review of papers, determine the Best TLC Paper award, and for pilot regions

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they are part of the program committee which helps to coordinate panels and speakers. The great service they provide to the regions and section is much appreciated.

The end of the academic year is a great time to reflect on the aspects of courses that were successful and those that “need improvement.” The annual meeting provides multiple teaching, learning and curriculum sessions to help with “needs improvement” or finding innovative ways to engage students. As you consider your summer activities, I hope you plan attend the AAA annual meeting in Chicago. This year Karen Osterheld and Dan Jones are serving as the Annual Meeting TLC Program Co-Chairs. They are coordinating about 100 different TLC panel, paper, and workshop sessions. In addition to attending the TLC sessions, please sign up to attend the Monday morning, August 10th, TLC Section Breakfast and the Tuesday evening WOW event.

I want to offer a special thanks to Carol Yacht, who continues to support the TLC section by preparing this newsletter. Carol is a wonderful author, editor, and valuable TLC volunteer. She is always looking for ideas and articles to include in the newsletter so please share your thoughts and work with her.

In closing, I offer appreciation to all of you that support the Teaching, Learning and Curriculum Section activities. The vibrancy of the TLC section is enhanced by your attendance at conferences, participation in conference sessions and webinars, as well as volunteering your time to review papers, serve as session facilitators, and paper discussants.

Sincerely,

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The Accounting Educator
Articles, Call for Papers, and Announcements

Anyone wishing to submit short articles, cartoons, letters to the editor, call for papers, announcements, or other items of interest for publication in *The Accounting Educator* should email material to carol@carolyacht.com.

**CALL FOR SHORT PAPERS FOR NEXT ISSUE –
ANY ISSUE CONCERNING ACCOUNTING EDUCATION**

The TLC Newsletter accepts submissions on any issue regarding accounting education or curriculum. Your manuscript should be short — two to three pages single spaced. Submit your manuscript in Word format electronically by July 1, 2015.

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The 6th Annual TLC



You are cordially invited to an enjoyable and educational evening.



Improve with Improv: Learn how to **WOW** with Communication Skills.

When: Tuesday, August 11, 2015
Where: Hyatt Regency Chicago
Ticket Price: \$85.00

Focus on improving communication skills with the famous Second City Works in an interactive Improv Fundamentals Workshop. Learn valuable active learning techniques, how to take initiative as a communicator, and how to make effective language choices.

The workshop demonstrates that changes in word usage, movements and actions can result in promoting participation, encouraging idea generation and growing enthusiasm, improving productivity by supporting others' successes and more.

5:30 pm: Dinner
6:20-6:50 pm: Discussion of how firms and universities use Improv training for professional development.
7:00-10:00 pm: Interactive Workshop

More at <http://aaahq.org/Meetings/Annual-Meeting/Events/WOW-Event>.



American
Accounting
Association

Teaching, Learning
and Curriculum



CHICAGO 2015

BUILDING BRIDGES TO OUR FUTURE

**American Accounting Association Annual Meeting
and Conference on Teaching and Learning in Accounting**

<http://aaahq.org/Meetings/Annual-Meeting>
August 8 – August 12, 2015



AAA has come a long way since 1916 – and the annual meeting provides a forum for discussion around our future as global thought leaders in accounting, as well as building bridges between AAA and our numerous global partners. Accounting is critical to a prosperous society. As the leading academic accounting organization in the world, we must respond to the changes in our global environment.

Join us in Chicago from August 8 to August 12 for the Annual Meeting and Conference on

Teaching and Learning. Be a participant in building the bridges to our future and help us to become even stronger and more effective leaders.

[Registration](#)

[Hotel Information](#)

[Program](#)

[Speakers](#)

[Our Partners](#)

[Volunteer Opportunities](#)

[Things to do in Chicago](#)



AAA Council Meeting Notes March 21 and April 20, 2015

Dear Council Colleagues,

I want to thank everyone for two very productive meetings on March 21 and April 20. Here is a summary of what we accomplished.

Summary Items to be shared with Segment Liaisons:

- The Board of Directors approved the implementation of four Centers (one each for Education, Research, Practice and Public Interest) at their November 14 meeting. They also identified five high impact ideas as the first projects the centers will work on. The Council is moving forward with creating the Centers. Julie Smith David led the Council in a discussion of the investments needed to make the Centers a reality including budgeting and staffing. She announced that we have hired the first director for a Center. Susan Crosson was chosen as the Director for the Center focusing on Education.
- The Centers will be an integral part of the organization in the future. The Centers and Segments will work in harmony within AAA and are not meant to compete with each other. The Board of Directors approved five initial Center projects:
 1. Accounting is Big Data Conference
 2. One Hour of Accounting
 3. Fix the Debt speaker for the Region Pilot National Speaker Series
 4. Curated Repository of Teaching Sources.
 5. Exploring Channels to Speak to Practice and Society

After a short discussion of each of these projects at the March meeting, Council members discussed what they felt were the most important aspects of the projects and how the segments could contribute to each of the projects. It is important that all Segments become involved with the projects so that they are successful.

- At the April meeting Julie gave us more details about the Big Data Conference that will be held in September in New York. It will be a two-day event. They have an initial agenda that will look at what is Big Data and Business Analytics and how it affects Accounting.
- Related to the Centers and Big Data, we are working with a company called Powerlytics to obtain a database that schools could subscribe to. The Powerlytics database could be used in the classroom and in our research. The data would come from the IRS, the Department of Labor, Census Data, and the North American Industry Classification System (NAICS).
- With the increased activity inside the AAA and with the addition of the four Centers, we have run out of space in the current building in Sarasota that has been the headquarters for 25 years. Julie announced that after a space analysis and due diligence, the AAA has purchased

new office space that will accommodate current and future staff. The reception and dinner was held at the new building where we had a ribbon cutting event to commemorate the occasion.

- At the March meeting, Mark Dawkins was elected as the 2015-2016 Council Chair Elect.
- Council is in charge of populating the AAA Nominations committee. In March, we discussed each of the nominees for the committee. We will be voting for the members of this committee after the April meeting.
- One of the Council members raised a question in March about Visiting Professors. His question was “could the AAA do something to help facilitate a database that listed schools looking for Visiting Professors and have a place for professors who would like to be a Visiting Professor to sign up?” Council discussed this issue at the April meeting. We will be exploring a way to set up this type of database through the AAA Career Center.
- In April we also discussed if the AAA could have a list of professional editors that authors could use to help with their manuscripts. There was some concern that authors could assume that if they used an editor on this list that they would not get comments back from the journal review process. It was decided that we need to investigate this issue in a little more detail before the Council can make a final decision.
- It was announced at the March meeting that the AAA has two new journals, *Journal of Forensic Accounting Research* and *Journal of Financial Reporting*. In addition, the AAA website has been upgraded and hopefully will be easier for members to use.

I look forward to seeing you all at the [Annual Meeting in Chicago](#), August 8 – 12, 2015.

Hughlene Burton, Council Chair

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The Cook Prize

Through the generosity of Michael and Mary Anne Cook, the American Accounting Association has an exciting award—The Cook Prize—that will be awarded for the first time at this year’s Annual Meeting in Chicago.

The J. Michael and Mary Anne Cook Prize, is the foremost recognition of an individual who consistently demonstrates the attributes of a superior teacher in the discipline of accounting. The Cook Prize will serve to recognize, inspire and motivate members to achieve the status of a superior teacher. Each year up to three awards of \$25,000 each can be made in the categories of graduate, undergraduate, and two-year accounting degree programs. (These categories are based on the level at which the faculty member primarily teaches, not the degrees offered by their college.)

The Cook Prize honors current active faculty and is not for lifetime achievement or for retired or deceased faculty members. The Cook Prize Convener and Selection panel reviews all complete nominee applications and selects a prize winner for each category, or at its discretion may choose not to make an award for a selection category in any one year. Only recommendations submitted by Nominators will be considered in The Cook Prize selection process. Cook Prize Nominators are identified from Segment leadership and Selector recommendations. Nominators are asked because, as a credible and thoughtful leaders within their accounting community and beyond, they know the most talented and committed teachers deserving of this award. Nominators are not eligible to receive the prize.

Eligibility of the Cook Prize Nominees

- Nominee must be a current full-time faculty member in an accounting program or school with an established record of at least ten years of teaching.
- Nominee must be a member in good standing of the American Accounting Association who is not currently serving on the Board of Directors.
- If selected for the award, award winner must agree to attend AAA Annual Meeting Award presentation in Chicago in August.
- If selected for the award, award winner must agree to share your knowledge and approaches at various AAA venues and events, as available.
- Must be nominated by a Cook Prize nominator.

First and foremost, Cook Prize nominees must exhibit consistent excellence in the delivery of accounting education. Teaching excellence may have occurred in the traditional classroom or in an online environment. Such excellence may be evidenced by student evaluations, peer reviews, materials developed for classroom use, or other evidence of excellence in direct teaching.

A nominee must demonstrate a track record of significant achievement over at least ten years of teaching in higher education, and the promise for future contributions to the accounting education community—through their thought leadership in teaching and accounting education. Not only must nominees be passionate, inspirational, innovative, and demand high standards in the classroom but the effects of their impact and generosity must also extend beyond the classroom as evidenced by their mentorship of others, their freely sharing of print-based or other media-based materials, and/or their willingness to take risks in their career to advance of their and others' excellence as a teacher.

The Cook Prize is the foremost recognition of an individual who consistently demonstrates the attributes of a superior teacher in the discipline of accounting!



FREE Practice Sets for Principles of Financial and Managerial Accounting: Ivan's Instruments and We Love Coffee Inc.



by
Hettie Houghton and Gary P. Braun
University of Texas at El Paso

Could you use a practice set with your principles of accounting students? If so, take a look at <http://business.utep.edu/AIS/practice-sets.aspx>. At this website, you will find two comprehensive practice sets that can be assigned to your students – one for financial accounting and one for managerial accounting.

For a number of years, the Student Accounting Society and the Beta Alpha Psi chapter at the University of Texas at El Paso have produced practice sets for both principles of financial accounting and principles of managerial accounting courses. These practice sets were sold to students for a nominal fee. The proceeds from these sales were used to support the activities of the two groups. Examples include the monthly lunch meetings of the Accounting Society and attendance at regional and national meetings for Beta Alpha Psi students.

Students in principles of accounting need lots of practice. End-of-chapter homework problems can be found in abundance in textbooks. These exercises are often limited to one aspect of the accounting process (for example, journal entries), and there are few comprehensive problems. Those that do exist are often well-known to the students. Often solutions are available and students may fall prey to the temptation of copying the answer from what is being passed around.

The solutions to UT-El Paso's practice sets are not publicly available but may be obtained by sending an email to Ms. Hettie Houghton at hchoughton@utep.edu. Once the request has been validated as coming from a university or community college instructor, the solution will be sent, usually within one business day.

Ivan's Instruments: Principles of Financial Accounting

The purpose of this practice set is to provide students with reinforcement of the accounting cycle, starting with a list of transactions and continuing to the production of period-end financial statements. This practice set provides a brief description of a hypothetical instrument retailer. A large number of events are listed. The practice set instructions consist of three parts.

In *Part One*, students need to decide if the event represents a transaction that should be recorded. Students then need to make the appropriate journal entries and post journal entries to T-accounts in the general ledger. The practice set then provides a description of additional information (for example, useful lives of long-lived assets, results of supplies, inventory counts) that students use to make the appropriate adjusting journal entries.

In **Part Two** students complete a bank reconciliation based on the bank statement provided. Based on the results of the bank reconciliation, students make journal entries.

In **Part Three** students complete and print the adjusted trial balance, income statement and balance sheet by inputting the information into the accounting software Peachtree Complete.

We Love Coffee Inc.: Principles of Managerial Accounting

The purpose of this practice set is to introduce students to various aspects of financial statement analysis for a manufacturing business. In this practice set, students reinforce their knowledge of the various aspects of a process costing system in a manufacturing setting. A brief description of a manufacturing company is included.

Part One involves financial statement analysis and requires the student to compute a number of ratios using Excel, prepare a balance sheet with horizontal analysis, an income statement with vertical analysis, and a statement of cash flows. Students are required to prepare a memo analyzing the financial statements and provide an analysis of the company's financial position. The memo portion of this assignment includes a requirement that the student make two specific recommendations to improve the company's financial position.

Part Two requires students to complete a variety of tasks pertaining to process costing. These tasks include:

- a predetermined overhead rate
- total number of units to account for
- total and per unit product costs and conversion costs
- total equivalent costs per unit

Students are also required to prepare an equivalent units schedule and a cost of production report using FIFO costing. In addition, students are required to determine the following amounts and must show calculations to receive credit:

- Ending Work in Process (W-I-P) inventory in units and dollars
- Ending finished goods inventory in units and dollars
- Cost of goods sold
- Over/under applied manufacturing overhead
- Gross margin
- Taxes
- Net income

Finally, students are required to prepare the necessary journal entries related to the manufacturing cycle for the accounting period.

Our experience with the practice sets

These practice sets have been used for a number of years as both a comprehensive learning tool in sophomore-level principles of accounting courses and as a fundraising vehicle for the Student Accounting Society and the school's chapter of Beta Alpha Psi. The grading of these practice sets, which is labor-intensive and time consuming, is made feasible with the help of several teaching assistants.

In order to prevent students from simply copying the work from the previous semester, the practice sets are updated each semester. The numerical solutions are changed as well as other data within the practice sets.

The authoring of the practice sets is conducted primarily by members of the accounting faculty. The student members of the Accounting Society and Beta Alpha Psi sell the practice sets in the accounting classes and the practice sets are also available for sale in the Accounting and Information Systems department office. Student members of the two groups are responsible for coordinating with the department administrative assistant and reconciling the amount of cash collected with the number of practice sets sold which provides these students with a real-life example of internal controls over cash.

We hope you will find these practice sets useful for your accounting courses. Please visit our website at <http://business.utep.edu/AIS/practice-sets.aspx> for links to Ivan's Instruments and We Love Coffee Inc.

Call for Papers

Special Issue on Innovations in the First Financial Accounting Course

Advances in Accounting Education: Teaching and Curriculum Innovations

Submissions are invited for a special volume devoted to articles dealing with the first financial accounting course at the college and university level. The purpose of this special volume is to share best practices for teaching this course. Potential topics could include, but are not limited to:

- The use of alternative delivery methods including entirely online, hybrid and face-to-face
- Innovative uses of technology
- Effective pedagogical methods for any of the topic(s) in the course
- Effective pedagogy to meet the needs of diverse student bodies including nontraditional students, part-time students, non-accounting or non-business majors, etc.
- Course design and/or practices designed to attract students to the profession

AIAE provides a forum for sharing generalizable teaching approaches ranging from curricula development to content delivery techniques. This special issue will feature research that contributes to more effective teaching in today's colleges and universities.

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 related to the teaching in today's environment. 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 one solely with a cover page. Also, attach a copy of any research instruments. 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. Two reviewers assess each manuscript submitted with reviews completed in a timely manner.

Send manuscripts to Beth Kern and Tim Rupert at aiae@neu.edu.

Detailed information on how to prepare your manuscript according to production requirements can be obtained by e-mailing the editors at the above e-mail address.

Papers should be submitted by November 1, 2015 to be considered for this special volume. All others will be considered for future regular volumes of AIAE. If too few papers are accepted to fill a special volume, these papers will be published in a special section of a future regular volume of AIAE.

Call for Papers

Advances in Accounting Education: Teaching and Curriculum Innovations

Submissions are invited for forthcoming volumes. 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, etc. Papers can be:

- Thought pieces that share anecdotal experiences with various pedagogical tools.
- Position papers on particular issues.
- Comprehensive literature reviews grounded in theory.
- Conceptual models.
- Historical discussions with implications for current and future pedagogical efforts.
- Methodology discussions.
- Research studies with implications for improving accounting education.

AIAE provides a forum for sharing generalizable teaching approaches from curricula development to content delivery techniques. Pedagogical research that contributes to more effective teaching in colleges and universities is highlighted. All articles must explain how teaching methods or curricula/programs can be improved. 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 aiae@neu.edu

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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 (5717 Bessie Drive, Sarasota, FL 34233-2399).

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 _____