

ADVANCES IN ACCOUNTING
EDUCATION

ADVANCES IN ACCOUNTING EDUCATION: TEACHING AND CURRICULUM INNOVATIONS

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**ADVANCES IN ACCOUNTING
EDUCATION: TEACHING
AND CURRICULUM
INNOVATIONS**

EDITED BY

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The University of Akron, USA



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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 authors outside the United States are encouraged. Articles can focus on the following:

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Send two MS Word files by email:

1. a manuscript with an abstract and any research instruments used, with no information to identify authors; and
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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

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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.
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STATEMENT OF PURPOSE

Advances in Accounting Education: Teaching and Curriculum Innovations is a refereed academic journal whose purpose is to meet the needs of individuals interested in the educational process. We publish thoughtful, well-developed articles that are readable, relevant, and reliable.

Articles may be non-empirical or empirical. Our emphasis is pedagogy, and articles **MUST** explain how instructors can improve teaching methods, or accounting units can improve curricula and programs.

Non-empirical manuscripts should be academically rigorous. They can be theoretical syntheses, conceptual models, position papers, discussions of methodology, comprehensive literature reviews grounded in theory, or historical discussions with implications for current and future efforts. Reasonable assumptions and logical development are essential. All manuscripts should discuss implications for research and/or teaching.

Sound research design and execution are critical for empirical reports. All articles should have well-articulated and strong theoretical foundations, and establishing a link to the non-accounting literature is desirable.

REVIEW PROCEDURES

Advances in Accounting Education: Teaching and Curriculum Innovations will provide authors with timely reports that clearly indicate the review status of the manuscript. Authors will receive the results of initial reviews normally within eight to 12 weeks of manuscript submission, if not earlier. We expect authors to work with a co-editor who will act as a liaison between the authors and the reviewers to resolve areas of concern.

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ABOUT THE VOLUME EDITOR

Thomas G. Calderon is Professor of Accounting and Chair of the George W. Daverio School of Accountancy at The University of Akron. He has served as Chair since 2005 and recently completed a two-year term (2014–2016) as Chair of The University of Akron's caucus of department chairs and school directors.

Professor Calderon joined The University of Akron in 1988 after spending two years on the faculty at the University of New Orleans (1986–1988). His PhD is from Virginia Tech. He is a co-author of four monographs related to teaching and learning. He recently published a book chapter on academic program review and evaluation as part of an international project that examined accounting and management education across the globe. His publications in the area of accounting education have appeared in *Journal of Accounting Education*, *Issues in Accounting Education*, *Accounting Educators Journal*, and *Advances in Accounting Education*.

He serves on the editorial board of four academic and professional journals. Recently, he served as part of a team of scholars (led by Professor Richard Arum, current Dean of the School of Education at UC Irvine) that worked on a National Social Science Research Council project to identify, measure, and assess learning goals for business and accounting degree programs. In May 2017, he was named as the editor of *Advances in Accounting Education*.

Professor Calderon is a past president of the (1) Teaching, Learning & Curriculum (TLC) section of the American Accounting Association (AAA); (2) AAA Ohio Region, and (3) Institute of Management Accountants (Akron Chapter). He has served as an external examiner and program reviewer for various universities in the United States and internationally.

In 2010, Professor Calderon was inducted into the TLC's Hall of Honor, and honored as the Outstanding Ohio Accounting Educator in 2006 by the AAA (Ohio Region) and the Ohio Society of Certified Public Accountants. In 2011, he received the Ohio AAA President's Award for his lifetime of exemplary service and leadership.