JOURNAL OF ACCOUNTING EDUCATION

AUTHOR INFORMATION PACK

TABLE OF CONTENTS

- **Description** **p.1**
- **Audience** **p.1**
- **Abstracting and Indexing** **p.1**
- **Editorial Board** **p.2**
- **Guide for Authors** **p.4**

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DESCRIPTION

The *Journal of Accounting Education (JAEd)* is a refereed journal 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 *Journal* includes three sections: A Main Articles Section, a **Teaching** and Educational Notes Section, and a Case 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 *JAEd* publishes manuscripts on all topics that are relevant to accounting education, including uses of technology, learning styles, assessment, curriculum, and faculty issues.

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Article structure
Educational Case submissions
Submit such cases in two major parts—the case (including the abstract and a set of Keywords as page 1), and a Teaching Note (TN). Write the case with the student in mind as the reader. The last part of the case is a set of case questions or requirements. The TN typically contains four parts:

• Educational Objectives (i.e., what it is that the case user is trying to accomplish): this set of objectives is the focus of the information reported in the following section.

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• Implementation Guidance (based on actual class testing of the case): the authors should provide recommendations for successful use of the case; this discussion is enhanced to the extent that the case writer also addresses potential pitfalls in case usage, along with strategies to deal successfully with these issues; authors should discuss the assumed context for the case (for example: What is the required student background for successful case usage? Where in the curriculum can or should the case be used? Where and how has the case been implemented [staged] within a given course?)

• Recommended Solutions (to the case assignments/requirements): it is helpful to point out areas of potential disagreement or areas of potential difficulty by students. It is sometimes helpful, depending on the nature of the case, to provide alternative answers or viewpoints.

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