Tentative Syllabus—ACCT 3000-M50

Career Development For Accounting Majors
3 Credit Hours, MW 2:20PM – 3:45 PM, Room 263

Instructors: Dr. Ken Lambert, Ph.D, Dr. Kathy A. Tuberville, Ed. D, SPHR, SHRM-SCP

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E-mail: K.Tuberville@memphis.edu (Email is the best way to contact me!)
Office: Faculty Office: FCBE Rm 308 or Rm 272 Avron B. Fogelman Professional Development Center
Office Hours: All others by virtual appointment, please email me

Course Overview

An examination of the principles of managing career change through a review of employment trends, contemporary human resource recruiting objectives, perception theory related to employability, and employment requirements for today’s global business environment. Self-leadership, managing change, and personal career development techniques will be highlighted as concepts related to applying career change effectively.

Foundational accounting review will be included to master bookkeeping skills needed in various business applications as well as a review of basic accounting processes, the accounting cycle, and the preparation of financial statements. This review will last for nine weeks and will be integrated with the career development section. This section of the course requires a 70% proficiency of the accounting online assignments and exams to pass the course.

Pre-Requisites:
MGMT 3510 Business Communications (preferred), Accounting 2010, Accounting 2020

Required Text:

See purchase information from publisher or UM Bookstore for access card to the e-book.

**Supplementary Materials**
As assigned – Course content section. I will post articles periodically so check under the weekly modules.

**Perdisco Accounting Practice Set**
Your assignments will be based off Perdisco, so it is required that you purchase this at the beginning of the semester. Perdisco is an online practice set that counts towards your overall assessment is used in this unit. The practice set has been designed to provide you with experience in the practical and technical skills essential to accounting and asks you to complete a one-month accounting cycle for a fictional business.

The practice set provides each student with a unique accounting scenario and therefore must be completed on an individual basis. It is a large activity, taking up to 20 study hours to complete. Please ensure you leave yourself enough time to finish this activity before its submission deadline.

Answers to the practice set are submitted online (if you want to, you can print out various parts of the practice set for offline calculation). Once each page has been submitted, you will receive immediate feedback. You will also be shown both your cumulative score and, once the practice set is complete, your final score.

Your resource includes a detailed “Accounting Cycle Supplement” that covers the mechanics of the accounting cycle, focusing on the principles essential to preparing, analyzing and understanding financial accounting information.

The online resources are available from within your Perdisco account. To purchase, please:

1. Create a new account at [www.perdisco.com/login](http://www.perdisco.com/login)
2. Once registered, click Add a product to my account
3. Select the option relevant to your course
4. Click on How do I pay? for full payment instructions.

Payment can be made by online credit card or by PayPal.
When you login to the practice set, you will see a PDF STUDENT COMPANION AND HELPFUL HINTS document on your home page. Please read this document carefully because it will help you in understanding the practice set and its functionality

**How to Purchase Perdisco:**

Students are required to purchase and complete an online practice set that will count towards the overall assessment mark for this unit. The practice set has been designed to provide students with experience in the practical and technical skills essential to accounting, through the completion of a one-month accounting cycle for a fictional business. A detailed supplement that covers the mechanics of the accounting cycle, focusing on the principles essential to preparing, analyzing and understanding financial accounting information is also included.

The practice set will provide each student with a unique accounting scenario and therefore must be completed on an individual basis. Submission is to be completed online; however it is possible to print various parts of the practice set for offline calculation. Once submitted, the practice set will provide immediate performance feedback and a final score.

The resources are available from within your Perdisco account. To purchase, please:

1. Create a new account at [www.perdisco.com/login](http://www.perdisco.com/login)
2. Once registered, click ‘Add product’
3. Select your course code, campus and study period from the available options
4. Click on ‘How do I pay?’ for more information on how to pay.

Payment can be made by online credit card or PayPal. Payment instructions are provided after registration.

When you login to your practice set, you will see a Student Companion and Helpful Hints document on your practice set home page. Please read this document because it gives you information that will help you to successfully complete the practice set.

**Course Objectives:**

By the end of the course, accounting students should be able to:

- Become proficient in foundational bookkeeping
- Identify employment trends in today’s global business environments
- Identify talent requirements for global organizations
- Demonstrate the ability to manage personal career change by completing a personal career plan including a resume, cover letter, career assessments, and social media profile.
- Demonstrate oral communication skills through practice interviews and class presentations.
- Identify cultural change requirements for global organization assignments.
• Demonstrate career readiness through career development assessments.
• Experience career management activities through in—class group projects such as etiquette demonstrations, interview preparation research for selected organizations, and image development discussions.
• Demonstrate personal development progress through course lab assignments such as employer networking, etiquette meals, and career image assessments.
• Learn how to use effective career communications such as accepting a job offer, negotiating salary and offer extensions, declining a job offer, and pursuing professional recommendations.

Fogelman College: Learning Outcomes for Your Degree

This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the BBA degree program. BBA Program Outcomes (opens in new window)

Graduates will:

• be effective communicators.
• demonstrate critical thinking skills.
• be knowledgeable about ethical factors in the business environment.
• be knowledgeable about the global business environment.
• be proficient users of business presentation and analysis technology.

Course Methodology

The course content delivery will be based on interactive lectures, in-class activities, group discussion boards, industry guest speakers, and written individual assignments. During the semester, lab activities will be developed for students to learn outside of the classroom in application-related exercises. The goal is to assist students in learning more about managing career change and self-leadership in order to develop effective career management strategies.

In eCourseware, please become familiar with our course home page. I will post additional reading opportunities on this page which may help you in your Career Plan and other class activities. The Sample APA papers, with APA online links, are also posted there.

Professor’s Expectations

My expectations for students in this course include the following. Specifically, I expect that:

   a) As a student, you will commit the necessary time to stay current in this course. By doing so, your potential for success is much higher. This step includes reading the syllabus and
Assignment Summary carefully, printing out the syllabus and the course schedule, and reviewing the course content found in the modules

b) You will demonstrate critical thinking in the assignments.

c) You will positively participate in class activities.

d) This course is largely based on experiential learning assignments in papers and projects. I expect that you will use the course resources such as Sample Papers and the APA resource links to help you prepare your papers.

e) You will submit assignments on time—barring an emergency or illness, late papers are not accepted. If you have a valid problem, please contact me individually.

f) You will participate actively in all aspects of the course—in-class, in lab, and in assigned projects.

Student's Expectations

What can you expect from me?

a) If I have not returned an email within 24 hours, I did not receive your email. Please check the address and re-send your message.

b) You can expect me to grade thoroughly and provide feedback online on your papers to help you improve your grades on upcoming papers.

c) You can also expect me to be available to help you—however I need to hear from you as to the type of help you may need. I need clear questions in your emails—please be sure to identify the course information carefully.

Grading and Evaluation Criteria-To Be Updated

The course will include written papers, class assessments, team presentations, and in-class group projects for the semester grades.

Points are calculated through eCourseware to adjust for rounding. The following categories show the points necessary for each letter grade.

Grading Scale:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade Range</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>752-835</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>668-751</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>Grade Component</td>
<td># of assignments</td>
<td>Point Value Each</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Accounting Assignments</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Online Practice Sets</td>
<td></td>
<td></td>
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<tr>
<td>Exam</td>
<td></td>
<td></td>
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<tr>
<td>Intro Career Assessment</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Employment Trend Report</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Group Discussions</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Team Presentations</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Career plan</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Career Lab Assignments</td>
<td>3</td>
<td>75</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
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</table>
***On the Accounting Review Cycle grades, you must pass the two sections of this grading with a minimum of a 70% to pass the class, in addition to the Career Development grades.

Quizzes

Quizzes will be assigned each week. These will be taken online and incorporated into the text.

Quizzes cannot be made up—so plan accordingly. Check the due dates on the quiz section of the course. These quizzes are based on the assignment material.

Career Plan Intro Assessment-This in-class assignment is designed to assess your awareness of career change trends and personal application to those requirements. These will be distributed by the instructed, completed in class, and reviewed for application to the research related to the changing career environment.

Group Discussions
There are four group discussion assignments. These projects will be posted on the assigned dates (check course schedule please). You will be in the same group as you will be with your discussion groups so you can engage with others. Each in-class group project will be different. For some, your group will be asked to do research for articles, some you will prepare a short PowerPoint in class, and others you will present the content of your project to the other groups. These projects cannot be made up so check the dates and mark accordingly.

Quizzes
Quizzes will be given online as part of class preparation. The quizzes will be posted in e-Courseware and will be used to assess the student’s understanding of the assigned reading. Please see the quizzes posted in the course.

Employment Trend Paper—This paper should acquaint the student with today’s employment environment for accountants in regard to required employability skills. The paper should be 3 pages in length with 3-4 credible sources related to hiring trends, changing employer requirements, and projected changes in skill sets and talent requirements. The instructor will post specific sources for use in the assignment. The paper should reflect college-level writing skills using APA writing style including:

- Times New Roman font
- 12 pt type
- Double-spacing throughout
- In—text citations and reference page
- Edited and proofed well

Team Presentations
Two of the top five required employer skills are teamwork and communication. This project is designed to assist your development in both of these areas. The instructor will distribute a list of
topics related to managing career change and teams of 5-6 students will select a topic for a team presentation. The presentation will require each team to develop the following:

- 15-minute presentation
- PowerPoint (or Prezzi) slides with colorful themes, animation, and graphics
- Engaging audience engagement strategies
- Question and answer preparation

**Career Plan**

During the course you will prepare a comprehensive career plan. The career plan will consist of assessment results, a structured resume, interview profile, LinkedIn Profile, organizational research, and cover letter. Students will select an internship or job that they would like to seek and will apply these career change concepts to an actual career opportunity.

The components of the Career Plan include the following:

- Career Assessment and career path options
- Resume
- Fogelman Internship Network Profile
- Cover Letter
- Reference List
- LinkedIn Profile

Critical thinking should be obvious in the explanation as to your choices or conclusions regarding your career plan. Include at least two outside sources, other than your course texts. An internet search, e.g. Google Scholar [http://scholar.google.com/schhp?hl=en&tab=ws](http://scholar.google.com/schhp?hl=en&tab=ws) would be a good way to incorporate other perspectives on the topic. The U of M Library also has a number of excellent databases, such as ProQuest and Ebschost, to help you. Librarians are also available to help you with your searches as well under, “Ask A Librarian.”

The course texts may be used in addition to your researched sources. You should cite and reference the texts as well as your outside sources. APA should be used throughout the semester.

When you research outside sources, seek to find sources that have been published within the last 5 years. Use scholarly journals for your sources—the goal is to learn more about what is published recently about leadership.

You will submit your Career Plan through the dropbox. Check the course schedule for due dates. Submission time for all reflection papers is **11:59 p.m.** of the assignment due date.

Wikipedia **cannot be used** for the Career Plan or other research-related projects in the course.

**Virtual Career Lab Assignments**

These experiential learning assignments are designed to help you personally and professionally apply the content of the course. Information for each will be given in class but the student will choose 3 of the 4 following lab assignments:
a) Dining Etiquette Workshop
b) Accounting Careers of Tomorrow
c) Persuasive Presenters
d) Personal Website Workshop

After each lab, an assignment summary will be posted in the course for you to complete related to your learning experience.

**Grading**

**How will you be graded on the Career Plan?** I will be evaluating these plans on demonstrated knowledge of the material, critical thinking/conclusions, potential for personal impact, professionalism, writing quality, relevance to self-leadership, & appropriate references.

- **Format**: APA, double-spaced, 1” margins all sides, Times New Roman font, 12 type size. *Proof and spellcheck! Writing errors will count! Refer to the sample paper provided in the Getting Started section.*
- **See the Sample Resources posted in the course to help you.**
- **Accuracy and thoroughness in meeting the requirements.**
- **Appropriate use of course material applied to the project.**

**Academic Integrity**

In their academic activities, students are expected to maintain high standards of honesty and integrity. **Academic dishonesty is prohibited.** Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance are immediately responsible to their instructor. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course.

**Quizzes in this course are not “open-book.” Please plan accordingly!**

*To understand plagiarism more, please visit, http://www.memphis.edu/fcbe/students/plagiarism.php*

For more information on the Fogelman College of Business and Economics academic integrity policy, please visit [http://www.memphis.edu/fcbe/students/integrity.php](http://www.memphis.edu/fcbe/students/integrity.php)

*Note that using a “Solutions Manual” or “instructor’s guide” is considered cheating. Should I*
have evidence that a student is using a “Solutions Manual” has occurred, I may take steps as described on the campus’ Office of Student Accountability website.

COVID-19 Health and Safety Policy - Masks and Social Distancing

All students, faculty and staff will wear masks in all public spaces, including our classroom (lab) per the COVID-19 policy. The first time a student enters a classroom without wearing a face covering, the student will be asked to leave the class until they return a covering. Further violations will be referred to the Office of Student Accountability. Students who repeatedly or flagrantly violate these community expectations may be referred for discipline under the Student Code and, if appropriate, immediately removed from campus by the Dean of Students.

Student Health

Students who are experiencing symptoms such as sneezing, coughing or a higher than normal temperature should inform me by email so they can be excused from class and should stay home. Students should contact their health care provider or the Student Health Center at https://www.memphis.edu/health/.
Students who have a positive COVID-19 test should contact the Dean of Students at deanofstudents@memphis.edu.

Student Accommodations

If and when we return to class, students seeking to remain remote for health or other serious reasons should discuss their options with me. Students with accessibility issues or with other learning accommodation needs due to a disability should contact Disability Resources for Students (DRS) to submit an official request for course accommodations. Contact DRS at 901.678.2880 or at drs@memphis.edu. (https://www.memphis.edu/drs/index.php)

Resources

Students who need additional resources can contact the Dean of Students Office at https://www.memphis.edu/deanofstudents/crisis/index.php.

Course Policies

- Always include a subject line which includes the name of our course, ACCT, xxxx
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Choose wording carefully for clarity, courtesy, and completeness.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members. Use group emails appropriately and avoid excessive “reply alls” when not helpful to others.
Please email me from your U of M email (not elearn) to my U of M address, K.Tuberville@memphis.edu. I cannot easily reply to you from your elearn email.

**Do not email assignments unless we have spoken, they will not be graded as it causes a disconnect in the eCourseware tracking of the assignment.**

**Questions For The Instructors**

We want to hear from you with the following:
- Questions about the content—please read the syllabus first, then let me know if you still have questions
- Questions about how the course is working
- Problems you are encountering
- Technical issues with the course

**Student Services Information:** Please access the FCBE Student Services page for information about
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

**Students With Disabilities**

Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 678-2880. DRS coordinates accommodations for students with documented disabilities. For more information visit the DRS website at [https://www.memphis.edu/drs/](https://www.memphis.edu/drs/).

### Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Extra credit options may be presented during the semester—these are at the discretion of the instructor and will be for activities that provide personal development. These will be announced through the course news page.

**Professional Development Opportunities**

Successful leaders recognize that growth is a process and that the more you learn, the more you grow. *The Avron B. Fogelman Professional Development Center offers a wide-range of*
opportunities to help you develop your personal brand and image. Extra credit may be offered during the semester for these opportunities.

Some of the many activities in the Complete Professional Program include:

- Accounting Careers of Tomorrow
- Professionalism First
- Futures in Finance
- Dining Etiquette
- Persuasive Presenters
- Fiscal Wellness

For more information, visit [www.memphis.edu/fcbe](http://www.memphis.edu/fcbe) and register online throughout the semester. You can also email professional@memphis.edu for additional information regarding the Complete Professional Program.

**Tentative Content Overview and Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content Topics</th>
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| Week 1 | **Introduction**  
Overview of the Accounting Profession and Employment Cycle For Fall  
Recruiting, competitive candidate overview, career preparation for key events |
| Monday, Aug 17 | Chapter 1, Tuberville text  
Review of Accounting review cycle |
| Wednesday, Aug 19 | |
| Week 2 | Review of: 1. The steps in the accounting process, 2. Transaction analysis, and 3. The impact of transactions on financial statements |
| Monday, Aug 24 | Monday, Dr. Lambert, Accounting Process |
| Wednesday, Aug 26 | Wednesday, Dr. Tuberville Chapter 2, PwC Virtual Presentation  
Assessing Career Trends and Skill Requirements and  
Understanding Today’s Workplace and The Importance of a Positive Brand—Your Brand Begins With Assessments and Your Résumé |
| Week 3 | Review of the accounting cycle and the preparation of financial statements |
| Monday, Aug 31 | Chapter 2 continued,  
RBG/CBIZ Recruiting Cycle |
<table>
<thead>
<tr>
<th>Date</th>
<th>Accounting Review Cycle</th>
<th>Career Development/Interview Skills—Chapter 4 Continued</th>
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<tbody>
<tr>
<td>Week 7</td>
<td></td>
<td>Review of interview styles, research and preparation for interviews, Interview Follow-up.</td>
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<td></td>
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<td>Lab: Mock Interview Assignment.</td>
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<td>Monday, Sept 28</td>
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<tr>
<td>Wednesday, Sept 30</td>
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<tr>
<td></td>
<td>Guests—Interview Assignments/Researching An Employer/Role Modeling</td>
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<td>Week 8</td>
<td>Accounting Review Cycle</td>
<td>Career Development Chapter 5</td>
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<tr>
<td>Monday, Oct 5</td>
<td></td>
<td>Networking</td>
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<td>Wednesday, Oct 7</td>
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<tr>
<td>Week 9</td>
<td>Accounting Review Cycle</td>
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<tr>
<td>Monday, Oct 12</td>
<td>Career Development Chapter 5/Guest Speaker TBA</td>
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<td>Wednesday, Oct 14</td>
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<tr>
<th>Week 10</th>
<th>Accounting Review Cycle</th>
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<tbody>
<tr>
<td>Monday, Oct 19</td>
<td>Career Development Chapter 6</td>
</tr>
<tr>
<td>Wednesday, Oct 21</td>
<td>Professional Image Development</td>
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<td></td>
<td>- Business etiquette, the concept of “professional presence”, and workplace expectations.</td>
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<td></td>
<td>- Image Expectations for accountants.</td>
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<td></td>
<td>Guest speaker—Professional Presence/Workplace Expectations/Negotiations</td>
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<thead>
<tr>
<th>Week 11</th>
<th>Last session on Accounting Review Cycle</th>
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<tbody>
<tr>
<td>Monday, Oct 26</td>
<td>See notes regarding final exam on Accounting Review Cycle in the course</td>
</tr>
<tr>
<td>Wednesday, Oct 28</td>
<td>Career Development, Chapter 7</td>
</tr>
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<tr>
<th>Week 12</th>
<th>Career Development, Chapter 7</th>
</tr>
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<tbody>
<tr>
<td>Monday, Nov 2</td>
<td>Career Plan Assignment Review</td>
</tr>
<tr>
<td>Wednesday, Nov 4</td>
<td>- Review of comprehensive career plans with feedback and action steps.</td>
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<tr>
<th>Week 13</th>
<th>Team Presentations and Feedback in the Virtual Classroom</th>
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<tbody>
<tr>
<td>Monday, Nov 9</td>
<td>- Teams will present career presentations based on course requirements.</td>
</tr>
<tr>
<td>Wednesday, Nov 11</td>
<td>- Chapter 8</td>
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<tr>
<th>Week 14</th>
<th>Course Wrap-Up/Final Project Review</th>
</tr>
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<tbody>
<tr>
<td>Monday, Nov 16</td>
<td>Career Development, Chapter 9</td>
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The Complete Professional Program

Successful completion of your academic program is an essential component of your future career path. By completing the requirements of this course, you will have made a significant investment in your career. In addition, be sure to invest in your professional development by taking part in "The Complete Professional Program", sponsored by the Avron B. Fogelman Professional Development Center. This program is available exclusively to business majors and will help you make a smooth transition into the work world.

FOR MORE INFORMATION, TEXT "PRO" TO 31996, visit memphis.edu/professional or come see us in Room 274.