ACCT 444
Accounting Internship
Fall 2015

INSTRUCTOR: Jennifer Burbage  e-mail: burbagej@cofc.edu

OFFICE: Beatty 430  phone: 953-4886

OFFICE HOURS: MWF 8:00 – 9:50 am; Monday 12:00-12:50 pm; Monday & Wed 2:00-2:45 pm and by appointment. I will also be willing to see you anytime you catch me in my office.

COURSE PREREQUISITES: Senior standing as a declared Accounting major in the School of Business.

COURSE DESCRIPTION AND OBJECTIVE: The purpose of academic credit internships is two-fold. Not only are you performing tasks for your experience provider and learning about the field in a “real world” setting, but also there is a component that requires intellectual study of the field. An internship is a supervised learning experience guided by your Learning Contract that requires reflection of the correlation between the theory you have studied in the classroom and practice and application of the theory in a professional environment.

To this end, there are certain academic requirements associated with the internship, and it is your responsibility to fulfill these requirements according to the deadlines established by the School of Business, Accounting & Legal Studies department and your faculty coordinator. Simply performing well on the job will not guarantee you an “A” for the internship.

This is a self-directed course of study designed to help prepare you for the professional world. To that end, I will not necessarily be reminding you of assignment deadlines – it is your responsibility to take note of these and keep up with the assignments. It is also your responsibility to follow up with your employer to ensure your evaluations are submitted by the deadline.

Your grade is based on the academic work you will submit so not discount the importance of turning your work in on time and presenting your work in a professional manner.
Through the successful completion of this internship, the student will address the following School of Business Learning Goals (your individual learning contract will state specific goals in these categories):

**COMMUNICATION SKILLS:** Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

**QUANTITATIVE FLUENCY:** Students will demonstrate competency in logical reasoning and data analysis skills.

**GLOBAL AND CIVIC RESPONSIBILITY:** Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues.

**INTELLECTUAL INNOVATION AND CREATIVITY:** Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

**SYNTHESIS:** Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

**Required Hours**

All accounting interns are required to adhere to the internship beginning and ending dates on their approved learning contract. A minimum of 120 hours of on-site work is required. Your final grade will be affected for early termination of your internship. Time spent on journal entries, etc. does not count towards the 120 hours. Ideally, you will spend a minimum of 12 weeks on-site (8 weeks during the summer) and work at least 10 – 12 hours per week (15 hours in the summer) with your experience provider. You may not work 3 40-hour weeks. The purpose of spreading the internship out over a semester is to give you an idea of the work flow in the field. End-of-year tasks, for example, are often quite different from the work you will be doing at the beginning of the semester.
Completion of the following assignments is the basis for earning grade and college credit:

1. **Weekly journal**: Students are required to keep a weekly journal identifying course concepts as applied in the workplace. The journal must be typed and double-spaced. It is submitted electronically by midnight on Mondays (beginning **September 14, 2015 – covering the work week beginning September 7, 2015**) using the OAKS dropbox set up for the course. **Late entries will receive a 5 point deduction. An entry submitted after Wednesday the week it is due will be given a “zero.”** For a list of journal entries and their due dates, please refer to the Oaks dropbox. (There is one folder for each two weeks so you will submit two journals to each folder. There will be 10 journals submitted by the end of the semester. You still need to work at least 120 hours during the semester to get the full experience (minimum of 10 hours on average each week), but the number of required journals will only cover 10 weeks. I will just ask you to submit your final hours at the end of the semester (if you are working the minimum weekly hours).

The format for the journals is as follows:

Your name:
Experience provider:
Name of experience provider supervisor:
Week of:
Hours worked for the week:
Hours worked to date: (since the beginning of the semester)

Weekly journal entry should include:

- What tasks you performed for the week **with results**, if any
- Workplace observations – any thoughts on how things could/should run differently or how situations could have been handled differently (**OR** if you think things are done/handled well – what happened/how are things done/why do you think this makes sense?)
- Workplace activity (what is going on in the office)
- Reactions to events taking place in the office
- How **classroom concepts** are applied in the work environment
- What you are learning from the experience

**Important note.** Please submit your journals comprehensively with the most recent week’s entry as the first entry in the document, followed by the previous weeks’ submissions. By the end of the semester, you should have **one comprehensive journal entry document with all your entries included** (and the last week listed first). Please see the sample at the end of this syllabus as an example.

Journals will be graded based on **content** (select important and interesting topics); **link to classroom learning** (specific references to classroom learning frequently mentioned – helps to tie in your accounting education to this senior level course); **effort** (meet/exceed requirements set forth in bullets above); **grammar/mechanics/spelling/sentence structure**.
2. **Special project and report:** You and I will coordinate to select a relevant special project or a research topic. Concurrent with completion of the special project or research, you will prepare a research paper suitable for submission to top management (whether or not you submit it to your employer is up to you).

In general, most accounting interns will select a topic and write a research paper on this topic, tying it to relevant internship work experiences. The topic will begin to become apparent as your work and as you submit journals. I will help you to develop a topic in order to ensure it is broad enough to cover 10 pages, but is not so broad that it cannot adequately be addressed.

The report must have a minimum of **10 pages**, double-spaced, not including appendices or reference pages. You should use a minimum of **three valid** references and cite each reference used. It is submitted to the Instructor via the Oaks dropbox and is due no later than **Monday December 7, 2015**.

Your final project/paper will be graded on **format** (presentation, structure, length, style); **organization** (transitions, solid paragraphs, understandable flow); **content/information** (in-depth analysis; necessary info provided; analysis; critical thinking; link to internship and classroom); **quality of writing** (grammar (!!!), mechanics, spelling, coherent ideas); and **use of references** (number, sound references, effective use).

3. **Executive interview summary:** Students will interview one senior-level manager (CEO, CFO, President, public accounting firm partner, etc.) to understand his/her career and discuss career development. You should prepare for your interview prior to conducting it – come up with a list of questions (the answers to which you are personally interested) about this person’s career, how he or she got where they are today, advice they would give to you as you begin your accounting career, etc. Students will summarize the interview in a one (1)-page written document. It is submitted to the Instructor via the OAKS dropbox no later than **Friday October 23, 2015**.

4. **Job Performance and Satisfactory Evaluations:** The focus of the Accounting Internship course is to develop practical career-related experience. Performance evaluations are completed by the host employer during the Internship course and upon completion of the Internship course. At least two (2) performance evaluations are documented to form the basis for grade assignment and awarding of college credit. The evaluations will be sent directly to the Host Employer by the instructor and are due **October 16th** and **December 4th, 2015**.
**Grading and College Credit:** The Accounting Internship Course requirements are weighted as follows for assignment of final grade and credit:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Journals</td>
<td>60%</td>
<td>Due every Monday beginning September 14th</td>
</tr>
<tr>
<td>Special project and report</td>
<td>25%</td>
<td>Due Monday December 7th</td>
</tr>
<tr>
<td>Executive interview summary</td>
<td>5%</td>
<td>Due Friday October 23rd</td>
</tr>
<tr>
<td>Job performance and evaluations</td>
<td>10%</td>
<td>Due October 16th and December 4th</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
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During the course, any problems having the potential to cause failure to achieve the objectives of the course must be reported to the Instructor as soon as practical. Failure to keep the Instructor informed of potential problems may result in reduced grade assignment or failure of the Accounting Internship course. Late assignment submissions are likely to result in a deduction of points.

**GRADES:** Course grades will be computed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
</tr>
</tbody>
</table>

**HONOR CODE:** The College Honor code will guide the behavior of each student. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/generaldocuments/handbook.pdf](http://www.cofc.edu/generaldocuments/handbook.pdf)

Special Note: Misrepresenting the work you are doing with your Experience Provider in journal entries, final papers, etc. may result in failure of the course.
Professional Attire

As a representative of the college and of your experience provider, you are expected to dress appropriately for the work environment.

Obviously if your place of work has a uniform or requires a certain dress (you are interning with the Riverdogs, for example) you will follow their guidelines for attire.

Professional Conduct

You would be amazed at how quickly doors close to those who “don’t know how to do.” Here are some guidelines to help you navigate etiquette pitfalls:

- No cell phones. You have been given the opportunity to learn, so use the time wisely. You can catch up with your roommate after hours.
- No texting – even if it’s quick.
- No checking Facebook, Myspace, etc. You can do this when you are off the clock.
- Saying please and thank you goes a long way with people.
- When the boss asks you if you want to grab a bite to eat – go! What a great opportunity to talk one on one with someone who is in the business and would be flattered to tell you how he/she got where they are today. Saying “no” – for whatever reason sends a signal that you are uninterested.
- Don’t interrupt.
- Exercise voice volume control, particularly in open cubicle spaces.
- Embrace grunt work. While you are not there to solely make copies nor run out to pick up lunch, we all have a certain amount of administrative tasks that we have to do.
- Make eye contact always.
- When meeting someone, don’t forget to introduce yourself – first and last name.
- Show initiative. When you have completed a project, ask for another. If you see something that needs to be done, ask your host if you can take on the task.
- Write professionally. Don’t send emails written as if you were texting.
- Watch your tone in emails to avoid sending snippy or curt emails.
- Manners matter. Don’t talk with food in your mouth, etc.
- Own up to mistakes and accept responsibility.
- Emails are addressed in order of hierarchy within the company with the most senior staffer first. For example, president, vice-president, manager, etc. Alphabetizing the distribution list is acceptable as well.

“Issues”

It rarely happens, but sometimes there are “issues” associated with internships. This could range from experience providers using the intern as a “go-fer” versus providing a good learning experience to personality conflicts or sexual harassment. If at any time you have an issue with the internship, contact your faculty supervisor as soon as possible.
Weekly journal entries sample

Name: Bob Jones
Experience Provider: Bulldog Express
Company Supervisor: Tim Wilson
Week Of: December 1
Hours worked for the week: 12
Hours worked to date: 120

Over the course of the last week I watched my office responsibilities grow and was able to participate in several different projects. I feel as though this change in responsibilities comes as a result of my employers realizing I am capable of more complex tasks.

This week I was assigned the task of designing two new questionnaires, one for individual clients and the second for businesses. These questionnaires were comprised of personal questions that ranged from favorite sports teams to children’s names, in an effort to make the clients relationship with their financial advisors more personable. Following this section were questions about their financial plans, expectations and goals. I had a basic template to work from but I found my marketing research class to come into great help in the design of the questionnaire. It helped me with determining the appropriate structure, the use of skip patterns, and just general flow. My supervisor was very impressed with my work so I would say that the class prepared me for tasks similar to this.

Name: Bob Jones
Experience Provider: Bulldog Express
Company Supervisor: Tim Wilson
Week Of: November 25
Hours worked for the week: 11
Hours worked to date: 108

This week we worked on the marketing plan, identifying the target audience. The methodology was similar to what I learned in MKTG 302. In class, we spent a lot of time on identifying demographic data. At Bulldog Express, they rely more on psychographic data than on demographic data and gather the information through one-on-one interviews.

The target market profile is men who make between 25 and 40,000 a year, attend three sporting events a month, vote Republican and have a bulldog named Guido. After we determined the target market profile, I called area media outlets and asked for a media kit. I remembered from my advertising class that the media kits contain audience profiles. Next week, I will make a recommendation on what local media outlets will best reach the target market.
This week I was given access to corporate revenues. I learned how to read financial statements in ACCT 203, and with some help from my supervisor in interpreting the data, noticed that the revenue for the men’s sportswear line had declined almost 27% from past quarter. I asked Tim about this, and he said he didn’t know why the men weren’t shopping with Bulldog any longer.

He asked me to put together some recommendations on how to reach the male audience. In MKTG research, we learned about observational research methods. I spent the remainder of the week on the sales floor looking at the shopping habits of the male customer – how many male customers were in the store per hour, what section they spent the most time in, what sections they avoided, etc. I will compile my findings and present to Tim next week.

Etc, etc, etc, back to week one.