Richland College  
School of Engineering, Business & Technology  
ACNT 2380.83250  
Cooperative Education - Accounting  
Spring 2015

Class Time:  Sa 9:00A - 12:55P  
Where:  B145  
Instructor:  Dwight M. Riley  
Office:  Bonham Hall - B126  
Telephone:  972-761-6726  
Email:  driley@dccc.edu  
Office Hours:  By appointment

Required Course Materials:  
External Learning Experiences (ELE) - Student Handbook

http://www.dcccd.edu/emp/departments/ea/workforce%20education/documents/forms%202014/ele_student_handbook_%28rev2_007%29.pdf#search=%27ele%20student%20handbook%27

Course Description:
Suggested Prerequisite:  Accounting 1380 and instructor approval.  Career-related activities encountered in the student's area of specialization are offered through a cooperative agreement between the college, employer, and student.  Under supervision of the college and the employer, the student combines classroom learning with work experience.  Directly related to a technical discipline, specific learning objectives guide the student through the work experience.

Course Objectives/Learning Outcomes:
Cooperative Education students will have the opportunity to observe professionals at work in their chosen field.  This unique opportunity helps students decide whether or not they have chosen the right profession and helps them select specific areas of the profession to further explore.

Student will become better technically prepared.  They will not only acquire valuable knowledge, but they will see this knowledge applied in real situations on the job.  Course work comes alive and students will see more clearly the relevance between in class learning and real world applications.

Students will learn valuable lessons in human relations through association with people in the workplace.  The maturity and discipline gained in this experience will reflect itself in students' personal relationships with others.  After graduation it will help students make a smooth transition from school to work.

Studies show that relevant work experience during college is increasingly important for getting a full-time job after graduation.  The "relevant work experience" component of a resume enhances student's opportunities for being employed in their chosen profession.

One of the requirements of this ELE is the development of learning objectives (See Evaluation Form - "Learning Objectives (Part A)" attached).  The learning objectives are developed by the student in conjunction with the instructor/coordinator and the supervisor.  These objectives must include new or expanded responsibilities or learning opportunities beyond the regular job assignment.

The establishment of leaning objectives permits the student, instructor/coordinator, and the supervisor to know precisely what performance or behavior is expected and to what degree it must be demonstrated by the student.  Learning objectives should provide a clear direction in the type and level of work the student will perform on the job.  With pre-set objectives, the student can accurately determine when the intended level of job performance has been reached.

The student working with the instructor/coordinator and the supervisor should select major knowledge, skills and attitudes needed by the student to succeed in the specific job area.  Meaningful objectives should focus on important aspects of the job and enable each student to achieve their potential.  Objectives should be attainable within the pre-determined time period yet also challenging enough to encourage the student to stretch beyond their present level performance.
Important workplace skills to be considered during the semester include the following (See "Evaluation Form - Basic Workplace Skills/Attributes (Part B) attached.):

**Basic Skills**
1. Locates, understands and interprets written information
2. Communicates thoughts, ideas, information in writing
3. Organizes ideas and communicates orally
4. Receives, interprets, and responds to verbal messages and cues
5. Performs basic computations (add, subtract, multiply, & divide)
6. Utilizes appropriate mathematical techniques to solve complex problems
7. Demonstrates appropriate computer skills

**Thinking Skills**
8. Demonstrates creative thinking
9. Identifies goals and constraints, chooses best alternative
10. Recognizes problem and devises/implements a solution
11. Uses effective learning techniques
12. Discovers and applies underlying rules and principles

**Interpersonal Skills**
13. Contributes to group effort as productive team member
14. Works well with people from diverse backgrounds
15. Exhibits responsible behavior

**Personal Attributes**
16. Exerts a high level of effort and perseveres towards goals
17. Believes in self and maintains positive view of self
18. Chooses ethical courses of action
19. Sets relevant, goal related activities, prioritizes, and allocates time
20. Maintains appropriate personal appearance and hygiene

**Program Student Learning Outcomes:**
1. Accounting Knowledge:
   - Identify and analyze relevant financial information
   - Record and communicate accounting transactions
2. Computational Skills (Quantitative Skills):
   - Select relevant data and perform appropriate financial calculations
3. Technology:
   - Use technology effectively to perform accounting tasks
4. Critical Thinking (Critical Analysis):
   - Analyze and compare relevant financial information for decision making
5. Communication:
   - Read, write, speak, and listen appropriately for academic and career purposes
6. Ethics:
   - Recognize ethical dilemmas, make ethical decisions, and provide rationale for decisions
7. Personal Life Skills:
   - Possess sufficient life skills to effectively manage personal and professional life

**Richland College’s Quality Enhancement Plan – Learning to Learn: Developing Learning Power:**
Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto http://www.richlandcollege.edu/qep2013/.
Computation of Grades:
Final grade will be determined as follows:

Setting and accomplishment of goals 60%
(If you have been on the job for six months or more, you should take care to select objectives related to new and/or expanded tasks.)
Attendance and participation in seminars 30%
Submission of all required forms on a timely basis 10%

Attendance Policy:
In order to be successful students must attend and participate in enrolled classes. Students are expected to attend the four scheduled seminars (See "Seminar Schedule" below). In addition, students must work at least twenty hour per week. If a student is unable to attend a seminar, the student should contact the instructor prior to the absence and make arrangements for make-up work.

The make-up assignment to be completed for missed seminars is a three to five page, double-spaced, typewritten paper covering the topic discussed at the missed seminar. You must use a minimum of three references and list those references at the end of the paper. The paper is due at or before the next scheduled seminar. The assignment will be graded on both content and composition (grammar, spelling, punctuation, etc.)

Withdrawal Policy:
Once enrolled in the course, it is the responsibility of the student to withdraw from the course should that become necessary. The instructor will not automatically drop students who have stopped attending class.
If you are unable to complete this course and want to receive a “W”, you must withdraw from the course by the official withdrawal deadline date as published in the Richland Course Schedule. Withdrawing from a course is a formal procedure which YOU must initiate. Your instructor cannot do it for you. The last day to drop with a “W” is April 13, 2015. If you stop attending class and do not withdraw, you will receive a performance grade, usually an “F”. Students sometimes drop courses when help is available that would enable them to continue. You should discuss your plans with your instructor if you feel the need to withdraw.

Academic Progress:
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester.
Check [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details.

Institution Policies:
For Institution Policies, please refer to [www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf).

School policy prohibits eating, drinking or smoking in the classrooms.

**The instructor reserves the right to amend this syllabus as necessary.**
January 31, 2015
Orientation/Get acquainted
Review syllabus and ELE handbook
Discuss possible job-related objectives
Review required course forms

February 28, 2015
Return forms (all blanks filled, and signed)
Training Station Agreement, Evaluation Form - Learning Objectives (Part A),
degree plan, job description

Seminar Topic: How Do You Learn Best?
Current Accounting Issues

March 28, 2015
Seminar Topic: Careers in Public Accounting
Current Accounting Issues

May 2, 2015
Seminar Topic: Accounting Careers in Industry
Final signatures on Evaluation Form - Learning Objectives (Part A),
and Evaluation Form - Basic Workplace Skills/Attributes (Part B),
Memorandum explaining how well you accomplished your goals