

College of San Mateo Course Outline

- New Course
- Update/No change
- Course Revision (Minor)
- Course Revision (Major)

Date: November 12, 2009

Department: ACTG Number: 144
 Course Title: QuickBooks: Set-Up And Service Business Units: 1.5
 Total Semester Hours Lecture: 24 Lab: 0 Homework: 48 By Arrangement: 0

Length of Course

- Semester-long
- Short course (Number of weeks 8)
- Open entry/Open exit

Grading

- Letter
- Pass/No Pass
- Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):

$$\frac{3 \text{ lecture hours per week} \times 8 \text{ weeks}}{16} = \frac{24}{16} = 1.5 \text{ FLC}$$

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)
None
2. **Corequisite** (Attach Enrollment Limitation Validation Form.)
None
3. **Recommended Preparation** (Attach Enrollment Validation Form.)
None
4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

ACTG 144 QUICKBOOKS: SET-UP AND SERVICE BUSINESS (*Pass/No Pass or letter grade option*) *Minimum of 24 lecture hours per term.* Introduction to QuickBooks accounting software. Topics include set-up and service business transactions; the sales cycle, purchasing cycle and end-of-period procedures. ACTG 144 and ACTG 145 are independent courses and may be taken in either order or concurrently. [CPE Hours: CPA, EA 22 hours] (AA, CSU)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

ACTG 144 QUICKBOOKS: SET-UP AND SERVICE BUSINESS
Introduction to QuickBooks accounting software. Topics include set-up and service business transactions; the sales cycle, purchasing cycle and end-of-period procedures. ACTG 144 and ACTG 145 are independent courses and may be taken in either order or concurrently. [CPE Hours: CPA, EA 22 hours] Pass/No Pass or letter grade option. (AA, CSU)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)
 1. Demonstrate activating QuickBooks and using menus and icons to access software features and tools
 2. Create a data file using QuickBooks
 3. Record all bookkeeping transactions for a small service business using QuickBooks
 4. Prepare financial statements using QuickBooks

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.*)

Same as Student Learning Outcomes

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)
 1. Introduction to computers and QuickBooks
 2. Sales and receivables: service business
 3. Purchases and payables: service business
 4. General accounting and end of period procedures: service business
 5. Automating a manual accounting system.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)
 1. Lecture on QuickBooks topics.
 2. Instructor led presentation of software using computer screen projection system.
 3. Student hands-on training, supervised by instructor in computer lab.
 4. Assigned readings, homework assignments to re-enforce topics discussed in class.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)
 - Completion of QuickBooks practice sets.
 - Homework assignments on theory, practice, and problem solving techniques.
 - Group activity on theory, practice, and problem solving techniques.
 - Projects applying theory, practice, and problem solving techniques.
 - Student presentations on theory, practice, and problem solving techniques.
 - Exams and quizzes on theory, practice, and problem solving techniques.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

QuickBooks Pro 2009, A Complete Course; Horne; Prentice-Hall
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