

# QuickBooks

## Course Design

2001-2002

### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Business
<b>Course Number:</b>	CMP 110R
<b>Title:</b>	QuickBooks
<b>Credits:</b>	1
<b>Developed by:</b>	Jeanne Bryce
<b>Lecture/Lab Ratio:</b>	.5/1
<b>Transfer Status:</b>	None
<b>Extended Registration</b>	
<b>Class:</b>	No
<b>CIP Code:</b>	52.0399
<b>Assessment Mode:</b>	Pre/Post Test (25 Questions, 25 Points)
<b>Semester Taught:</b>	Offered upon request
<b>Gen. Ed. Area:</b>	None
<b>Separate Lab:</b>	No
<b>Awareness Course:</b>	No
<b>Intensive Writing</b>	
<b>Course:</b>	No
<b>Prerequisites:</b>	1. None
<b>Educational Value:</b>	Training is specifically for use in business or personal management applications. The course work may apply as elective credit in Computer, Office Technology, and Business areas.
<b>Goals:</b>	1. The student will learn the operational techniques of QuickBooks.
<b>Description:</b>	Takes the students through the features of current QuickBooks to develop an introductory skill level for personal and vocational use.
<b>Textbooks:</b>	<i>Use of a training manual is provided.</i>
<b>Supplies:</b>	A 3.5 floppy disk

## Competencies and Performance Standards

<b>1. Apply basic steps in QuickBooks.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner starts and exits QuickBooks successfully.</li> <li>• learner backs up, restores and records changes.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Start and exit QuickBooks successfully.</li> <li>Back up, restore and record changes.</li> </ol>	
<b>2. Design a sample QuickBooks company.</b>			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner determines a start date.</li> <li>• learner enters name and address.</li> <li>• learner adds, edits and deletes accounts.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Determine a start date.</li> <li>Enter name and address.</li> <li>Add, edit and delete accounts.</li> </ol>	
<b>3. Apply proper techniques to customize data.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner performs banking services such as check writing, making depositis, and statement reconciliation.</li> <li>• learner manipulates product/customer, vendor and inventory lists.</li> <li>• learner customizes customer, vendor, employee, and inventory lists.</li> <li>• learner performs invoicing, inventory tracking, payroll and tax procedures.</li> <li>• learner customizes and prints invoices.</li> <li>• learner creates billing statements.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Perform banking services such as check writing, making depositis, and statement reconciliation.</li> <li>Manipulate product/customer, vendor and inventory lists.</li> <li>Customize customer, vendor, employee, and inventory lists.</li> <li>Perform invoicing, inventory tracking, payroll and tax procedures.</li> <li>Customize and print invoices.</li> <li>Create billing statements.</li> </ol>	
<b>4. Define common business terms.</b>			
<i>Domain--Cognitive</i>	<i>Level--Knowledge</i>	<i>Importance--Useful</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner is familiar with terminology associated with common business/accounting.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Be familiar with terminology associated with common business/accounting.</li> </ol>	

<b>5. Customize the data output.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner produces various business reports.</li> <li>• learner creates estimates, does time tracking and advanced job costing.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Produce various business reports.</li> <li>Create estimates, do time tracking and advanced job costing.</li> </ol>	
<b>6. Create an inventory control system</b>			
<i>Domain--Cognitive</i>	<i>Level--Synthesis</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner enters items into inventory.</li> <li>• learner orders items.</li> <li>• learner creates purchase orders.</li> <li>• learner receives and pays for inventory.</li> <li>• learner manually adjusts inventory.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Enter items into inventory.</li> <li>Order items.</li> <li>Create purchase orders.</li> <li>Receive and pay for inventory.</li> <li>Manually adjust inventory.</li> </ol>	
<b>7. Process payments.</b>			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner makes deposits.</li> <li>• learner receives payments for invoices.</li> <li>• learner makes deposits.</li> <li>• learner prints statements.</li> <li>•</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Receive payments for invoices.</li> <li>Make deposits.</li> <li>Print statements.</li> </ol>	
<b>8. Work with bank accounts.</b>			
<i>Domain--Affective</i>	<i>Level--Valuing</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner writes a check.</li> <li>• learner uses account registers.</li> <li>• learner enters hand written checks.</li> <li>• learner transfers money between accounts.</li> <li>• Reconcile checking accounts.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>Write a check.</li> <li>Use account registers.</li> <li>Enter hand written checks.</li> <li>Transfer money between accounts.</li> <li>Reconcile checking accounts.</li> </ol>	

<b>9. Apply proper techniques to enter and pay bills.</b>		
<i>Domain--Cognitive</i>	<i>Level--Knowledge</i>	<i>Importance--Important</i> <i>Difficulty--Medium</i>
<b>Criteria--</b> Performance will be satisfactory when: <ul style="list-style-type: none"> <li>• learner tracks expenses.</li> <li>• learner makes entries to accounts payable.</li> <li>• learner enters bills.</li> <li>• learner pays bills.</li> </ul>	<b>Conditions--</b> Competence will be demonstrated: <ul style="list-style-type: none"> <li>• upon completion of practical exercises.</li> <li>• on quiz.</li> <li>• on post test.</li> </ul>	<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>a. Track expenses.</li> <li>b. Enter to accounts payable.</li> <li>c. Enter bills.</li> <li>d. Pay bills.</li> </ol>

### Types of Instruction

- Classroom Presentation
- Practical Exercises

### Grading Policy

**Evaluation Methods:** The final grade is weighted as follows:  
 Practical exercises = 25%  
 Quizzes = 25%  
 Post test = 50%

**Grading Scale:**

Grade	Requirement
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59-0%
P	70-100%

## Learning Plans

### Learning Plan 1-- QuickBooks

**Overview:** This course will be a combination of instruction and application. The student will follow along with the instructor as the technique is demonstrated. Once the student has successfully duplicated the instructor's directions, the student will complete a practice exercise at the end of each lesson.

- Competency:** 1. Apply basic steps in QuickBooks.
- Competency:** 2. Design a sample QuickBooks company.
- Competency:** 3. Apply proper techniques to customize data.
- Competency:** 4. Define common business terms.
- Competency:** 5. Customize the data output.
- Competency:** 6. Create an inventory control system
- Competency:** 7. Process payments.
- Competency:** 8. Work with bank accounts.
- Competency:** 9. Apply proper techniques to enter and pay bills.

#### Learning Activities:

- \_\_\_\_\_ 1. COMPLETE pre test.
- \_\_\_\_\_ 2. LISTEN to lecture.
- \_\_\_\_\_ 3. OBSERVE demonstrations.
- \_\_\_\_\_ 4. PRACTICE demonstrations.

#### Performance

#### Assessment Activities:

- \_\_\_\_\_ 1. COMPLETE practical exercises.
- \_\_\_\_\_ 2. COMPLETE quizzes.
- \_\_\_\_\_ 3. COMPLETE post test.