ACCT-777: QUICKBOOKS ACCOUNTING

Effective Term
Fall 2024

BOT Approval Date
11/09/2023

Discipline
ACCT - Accounting/Bookkeeping
Course Number
777

Course Title
QuickBooks Accounting

Short Title
QuickBooks

Credit Status (CB 04)
D - Credit - Degree applicable

Units

Lecture Units
3.00

Total Units
3.00

Hours

Lecture Contact Hours
48-54
Out of Class Hours Lecture
96-108

Total Contact Hours
48 - 54

Total Out of Class Hours
96 - 108

Total Student Learning Hours
144 - 162

Distance Education
Yes

Distance Education

Distance Education Type
Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:
a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods: • Orientation - Students must be oriented to the online and face-to-face portions at the start of the course. • Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc. • Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed for the student seeking hands-on experience with QuickBooks accounting system. Students will examine business transactions to determine the applicable accounting principles and the appropriate processing sequence in QuickBooks in order to yield various reports and financial statements for internal and external users. Emphasis will be placed on how to use QuickBooks in a small business environment.

Requisites

Pre or corequisite(s)

Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)
ACCT-776 or ACCT-124 (with a grade of C or better) or instructor consent of work experience in accounting-related functions.

Codes

TOP Code (CB 03)

0502.00* - *Accounting

CIP Code

52.0301 - Accounting.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective
1. Relate and differentiate accounting concepts, computerized and manual accounting systems, and cash and accrual accounting methods to QuickBooks, a widely-used and well-known accounting software package in small business accounting.
2. Evaluate and determine the appropriate module and processing sequence for accounting transactions related to sales, purchasing, job costs, time and billing, inventory, and other business transactions.

3. Compare and contrast the accounting concepts and procedures of a service-oriented business and of a merchandising-oriented business through the lens of the QuickBooks accounting system.
4. Construct companies in QuickBooks including, but not limited to, initial settings, defaults, chart of accounts, customers, vendors, and inventory items.
5. Differentiate the processing and the internal controls of the purchase and sales cycle using the QuickBooks accounting system, including the relationship to lists such as customers, inventory items, vendors and chart of accounts.
6. Evaluate and explore the processing and maintenance of inventory in QuickBooks, including tracking of items, maintenance, costs, adjustments, security and internal controls.
7. Compare and contrast the processing of independent contractors versus payroll, including managing settings, confidential employee information, timesheets, tax withholdings, payroll taxes, and reports.
8. Prepare and evaluate typical accounting documents, reports, and financial statements generated by QuickBooks, including customization, drill-down features, exporting capabilities, and accessibility tools.
9. Conclude the accounting cycle utilizing the QuickBooks accounting system, including processing end-of-period adjusting entries, closing the fiscal year, and reporting cash or accrual methods.
10. Consider the legal and ethical implications and ramifications inherent in the widely used QuickBooks accounting system, including professional accounting responsibility.
11. Examine issues related to racial and cultural diversity, inclusion, accessibility, and potential inequities or bias as it pertains to QuickBooks accounting system.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will analyze accounting transactions and apply the appropriate process in QuickBooks.
2. Student will create an accounting system using QuickBooks.
3. Students will consider issues of inclusion, diversity, equity, and accessibility as they relate to QuickBooks in the business environment.

Program Learning Outcomes

Learning Outcome
1. Students will analyze data to determine relevant information needed to produce reports, visual presentation and other business documents.
2. Students will communicate effectively through appropriate modes of communication (listening, speaking, reading writing) as they pertain to the business environment with emphasis on the use of computer technology.
3. Students will identify and solve business problems, assess results, and determine alternative courses of action.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. Introduction to QuickBooks
    a. Widely used small business accounting system
    b. Background
    c. Desktop vs. online
    d. Cash and accrual accounting methods in QuickBooks

- e. Comparison of computerized and manual accounting systems
  - i. Journal entries
  - ii. Journals
  - iii. General ledger and T-Accounts
  - iv. Trial balances
- f. Moving around in QuickBooks
  - i. Accessing tools
  - ii. Forms
  - iii. Finding transactions
- g. Organization of QuickBooks
  - i. "Lists"
  - ii. Adding, editing, or deleting accounts
  - iii. Other lists
  - iv. Editing items
- h. Transactions in QuickBooks
- i. Reporting
  - i. Customizing reports
  - ii. printing reports

2. Setting Up Company Files
   - a. Introduction
   - b. Setting up company files
     - i. Brand new company
     - ii. Converting existing companies
   - c. Customizing QuickBooks
     - i. Editing settings in a company file
   - d. Setting up your company file
3. Sales Activity (Service Company)
   - a. What is the sales cycle in service company?
   - b. Setting up standard sales settings
   - c. Managing customers
   - d. Managing service items
   - e. Setting up credit terms
   - f. Recording service revenue
   - g. Recording payments from customers
   - h. Making deposits
   - i. Recording customer credits and refunds
   - j. Sales and customer reports
4. Purchasing Activity (Service Company)
   - a. What is the purchase cycle?
   - b. Managing vendors
   - c. Recording purchases
   - d. Paying vendor balances
   - e. Vendor reports
5. End-of-Period Activity (Service Company)
   - a. Before issuing financial statements
   - b. Reconciling bank and credit card accounts
   - c. Making adjusting journal entries
   - d. Preparing financial statements
   - e. Closing a period
6. Sales Activity (Merchandising Company)
   - a. What is the sales cycle?
   - b. Managing customers
   - c. Managing items
   - d. Recording sales revenue

   e. Recording payments from customers
   f. Customer reports
7. Purchasing Activity (Merchandising Company)
   a. What is the purchase cycle?
   b. Purchasing inventory
   c. Vendor credits
   d. Paying vendor balances
   e. Vendor reports
8. End-of-Period and Other Activity (Merchandising Company)
   a. Adjusting inventory
   b. Managing sales taxes
   c. Entering cash receipts from non-customers
   d. Recording bank transfers
   e. Inactivating and merging general ledger accounts
   f. Adding notes to reports
9. Project Tracking and Billing for Time and Expenses
   a. Setting up projects
   b. Setting up independent contractors
   c. Using timesheets to track hours
   d. Tracking costs other than labor by project
   e. Billing for time and costs
   f. Preparing project reports
10. Management Tools
   a. Tracking by class and location
   b. Creating and using budgets
11. Additional Tools
   a. Reversing entries
   b. Recurring transactions
   c. Saving customized reports
   d. Creating management reports
   e. Creating custom fields
   f. Customizing forms
   g. Exporting reports to Excel
   h. Uploading and managing attachments
   i. Shortcuts
12. Payroll Activity
   a. Independent contractors vs. employees
   b. What is the payroll cycle?
   c. Payroll plans available in QBO
   d. Turning on payroll
   e. Managing payroll settings
   f. Managing employees
   g. Processing payroll
   h. Processing and reporting payroll taxes
   i. Preparing payroll reports
13. Diversity, Equity, Inclusion and Accessibility (DEIA) in QuickBooks
   a. Why accessibility matters - and how to make it work
   b. Tools to help DEIA succeed
   c. Powering prosperity for everyone
      i. Aira app
   d. Programs for small and diverse businesses

Methods of Instruction

Method

Discussion

Integration

Discussions as a class or in smaller groups will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. For example, students will be able to discuss issues related to racial and cultural diversity, inclusion, accessibility, and potential inequities or bias as it pertains to QuickBooks accounting system. Through discussion, students will examine and assess the impact these issues pose to the quality and performance of QuickBooks. Students will also explore how QuickBooks is mitigating those issues with programs and technology, such as the Aira app. The instructor will participate in the small group or class discussions and respond to student questions as needed.

DE Adaptations for MOI

The DE adaptation will take place using the available CMS tools. For instance, asynchronous discussions can be done using the discussion boards in the CMS and synchronous discussions can be done via accessible video conferencing tools. Instructor will make comments to further the discussion or make corrections and/or post a summary of the interactions. This will provide the opportunity to infuse the instructor's perspective to the discussions and facilitate student learning. All online discussions will meet accessibility standards.

Method

Lecture

Integration

Lecture will be used to compare and contrast fundamental differences between manual and computerized accounting systems in the recording of business transactions. Additionally, lecture will be used to compare and contrast the accounting concepts and procedures of a service-oriented business and a merchandising-oriented business through the lens of the QuickBooks accounting system. Lecture will provide the opportunity to infuse and connect accounting theory in the study of the QuickBooks accounting system.

DE Adaptations for MOI

Online lectures will consist of accessible instructor-prepared materials including captioned lecture videos, text-based lectures, adapted PowerPoint presentations, and links to web pages, delivered through CMS, which deal with QuickBooks accounting system. Lectures may also incorporate supplemental materials available through MSJC Library or other online resources. All lecture materials and delivery methods will meet accessibility requirements.

Method

Activity

Integration

Activities will be used to cover concepts and procedures on how to determine the appropriate module and processing sequence for accounting transactions related to sales, purchasing, job costs, time and billing, inventory, and other business transactions. Emphasis will be placed on the use of QuickBooks in a small business environment. Additionally, activities will be used to differentiate the processing and the internal controls of the purchase and sales cycle, including the relationship to lists such as customers, inventory, vendors, and chart of accounts.

DE Adaptations for MOI

The available CMS learning tools will be used to deliver activities. For example, activities will be completed using the discussion boards in the CMS. Activities can also be delivered by providing links to online resources, sharing recorded video or slide presentations. All material will meet accessibility requirements. Instructor feedback can be posted in the gradebook comments and/or in the discussions within a timely manner.

Method

Projects

Integration

Projects will be used to explore and discuss the set-up of companies in QuickBooks, including initial settings and defaults, including but not limited, to the chart of accounts, customers, vendors, employees, and inventory items. Furthermore, these projects will facilitate the discussion and exploration of internal controls to secure payroll data in QuickBooks, including confidential employee information, timesheets, tax data, and reporting.

DE Adaptations for MOI

The available CMS tools will be used to deliver projects for students to explore course concepts such as initial set-up to the close of the fiscal year transactions. For example, online students will be able to participate in group projects through collaboration tools such as Google Workspace, Microsoft Teams, or other platforms integrated into the CMS. Video conferencing tools can be used for meetings and discussions. Step-by-step guides and accessible video tutorials will be available to assist students in completing the projects. All materials and delivery methods will meet accessibility guidelines.

Methods of Evaluation

Method

Papers

Integration

Papers and reports will be used to measure competencies covered in course objectives. A sample topic could include critically identifying, interpreting and evaluating issues related to racial and cultural diversity, inclusion, accessibility, and potential inequities or bias as it pertains to QuickBooks accounting system. Furthermore, papers will be use to address the impact these issues pose to the quality and performance of QuickBooks. Students will also incorporate in their papers how QuickBooks is mitigating those issues with programs and technology, such as the Aira app. Papers and reports will be evaluated based on the student's ability to incorporate information from the course material, written composition and support for findings.

DE Adaptations for MOE

For the DE adaptation, students will be instructed to submit paper and report assignments using the available CMS assignment tools. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Additionally, the instructor will provide detailed comments on the student's work and suggestions for improvement. All materials used will meet accessibility requirements.

Method

Homework

Integration

Homework exercises will be used to determine the students' competencies in applying chapter and course objectives. For example, students will analyze and determine the fundamental differences between manual and computerized accounting systems in the recording of business transactions. Also, homework will be used to measure student understanding of the concepts and procedures of a service-oriented business and a merchandising-oriented business through the lens of the QuickBooks accounting system. Homework will provide the opportunity to infuse and connect accounting theory in the study of the QuickBooks accounting system. The homework exercises will be evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter including appropriate use of content and terminology.

DE Adaptations for MOE

For the DE adaptation, homework exercises will be done through the available CMS tools. Homework will be assigned, submitted, and graded through the course management system (CMS). For example, a link to a third-party publisher's content may be provided or the entire assignment can be embedded on the CMS. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. All materials used will meet accessibility requirements.

Method

Exams/Tests

Integration

Exams will be used to assess and measure competency of the appropriate module and processing sequence for accounting transactions related to sales, purchasing, job costs, time and billing, inventory, and other business transactions. Additionally, exams will be used to measure understanding of the processing and internal controls of the purchase and sales cycle, including the relationship to lists such as customers, inventory, vendors, and chart of accounts. Exams/tests will include multiple type of assessments including multiple-choice, short-answer and/or essay questions. Exams will be evaluated on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter including appropriate use of content and terminology.

DE Adaptations for MOE

Exams will be assigned, submitted, and graded through the CMS. For example, a link to a third-party publisher's content may be provided or the entire exam can be embedded on the CMS. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. For auto-graded questions (ex: multiple choice questions), immediate feedback can be provided to students to reinforce learning through the CMS testing tools.

Method

Projects

Integration

Projects will be used to determine and measure students' competencies in in the set-up of companies in QuickBooks, including initial settings and defaults, including but not limited, to the chart of accounts, customers, vendors, employees, and inventory items. Additionally, projects will measure understanding of internal controls to secure payroll data in QuickBooks, including confidential employee information, timesheets, tax data, and reporting. Projects will be evaluated based on accuracy of solutions, demonstrated proficiency in problem solving and knowledge of subject matter including appropriate use of content and terminology.

DE Adaptations for MOE

Projects will be assigned and submitted through the course management system (CMS). Instructions for completing and submitting the individual and/or group project will be posted in the assignment or group discussion area in the CMS. Finished projects will be posted within the group discussion area in the CMS, or presented via other conference tools. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Additionally, the instructor will provide detailed comments on the student's work and suggestions for improvement. All materials and delivery methods used will meet accessibility requirements.

Assignments

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

For this project, you may use the comprehensive problem in your textbook, or a business of your choice, including minority or women owned. You may also use your own business. You will set-up a company in QuickBooks for the merchandising or service business you selected, including initial settings and defaults, chart of accounts, customers, vendors, employees, and inventory items. Also, you will need to set-up appropriate internal controls to secure payroll data, including confidential employee information, timesheets, tax data, and reporting. After the set-up is complete, determine the appropriate module and processing sequence for accounting transactions related to sales, purchasing, job costs, time and billing, inventory, and other business transactions. When completed, backup your company. This assignment will demonstrate your understanding and proficiency in problem solving and knowledge of subject matter including appropriate use of content and terminology. This assignment will be evaluated on the rubric developed by the instructor which includes accuracy of the calculations and information, completeness, and supporting data provided. You will receive detailed feedback and suggestions for improvement.

How assignment will be adapted in online format

The comprehensive problem will be submitted through a link in course management system (CMS). When completed, backup your file and export to Excel the applicable reports that summarize the transactions recorded for the project. Submit those reports using the link in the CMS. This assignment will be evaluated on the rubric developed by the instructor which includes accuracy of the calculations and information, completeness, and supporting data provided. You will receive detailed feedback and suggestions for improvement in the CMS grading tools.

Assignment Type
Writing

In-class and/or outside of class
In-class
Outside of class

Formative or Summative
Summative

Assignment
You can work individually or with a partner to research and critically identify, interpret and evaluate issues related to racial and cultural diversity, inclusion, accessibility, and potential inequities or bias as it pertains to QuickBooks accounting system. What impact, if any, do these issues pose to the quality and performance of QuickBooks? Finally, share how QuickBooks is mitigating these issues. For example, what is the Aira app? Summarize your findings in a written report to a potential small business user. This paper will be evaluated based on a rubric developed by the instructor including your ability to incorporate information from course material, written composition, and support for your findings and conclusions.

How assignment will be adapted in online format
You can work individually or with a partner to research and critically identify, interpret and evaluate issues related to racial and cultural diversity, inclusion, accessibility, and potential inequities or bias as it pertains to QuickBooks accounting system. What impact, if any, do these issues pose to the quality and performance of QuickBooks? Finally, share how QuickBooks is mitigating these issues. For example, what is the Aira app? Summarize your findings in a written report to a potential small business user. Your paper will be evaluated based on a rubric developed by the instructor including your ability to incorporate information from course material, written composition, and support for your findings and conclusions. Submit your paper using available CMS assignment tools. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools.

Assignment Type
Reading

In-class and/or outside of class
In-class

Formative or Summative
Formative

Assignment
Read the section of the text on accessibility in QuickBooks. To support your reading, you may want to visit the official QuickBooks website and/or similar websites. Your focus should be on listing and describing several accessibility tools incorporated into QuickBooks. What features have been added to comply with accessibility requirements. From QuickBooks' perspective, answer "Why accessibility matters – and how to make it work." In class, be prepared to share your findings in a small group setting. Then be prepared to share your group findings with the class. This assignment will be evaluated on a rubric developed by the instructor including your ability to incorporate information from course material, written composition and support for your findings and conclusions. Students will receive detailed feedback and suggestions for improvement.

How assignment will be adapted in online format
Small group-discussion will take place within the CMS discussion board. Be prepared to share your findings and thoughts. This assignment will be evaluated on a rubric developed by the instructor including your ability to incorporate information from course material, written composition and support for your findings and conclusions. Grading and feedback will be provided based on the instructor's grading feedback policy via the available CMS grade book tools. Students will receive detailed feedback and suggestions for improvement in the CMS grading tools.

Course Materials

Textbooks

Owen, Glenn (2023). Using QuickBooks Online for Accounting 2024, 7th Edition, Cengage Learning. ISBN: 978-0357901182

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are infused throughout the course to create opportunities for students to develop new skills while acknowledging and honoring their existing knowledge base. For example:

• Learning objectives includes examining issues related to racial/cultural diversity, inclusion, accessibility, and potential inequities and bias as it pertains to QuickBooks accounting system.
• Course learning outcomes includes an assessment for the above learning objective example.
• Course content moves the studying of the QuickBooks accounting system beyond "the accounting" by incorporating the impact of diversity, equity, inclusion, and accessibility (DEIA) have on the system processes and reporting.
• Instruction includes discussion that incorporates a learning environment that allows all students to feel safe expressing their views and being respected as individuals and members of a group while discussing deferring views on issues related to racial and cultural diversity, inclusion, accessibility and potential inequities or bias as it pertains to QuickBooks accounting system. For example, students will examine and assess the impact these issues pose to the quality and performance of QuickBooks. Furthermore, students will explore how QuickBooks is mitigating those issues with programs and technology, such as the Aira app. As a class or in small groups, students will share their findings and express their views.
• Assignments area includes an assignment providing an opportunity for students to research issues of diversity, equity, inclusion, and accessibility (DEIA) on the QuickBooks accounting system. Furthermore, a focal point of the assignment is the research how QuickBooks is mitigating the inequities and bias.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Through a variety of teaching methods and materials, the course has been contextualized for diverse learners promoting an equitable course. For example:

• Assignments have been made more equitable by infusing flexibility and variety. For example, students have the flexibility to use the comprehensive problem in their textbook or to use a business of their choice, including minority or women owned, to set-up the company in QuickBooks. Students may also use their own business for this project. Flexibility and variety allow students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type. The greater diversity of content promotes an equitable course. Additionally, this assignment can be worked on with a partner. Teamwork infuses diversity of ideas and promotes an equitable course.
• Course content has been designed with equity in mind to ensure that all students have optimal conditions and opportunities to demonstrate their learning. First, content will be delivered in a variety of methods, including but not limited to class or small group discussions, lecture, and audio-visual materials. Additionally, content will include videos, blogs, slide presentations, accessible and downloadable PDFs, and a variety of websites that feature real-life examples reflecting diverse viewpoints and backgrounds. Infusing variety promotes an equitable course by allowing students to work with their unique scheduling, technological, and personal needs, breaking barriers to access. Furthermore, course content will provide ample opportunities for students to explore the various tools QuickBooks offers to help diversity, equity, inclusion and accessibility (DEIA) succeed. For example, students will be able to explore the accessibility tools that support and strengthen their own needs and curiosity. Students will share their findings in a small group setting. This facilitates and promotes an equitable course for diverse learning by allowing students to demonstrate and share their diverse learning.
• Evaluation methods in the course are designed to promote an equitable course by incorporating variety in the types of assessments. For example, papers describing how QuickBooks is mitigating DEIA issues will be evaluated based on the student's ability to incorporate information from the course material, allowing students to show what they have learned regardless of their academic strengths, background or familiarity with a particular assignment type. Exams/tests will include multiple types of assessments, including multiple-choice, short-answer and/or essay questions to facilitate evaluation of diverse learners. Additionally, projects will be used to measure students' competencies and understanding of QuickBooks company set-up, internal controls and other accounting functions.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and before and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and ask to explore accessibility compliance in QuickBooks. Then, each group will report out to the class their group's findings. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialog in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur in person or virtually using available CMS tools to promote student learning and satisfaction. First, the instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives in this accounting for non-accountants course. The goal of the pre-course announcement is to set an inviting and collaborative tone for future interactions. The instructor will send frequent announcements to offer instruction, comfort and encouragement. In-class announcements or through available CMS tools will be used by the instructor to consistently communicate with students, keep them abreast of new developments in the course and/or the accounting profession, and to summarize key concepts of previous lectures. The instructor will participate in discussion forums and respond to students' threads, as needed. The level of interaction will be dictated by the content and student's needs. The instructor will provide timely and constructive and personalized feedback on assignments, such as on the written report on inclusion, diversity, equity and accessibility issues related to the QuickBooks accounting system. Online or telephone student hours and one-on-one mentoring for individual leaners who desire extra support will be provided in order for them to understand critical content, such as processing payroll, including managing settings, confidential employee information, timesheets, tax withholding, payroll taxes, and reports. In the classroom, high-impact strategies for active learning will be incorporated to instructor-to-student interactions. For example, instructor will use discussions to interact with students asking them to discuss their findings on issues related to racial and cultural diversity, inclusion, accessibility, and potential inequities or bias as it pertains to QuickBooks accounting system. Instructor will also clarify concepts, pose questions, and/or encourage students to make connections between course concepts and their application to real-life QuickBooks accounting systems in small businesses, including minority or women owned.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be given an assignment of exploring racial and cultural diversity, inclusion, accessibility, and potential inequities or bias as it pertains to QuickBooks accounting system, conflict within a team derived from two team members interpretation of the findings would provide an opportunity to resolve the differences through additional content gathering and more active participation by the students.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. Additionally, students will be asked to complete a contemplative activity or discussion related topic regarding QuickBooks accounting systems. For instance, students will be given opportunities to contemplate accessibility issues in QuickBooks. Students will reflect on how these issues impact the quality and performance of QuickBooks. Taking time to sit back and think about the material you are learning and how it might affect one's profession and those we work with is self-reflective and conducive to personal and professional growth.

Key: 31