REQUEST FOR APPROVAL OF A COURSE

COURSE NAME: **NBE 078**

                 DATA BASE®

PROGRAM: **NON-CREDIT BASIC**

                 EDUCATION

SUBMITTED BY: ROBERT HEEDER

DATE: **JULY 14, 1997**

___X___New Course _____Revised _____Updated

DATE APPROVED: **SEPTEMBER 11, 1997**

TO BE COMPLETED BY DEAN OF THE COLLEGE:
    Static Identifier C07897
    TOP Code #070300
    SAM Code D

NEED:	**YES**	**NO**
Meets a Unique Need	**X**	
Course Duplicated		**X**
Demand/Enrollment Potential	**X**	

TRANSFER STATUS: A_____   B_____   C **X**
COURSE CLASSIFICATION: (Select A-I)   **C**

APPROVED CREDIT CLASSIFICATION:
_____ **Degree Applicable**   **X** **Noncredit**
_____ **Non-Degree Applicable**   _____ **Not Approved**

CATALOG DESCRIPTION:

Hands-on experience in electronic filing systems using the micro-computer and data base software. Practical application of ARMA (Association of Records, Managers, and Administrators). Alphabetic indexing rules will be practiced for a variety of firms. This course is repeatable.

UNITS: **0**   **HOURS: Lecture: _____ Laboratory: ___18___ Lecture/Lab: _____ Clinic/Field:**

ENTRY LEVEL SKILLS, PREREQUISITES, AND/OR COREQUISITES:

Courses applicable to the degree must be of sufficient difficulty that if students are to succeed in the course they must enter it with certain competency. Such requisites may either be recommended or validated as requirements. To assure open access, a way must always be provided and publicized whereby students not initially eligible for enrollment in any course because of the prerequisites can gain the necessary competencies.

None

Requested Credits Classification: (Applicant)

_____ Degree Applicable   **X** Noncredit
_____ Non-Degree Applicable   _____ Revised

COURSE OUTLINE

This outline should contain sufficient information to:

(a) Permit the curriculum committee to correctly determine whether the course should be classified as noncredit, non-degree credit, or degree credit under Title 5, Sections 55002 and 55805.5.

(b) Clarify the minimal obligations of the instructors of the course. (All instructors should be familiar with this outline and should use it in planning their courses, though their own syllabi may add objectives, goals, content, assignments and/or materials, may describe topics and objectives somewhat differently, and may place them in a different sequence.)

OBJECTIVES:

Limit these to the maximum number of critical objectives that can be effectively monitored and assessed. Formulate at least some of them in terms of student accomplishments concrete and specific enough that it can be determined to what extent they have in fact been achieved. For degree-applicable courses, include objectives in the area of "critical thinking" by requiring such outcomes as the ability to independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.

1. Student will apply and display an understanding of electronic filing systems using the micro-computer and data base software.

2. Student will successfully apply the ARMA (Association of Records, Managers and Administrators) electronic filing system.

3. Student will apply alphabetic indexing rules as applicable to a variety of different firms.

TEXTS, OTHER READINGS AND MATERIALS:

(List typical or required primary sources, texts, and other materials; or reference college bookstore computerized listings, etc.)

Instructor Mandated Materials

Determining whether or not materials are "college level" is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least 10th grade, but some well written works of merit may have a lower readability measure while other tests may have a high readability measure only because they are poorly written. Of probably more importance than readability per se is the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation should always be given greater weight than readability alone.

____	Primarily College Level	____	Material Compared to/Offered at other Colleges
		____	Written for Higher Level Education
X	Primarily not College Level	X	Other: Non-Credit Basic Education
			(How Determined)

ASSIGNMENTS:

List Types: <u> N/A </u> Hours Per Week (or equivalent)

_____ Class participation and assignments require and develop critical thinking (see Objectives).
Describe how:

_____ Primarily College Level   2 hours of independent work done out of class per each hour of lecture or class work, or
hours lab, practicum, or the equivalent, per unit.

_____ Not Primarily College Level   Ratio of amount of work per unit of credit required by curriculum committee for a non-degree
credit course is met.

ASSESSMENT: N/A

Grades will be based on:

_____ **ESSAY**
(Includes not only "blue book" exams but any written assignment of sufficient length and complexity to require students to
select and organize ideas as well as to explain them. Some items should demonstrate critical thinking.)

_____ **COMPUTATION**

_____ **NON-COMPUTATIONAL PROBLEM SOLVING**
(Critical thinking should be demonstrated by the solution of unfamiliar problems that admits various solutions or various
strategies for achieving the solution.)

_____ **SKILL DEMONSTRATION**

_____ **MULTIPLE CHOICE**

_____ **OTHER: (Describe)**

*For degree credit: (a) at least one of the first three boxes must be checked and (b) if "essay" is <u>not</u> checked, it must be explained why   essays are
an inappropriate basis for at least part of the grade in the course.

COURSE CONTENT

College level courses should stress general principles of wide applicability. Where such principles are presented initially in terms of specific
applications, they should be generalized and students asked to apply them to novel situations.

List Topics:

1. Electronic filing systems.

2. Micro-computer and data base software.

3. Application of ARMA electronic filing system.

4. Alphabetical indexing rules.

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

1. Successfully apply a variety of electronic filing systems to different business systems.

2.   Apply the ARMA electronic system as needed or requested for managers.

3.   Apply alphabetic indexing rules for different occasions and firms.

COMPLIANCE: YES   NO   N/A

Prerequisites: Are appropriately established.   __X__

Apprenticeship: Provides sufficient number of hours approved by

                   Dept. Of Apprenticeship Standards.   __X__

                   Covers safety and hazardous material as required.   __X__

Guidance: Instructional content and requirements are clear.   __X__

ESL: Clear to other ESL or equivalent English courses.   __X__

                   Clear level of 1st language literacy prerequisite.   __X__

Special Class: Progress is measured.   __X__

                   Non-duplicative; need for class is clear.

         X

Appropriate intervention for specified disability.

       X

Special Topics: Scope and requirements are clear.   _____ _____ X

SIGNATURES

COURSE INITIATOR:

    DATE:

LIBRARY:

    DATE:

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:**

SUPERINTENDENT/PRESIDENT: _____ **DATE:**

This application is recommended for use in the local approval of courses. It has been designed by State Chancellor's Office to incorporate new provisions in Title 5, adopted by the Board of Governors and written into law in 1986-87. These new regulations have resulted from the sustained cooperation and the vision of faculty and curriculum officers throughout the state. In carefully defining the characteristics of a college level course, they provide the opportunity of colleges to rethink the significance of their degrees and assure high credibility to the Associate degree earned anywhere in California.

Form Revised 4/97

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