



Los Angeles Community College District
COURSE OUTLINE

- New Course
- Addition of Existing District Course
- Course Change
- Outline Update, 2005-2006**

SECTION I: BASIC COURSE INFORMATION

1. **COLLEGE:** Los Angeles Southwest College

2. **SUBJECT (DISCIPLINE) NAME**¹ (40 characters, no abbreviations): **Japanese**

3. **COURSE NUMBER:** 1

4. **COURSE TITLE:** Elementary Japanese 1

5. **UNITS:** 5

6. **CATALOG COURSE DESCRIPTION** -- Provide a description of the course, including an overview of the topics covered:

A beginning Japanese language class which covers the fundamentals of pronunciation and grammar, basic vocabulary, useful daily phrases, reading and writing Japanese scripts, business terms, basic facts on geography, customs, and culture of Japan. Students will be asked to perform in Japanese situations that provide a context for the target language material prepared for that day, .e.g., integrating the four basic skills of listening, speaking, reading, and writing in addition to vocabulary used in daily life, Japanese culture, and customs of Japanese people. This course is designed for students who have no background in studying Japanese, but plan to interact within the Japanese business community, travel in and outside the United States, and/ or increase their cultural diversity knowledge base.

7. **CLASS SCHEDULE COURSE DESCRIPTION** -- Provide a brief description of the course, including an overview of the topics covered:

A beginning Japanese language class which covers the fundamentals of pronunciation and grammar, basic vocabulary, useful daily phrases, reading and writing Japanese scripts, business terms, basic facts on geography, customs, and culture of Japan.

8. **COLLEGE COURSE APPROVAL DATE:** 10/20/1995
OUTLINE APPROVAL DATE: 5/26/05

9. **UPDATES** (check all applicable boxes) **as of 05/26/05:**

- | | |
|--|-------------------------|
| <input checked="" type="checkbox"/> Content | Previous Update: |
| <input checked="" type="checkbox"/> Objectives | Previous Update: |
| <input type="checkbox"/> College Specific Course Attributes/Data Elements | Previous Update: |
| <input type="checkbox"/> Districtwide Course Attributes/Data Elements | Previous Update: |
| <input checked="" type="checkbox"/> Other (describe) | Previous Update: |

Course Description

¹ Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	Hours per week (based on 18 weeks)	Total Hours per term (hrs per week x 18)	Units
Lecture:	5	90	5
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	5	90	5

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT (Add a list of entry skills for this course if it has a prerequisite, corequisite or advisory.)

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee takes a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

Corequisite: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

Advisories: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

SECTION II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture (<i>If applicable</i>): upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
1. Introduction: Overview of course and Class structure a. Contemporary History of Japan b. Introduction to Japanese Writing System. Ortograpy and fonts: hiragana, katakanta, kanji.	5	1. Understand simple spoken Japanese and speak it understandably. 2. Write syllables, words and sentences in Hiragana and Katakana 3. Ask and answer questions in Japanese using the present and past tenses.
2. Greetings 3. New Friends Question Sentences Noun, Time/ Age	5	4. Compose, read and act out short situational events showing an understanding of Japanese language usage.
4. Shopping In the Classroom	5	5. Read and discuss short selections and answer oral and written questions on the sections read.
5. Making a Date Verb Conjugation Verb types and the “present Tense” Particles Time Reference Word Order Frequency Adverbs The Topic Particle	5	6. Construct conversations in Japanese using the present tense, the past tense, and future tense. 7. Identify basic aspects of Japanese culture, ideas, and values.
6. The First Date Describing Where Things Are Past Tense Locations Days/weeks/ Months/ Years	5	<p style="text-align: center;"><u>Student Learning Outcomes:</u></p> As a result of this learning experience, a student can: 1. demonstrate skill in spoken Japanese by exchanging greetings using conventional expressions.
7. A Trip to Okinawa Adjectives Degree Expressions Counting At the Post Office At the Photo Shop	5	2. ask and answer basic questions 3. converse in Japanese using correct grammar.
8. A Day in Robert’s Life	5	4. read and write in Hiragana and Katana and comprehend the content of the text written in both.

<p>Te-form Describing Two Activities Directions Family</p>		<p>5. express basic awareness of the Japanese culture by comparing it with their own.</p>
<p>9. Picture Te-form for Joining Sentences Verb stem + Counting People Parts of the body Family</p>	5	<p>6. Demonstrate skill in spoken Japanese by exchanging greetings using conventional expressions.</p>
<p>10. Barbecue Short Forms Uses of Short Forms Verb</p>	5	
<p>11. Kabuki Past Tense Short Forms Qualifying Nouns with Verbs and Adjectives Colors</p>	5	
<p>12. Winter Vacation Plans Comparison Adjective/noun + Adjective + At the Station</p>	5	
<p>13. After the Vacation Noun A noun B In the Japanese Class</p>	5	
<p>14. Feeling Ill Health and Illness</p>	5	
<p>15. Hiragana Katakana</p>	5	
<p>16. Daily Life/ <i>Expression Notes</i> Japanese names Pronunciation of Number words Big numbers Giving one's telephone number Referring to the person you are talking to In negative sentences</p>	5	
<p>17. Mary's Weekend</p>	5	

18. Travel and Sightseeing The 2005 World's Fair at Aishi	5	
Total lecture hours*	90	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per week: 1 hr/wk	COURSE OBJECTIVES - Laboratory (<i>If applicable</i>): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes."</i>) ²
<ol style="list-style-type: none"> 1. Complete self-paced lab orientation. 2. Completion of the corresponding DVD lessons for each chapter assigned by instructor at the end of each class. Lessons 1-18. 3. Students are recommended to spend a minimum of 18 hours per semester of individual listening and speaking practice in the lab. 		Recommended Lab Activities
Total lab hours*	0	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
	locate	operate	contrast	construct	select
	report	schedule	criticize	create	choose
	review	shop	diagram	set up	assess
	tell	sketch	inspect	organize	estimate
			debate	prepare	measure
			inventory		
			question		
			relate		

² In general "activity" courses or portions of courses are classified a "laboratory."

			solve examine categorize		
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2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

1. Genki : An Integrated Course in Elementary Japanese I. The Japan Times 2004 [Banno, Eri; Ohno, Yutaka; Dakane, Yoko; Shinagawa, Chikako]
2. Genki Workbook I

1. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Japanese Poetry , History, and Cultural News Articles

2. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

1. Homework Questions:

Each day students are given a vocabulary list and 10 study questions based on the reading assigned for that week in Genki Workbook. They write short answers of one or two sentences to each question. These questions are discussed in class and students turn in their papers for correction. Students make necessary changes in order to use the data for the upcoming exam.

2. Tests: Midterm and Final

Four quizzes are given from two to four weeks apart. Each exam includes a section with five (5) short answer questions taken from the workbook assignments (described in #1 above). A second section of the exam gives three to five short answer questions on each of the four major exams. Situational short-answer questions take from ten to twenty minutes each to answer. Writing of Japanese characters and vocabulary are emphasized.

3. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

LRC tutoring
Historical lectures at Getty and Japanese Museums
Museum exhibitions
Computer and Internet Center
Language lab/ DVD Study

4. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

The student is assigned weekly situations to act out, based on the reading, and is expected to do this work on his or her own. Later this work is brought to class, presented in drama form, discussed and corrected by the instructor. It is resubmitted if major errors are present. (See #5 of "Writing Assignments.")

5. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

1. Exams and quizzes
2. Essay assignments
3. Class presentation if oral dialogues
4. Participation in class activities.

In class, work consists of oral exercises in pairs and small groups. Outside of class, students read texts; for comprehension and write exercises to be reviewed and acted in class. Weekly laboratory attendance, homework assignments and grammar exercises will be checked by the professor.

5. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

Audio-visual materials; geography maps;; vocabulary charts; computer-aided instruction which accompanies the textbook.

6. SUPPLIES:

List of supplies the student must provide.

The college will provide historical videotapes and Lab CD-ROM/DVD equipment.
The instructor will provide additional films and photos.
Students must have a lab/workbook.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students do research using the computer and internet as one resource for homework and composition essays. project. Students interact with their study groups through email.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students will locate and evaluate appropriate information.

9. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

In order to understand the Japanese people, their history and culture the best way is through language. An analysis of the collective contributions of Japan, and Japanese Americans will aid in the skill enhancement of the language while a comparison and contrast of their interaction with other cultural groups will broaden understanding of Japanese geography, religion, class, ideology, race, gender, and ethnicity.

10. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranks them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT³ FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes**

If yes, the course will be a **"restricted" elective** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>).

Restricted Elective proposed Pan American Studies Program

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria and the college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: Humanities **Approval** date: Pending

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

2nd Area requested: **none** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

University of California: YES

California State University:

UC **approval** date: pending

College **approval** date: Before 1990

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

Area requested: **3-B: Humanities**

Date requested: 12/05

IGETC **approval** date: pending

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

a. Area requested: : **C-2: Other Humanities**

Date requested: 12/05

CSU **approval** date: pending

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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2nd Area requested: **none**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

b. 2nd Area requested: : **None**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

YES

CAN NUMBER: **CAN SEQUENCE NUMBER:**

CAN Approval -- Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** English & Foreign Languages
2. **DEPARTMENT/DIVISION CODE:** 04
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 540
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: Japan
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **JAPAN**
7. **DEGREE CREDIT:** Degree Applicable
8. **CREDIT/NO CREDIT GRADING:** No
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 0

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to *English, writing, ESL, and reading* and *mathematics* courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed:

Not applicable

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)."

No If yes, course must be non-degree applicable

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline?

No If yes, list courses: (documentation of cross-discipline agreement must be provided)

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities?

No

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program, according to?

No

15. COURSE CLASSIFICATION:

Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code.

16. TOP CODE – (6 digits XXXX.XX) 1108.00 Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model)

E – Non-Occupational

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|---|---------------------------------|---------------------|
| <input type="checkbox"/> New Course | Board Approval Date: | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Course Change* | College Approval Date: | |
| <input checked="" type="checkbox"/> Outline Update | College Approval Date: 06/28/05 | |

* Changes to a course require the completion of a "Course Change Request" form and approval by the Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(Complete in consultation with Department Chair and the appropriate Academic Administrator)

(N/A)

1. **APPROPRIATENESS TO MISSION**—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

2. **NEED**—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing courses: List courses and number of sections to be deleted:

First year: Second year: Third year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT** -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT/FEASIBILITY -- Indicate how the college plans to support the proposed course:

Additional staff- List additional staff needed:

Classroom- List classroom type needed:

Equipment- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- List Library and Learning Resources needed, including the cost and funding source for needed resources:

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject **Japanese** Number: **1** Course Title: **Elementary Japanese I**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	X	
Is taught by a credentialed instructor in the discipline.	X	
Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	X	
Is taught in accordance with a set of instructional objectives common to all students.	X	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	X	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	X	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	X	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	X	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	X	
Requires learning skills and a vocabulary appropriate for a college course.	X	
Requires the use of college level educational materials.	X	

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts or Science Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers properly represent this course and that the design of the course is not in conflict with any law.

Arabella Persaud

Originator

06/30/05

Date

Sharon Maselli

Department/Cluster Chairperson

06/28/05

Date

Linda Larson Singer

Articulation Officer

07/05/05

Date

Shelley Werts

Librarian

06/14/05

Date

Earnestine Thomas-Robertson

Dean (if applicable)

06/14/05

Date

Glenn Yoshida

Curriculum Committee Chairperson

06/14/05

Date

Reggie Morris

Academic Senate President

06/20/05

Date

Leige Henderson

Vice President, Academic Affairs

06/22/05

Date

Audre Levy

College President

06/23/05

Date