



# Los Angeles Community College District COURSE OUTLINE

## Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: **Course Update**, Degree Applicable, 2006-2007

\*

1. **COLLEGE:** Los Angeles Southwest College
2. **SUBJECT (DISCIPLINE) NAME<sup>1</sup>:** Library Science
3. **COURSE NUMBER:** 101
4. **COURSE TITLE:** Library Research Methods
5. **UNITS:** 1
6. **CATALOG COURSE DESCRIPTION** –Individualized instruction in the use of the library, its resources, and the rudiments of research.

This is a practical course in the use of libraries in general and academic libraries in particular. Attention is given to the many sources and resources of libraries in varying formats: print, online and CD-Rom databases. Emphasis is placed on the development of skills that will promote efficient use of materials for curricular and recreational purposes.

7. **CLASS SCHEDULE COURSE DESCRIPTION --**

The course is designed to be completed in the LASC library and on-line. Specific reference and library materials are needed and the staff keeps the questions up-to-date as the materials change.

8. **COLLEGE COURSE APPROVAL DATE:** Spring 1994  
**COLLEGE OUTLINE APPROVAL DATE, Curriculum Committee:** 5/15/07

9. **PREVIOUS UPDATES FOR EXISTING COURSES ONLY** (check all applicable boxes):

- |  |                             |
|--|-----------------------------|
| <input checked="" type="checkbox"/> <b>Content</b>                               | <b>Last Update: 5/25/04</b> |
| <input checked="" type="checkbox"/> <b>Objectives</b>                            | <b>Last Update: 5/25/04</b> |
| <input type="checkbox"/> <b>College Specific Course Attributes/Data Elements</b> | <b>Last Update:</b>         |
| <input type="checkbox"/> <b>Districtwide Course Attributes/Data Elements</b>     | <b>Last Update:</b>         |
| <input checked="" type="checkbox"/> <b>Other</b> (describe)                      | <b>Last Update:</b>         |

**Change in distribution of hours**

<sup>1</sup> 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	9	.5
Lab/activity (w/ homework):	0	0	0
Lab/activity (w/o homework):	1.5	27	.5
Total:	2	36	1

**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, co requisite or advisory.)**

**Note:** The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take 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.

**ENTRY SKILLS FOR COURSES WITH PREREQUISITES: None**

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 – <b>Lecture:</b> <i>If applicable</i> , 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 - <b>Lecture</b> ( <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. Library Tour–location of various materials; policies and procedures.	1	1. Successfully use the LASC library resources to complete college level research assignments.
<b>Students will be introduced to the topics below:</b>		
2. Organization of Information List a few major systems a. Library of Congress system b. Dewey Decimal system c. Specialized systems	1	2. Identify and employ major systems used to organize information in various libraries.
3. Subject arrangement via Library of Congress Classification	1	<b>SLO:</b> <b>Upon completion of this learning experience, the student can:</b>
4. Introduction to appropriate search strategies for different topics. a. Health/Sciences b. Arts/Social Sciences c. Business/Law/Consumer Issues	1	1. <i>Utilize research skills necessary to achieve educational, professional and personal objectives.</i>  <i>Taken from <u>LASC Institutional Core Values</u>, #3. "Information Competency" Final Draft, Spring 2007. Distributed at the LASC Academic Senate Meeting, March 13, 2007.</i>
5. Introduction to Online Library Catalogs: when to use different search tools to retrieve appropriate information. a. Online Catalog: Author/Title search strategies b. Online Catalog: Subject search strategies c. Online Catalog: Keyword searching	1	<b>Assessment:</b>  1. <b>Library Research Knowledge Pre-test Administered on the first day of class to get a benchmark of what students know about library research.</b>
6. Thinking Critically/Evaluating information. a. Types of questions b. Choosing/evaluating information c. Using information	1	2. <b>Library Research Knowledge Post-test administered as part of the final exam (embedded questions) to determine level of knowledge about library research topics covered in class and lab assignments.</b>
7. Introduction to reference tools (both print and online): a. Dictionaries & Encyclopedias	1	

<p>Atlases &amp; Almanacs                  b. Plot Summaries                  c. Biographies                  d. Book Review Indexes                  e. Newspaper Indexes                  f. Quotation Books/Online Resources                  Readers' Guide to Periodical Literature                  g. Bibliographies                  h. Online Periodicals, scholarly journals, magazines, newspapers                  i. Electronic books                  j. Still and moving images</p> <p>8. Citation essentials                  a. MLA, bibliographic citation                  b. APA bibliographic citation</p> <p>9. Writing the research paper                  a. Using library resources                  b. Avoiding plagiarism</p>	<p>1</p> <p>1</p>	
<b>Total lecture hours*</b>		<b>9</b>

<b>COURSE CONTENT AND SCOPE -- Laboratory:</b> 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 topic	<b>COURSE OBJECTIVES - Laboratory (If applicable):</b> 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> ) <sup>2</sup>
<p><b>Students will perform the activities below:</b></p> <p>1. Organize Information                      List a few major systems                      a. Library of Congress system                      b. Dewey Decimal system                      c. Specialized systems</p> <p>2. Arrange subjects via Library of Congress Classification</p> <p>3. Identify appropriate search strategies for different topics.                      a. Health/Sciences                      b. Arts/Social Sciences                      c. Business/Law/Consumer Issues</p>	<p>2</p> <p>1</p> <p>4</p>	<p>1. Use the library to complete college level research assignments through locating books, reserve books, periodical articles, and other library materials using the online catalog.</p> <p>2. Formulate an effective search strategy, select the appropriate material, assemble library materials on a topic and evaluate the appropriateness of the material.</p> <p>3. Select a print index or use a computer to select a periodicals database, search for material on a topic, determine if the periodicals are available either in full-text or in paper and evaluate the articles for</p>

<sup>2</sup> In general "activity" courses or portions of courses are classified a "laboratory."

<p>4. Use different search tools to retrieve appropriate information from Online Library Catalogs:</p> <ul style="list-style-type: none"> <li>a. Online Catalog: Author/Title search strategies</li> <li>b. Online Catalog: Subject search strategies</li> <li>c. Online Catalog: Keyword searching</li> </ul>	4	<p>appropriateness to the research class.</p>
<p>5. Thinking Critically/Evaluating information.</p> <ul style="list-style-type: none"> <li>a. Types of questions</li> <li>b. Choosing/evaluating information</li> <li>c. Using information</li> </ul>	2	<p>5. Distinguish information, such as author, title, publisher given in order to write a bibliographic citation using MLA or APA styles.</p>
<p>6. Use reference tools (both print and online):</p> <ul style="list-style-type: none"> <li>a. Dictionaries &amp; Encyclopedias</li> <li>Atlases &amp; Almanacs</li> <li>b. Plot Summaries</li> <li>c. Biographies</li> <li>d. Book Review Indexes</li> <li>e. Newspaper Indexes</li> <li>f. Quotation Books/Online Resources</li> <li>Readers' Guide to Periodical Literature</li> <li>g. Bibliographies</li> <li>h. Online Periodicals, scholarly journals, magazines, newspapers</li> <li>i. Electronic books</li> <li>j. Still and moving images</li> </ul>	10	<p>6. Evaluate, organize, interpret and utilize information from a wide variety of research sources, including the internet.</p>
<p>7. Cite essentials in bibliographies</p> <ul style="list-style-type: none"> <li>a. MLA, bibliographic citation</li> <li>b. APA bibliographic citation</li> </ul>	2	
<p>8. Compile research for a paper</p> <ul style="list-style-type: none"> <li>a. Use library resources</li> <li>b. Avoid plagiarism</li> </ul>	2	
<b>Total lab hours*</b>	<b>27</b>	

\*Total lecture and laboratory hours (which includes 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 repeat record list recall name relate underline	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

**3. REQUIRED TEXTS:**

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

Dudley, Miriam, Library Resources: Self-Directed Course in the Use of UCLA's College Library, revised and republished for LASC 2004.

**4. SUPPLEMENTARY READINGS:**

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

Quaratiello, Arlene Rodda, The College Student's Research Companion, 3<sup>rd</sup> ed., 2003  
 Riedling, Ann Marlow, Learning to Learn: A Guide to Becoming Information Literate, 2002

**5. 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:

Students will demonstrate problem-solving searches in various library information sources.

## 6. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Specific reference and library materials are utilized outside of class. An example of an assignment would be to research and answer questions using EBSCOHOST database.

## 7. 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.

Example regarding Author-Title, Keyword and Subject Searches: Students learn to analyze and evaluate their needs as evidenced by successful completion of multiple search assignments. Students will complete information evaluation matrix assignments in various subjects to demonstrate ability to retrieve relevant, appropriate resources.

## 8. 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):

Homework, Quizzes, Final Exam, Skills demonstrations of searches

## 9. 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)

Computer-interactive assignments

## 10. SUPPLIES:

List of supplies the student must provide.

Pen and paper.

## 11. COMPUTER COMPETENCY:

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

The students will use a computer in the library to access the various information databases. In doing so they will practice search techniques and decision-making skills regarding the appropriate databases to use for each particular assignment.

## 12. INFORMATION COMPETENCY:

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

The purpose the library is to provide a wide variety of information on various media. In becoming familiar with and using different information sources in the library the student is making independent use of library print and electronic resources, using research techniques to locate materials efficiently, and applying techniques for writing research papers, thus enabling him/herself to locate information on various topics in various libraries throughout a lifetime.

## 13. DIVERSITY:

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

The Library has many sources reflective of gender, culture, race, age, health. Students can do extensive research on any of these topics among the books and online databases.

## 14. 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 REQUIREMENT<sup>3</sup> FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **No**

If yes, the course will be a **Not applicable** 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>).

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: **none** **Approval** date:

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](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm)

2<sup>nd</sup> 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](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: YES

UC **approval** date: 10/04

College **approval** date: Prior to 1996

### 2. GENERAL EDUCATION FOR TRANSFER:

#### **IGETC Certification:**

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.

#### **CSU Certification:**

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.

2<sup>nd</sup> 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.

2<sup>nd</sup> 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.

### 3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? NO

**CAN NUMBER:**

**CAN SEQUENCE NUMBER:**

CAN Approval -- Date requested:

Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Library
2. **DEPARTMENT/DIVISION CODE:** 12
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 563
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: LIB SCI
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: LIB SCI 101
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, 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) 1601.00**

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/cccco/esed/curric/curriculum.htm](http://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: <b>5/15/07</b> |                     |

\* 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 – Existing Course

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: **Library Science**Number: **101**Course Title: **Library Research Methods**

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 <u>in an outline in official college files</u> . 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.

**Linda Brady**

Originator

**06/01/2007**

Date

**Linda Brady**

Department/Cluster Chairperson

**06/01/2007**

Date

**Linda Larson Singer**

Articulation Officer

**05/22/2007**

Date

**Linda Brady**

Librarian

**06/01/2007**

Date

**Dan Walden**

Dean (if applicable)

**05/29/2007**

Date

**Linda Larson-Singer**

Curriculum Committee Chairperson

**05/22/2007**

Date

**Reggie Morris**

Academic Senate President

**05/31/2007**

Date

**Leige Henderson**

Vice President, Academic Affairs

**06/01/2007**

Date

**Jack E. Daniels, III**

College President

**05/31/2007**

Date