PROFESSIONAL-TECHNICAL PROGRAM APPROVAL REQUEST

College: Highline Community College

Program Title: Library & Information Services Public Services

<table>
<thead>
<tr>
<th>Total Credits: 23-25</th>
<th>Anticipated maximum enrollment: 65</th>
<th>Anticipated yearly completions: 30</th>
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CIP: 25.0301  EPC: 535

Primary □ (if so, initial □ or final □ documentation) Option □ Contract □

If option, to which primary program ____________
If option, include curriculum guide for primary program.

Award at completion (type of degree or certificate) Library & Information Services Public Services

Brief program description:
Library and Information Services (L&IS) graduates work in libraries in communities, schools, colleges, universities, government and non-profit agencies and private industry performing a wide variety of library duties and services including children's programming, cataloging, customer service and research assistance. L&IS graduates work in roles such as library technician, library assistant, library paraprofessional, and library or media aide.

L&IS graduates usually work under the direction of professional librarians, in a wide variety of roles and responsibilities, such as:

- Staffing customer service points
- Creating records for library catalogs
- Processing library materials for the collection
- Instructing patrons in the use of the library's catalog
- Assisting patrons in locating materials
- Circulating library materials and handling overdue processes
- Maintaining patron records

Careers in library and information services demand a strong customer service mindset, a high degree of comfort with computers, solid organizational skills, and a keen attention to detail.

SBCTC PAR (7/18/13)
<table>
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<tr>
<th>Criteria</th>
<th>Plan Description</th>
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| **1. Potential career progression**, including job titles and employment opportunities including wage data. Need studies or indication of need from employers should support new and emerging occupations not covered by standard forecasts or data. | Library Page Assistant, wage hr/$9.32  
Library Page Fellowship, wage hr/$11.21  
Library Page, wage hr/$11.21  
Page Supervisor, wage hr/$23.61  
Library Assistant, wage hr/$16.83  
Operations Lead, wage hr/$23.61  
Local Employment opportunities: Area employers include King County Library System, Seattle Public Library System, Kitsap Regional Library, Sno-Isle Libraries, Pierce County Library, Tacoma Public Library, Timberland Regional Library, Whatcom County Library System  
2009-2015 employment projection=7% (Source: EMSI, 2012.) |
<p>| <strong>2. Initial assessment of opportunities for work-based learning/clinical sites (must be answered if applicable to program)</strong> | Highline Community College is regularly approached by area employers who are eager to have our students intern or work permanently at their organizations. |
| <strong>3. Collaboration with other colleges</strong> — Indicate which other colleges have similar programs and what potential conflicts may exist. Provide evidence of attempts to collaborate with other colleges. | Spokane Falls Community College - <a href="http://www.spoconefalls.edu/">http://www.spoconefalls.edu/</a> has a similar program, offering online certificate and AAS, but we have not experienced any conflicts to date. |</p>
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<tr>
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<td>4. Planning/advisory committee – Provide ADV form located at [link] and minutes of the related meeting(s) showing evidence that the committee has determined there is a commitment in the geographic area to employ individuals who have been served by the program.</td>
<td>See Attached</td>
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<tr>
<td>5. Other supporting documentation</td>
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**PROGRAM DESCRIPTION**

| 1. Attach program description, goals, and learning objectives.          | See Attached     |
| 2. Attach program/curriculum guide (list by course number, course title, credit and/or clock hours per course, and total credits). **NOTE:** May not be available for a new primary program at initial submission. Is required for final approval. | See Attached     |
| 3. Attach course descriptions, goals, and learning outcomes as they will appear in the catalog (do not include course syllabi). **NOTE:** May not be available for a new primary program at initial submission. Is required for final approval. | See Attached     |

*If an active Joint Apprenticeship and Training Committee for the occupation exists in the region, at least one labor and one management member from that committee should be invited to serve on the advisory committee. The college shall contact the chairperson or secretary of the JATC and request representation for the specific occupation. In cases where representation is not provided by the JATC, a letter must be on file from the college to the JATC requesting representation for that occupation. JATCs may act as the advisory committee where it has been determined that both the college and the occupation could best be served. “Organized labor” representatives should be used whenever possible to ensure a balance of all points of view, and currency with issues relevant to the development of courses.

SBCTC PAR (7/18/13)
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<td>4. Program goals are developed in conjunction with the planning/advisory committee. This joint development is reflected in the minutes of the committee.</td>
<td>See Attached</td>
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**Assurances**

By the signatures below, we attest to the fact that the following actions have occurred:

1. The program has been integrated with the strategic planning and budgeting plan of the college.
2. The curriculum of this program has gone through the institution's established approval process.
3. The college will maintain an advisory committee of industry representatives to help the institution keep the program current with employer needs.
4. A continuous improvement plan is in place for this program.

**Approvals:**

Chief Instructional Officer

[Signature]

Date 5/27/14

Workforce Education Director

[Signature]

Date 5/27/14

**Endorsements:**

Advisory Committee Representative

[Signature]

Date 5/27/14

*Must be a voting member.

SBCTC PAR (7/18/13)
Certificate Learning Outcomes

Public Services Certificate

1. Explain library fundamental principles, including intellectual freedom, open access, diversity, and patron privacy and confidentiality.
2. Discuss the community needs of libraries in a diverse, multicultural and democratic society, and how these needs can be met.
3. Describe the basics of information seeking behavior and information literacy.
4. Identify suitable employment opportunities by matching personal and professional interests and abilities with positions within the library and information services professions.
5. Analyze information critically to draw reasonable conclusions and/or solve problems when working with patrons, materials and technology.
6. Identify print and electronic resources useful in keeping current with best practices and emerging trends in the library and information services professions.
7. Identify and use the technologies generally found in the library and information services professions.
8. Discuss the importance and characteristics of excellent customer service in the library and information services professions.
9. Demonstrate the communication skills necessary to successfully interact with patrons and staff in the library and information services professions.
Library & Information Services Program

Guidelines for Short Certificates

This program can be completed online.

Public Services Certificate

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LIBR 122</td>
<td>Public Services</td>
<td>5 credits</td>
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<tr>
<td>LIBR 132</td>
<td>Serving Diverse Communities</td>
<td>5 credits</td>
</tr>
<tr>
<td>LIBR 150</td>
<td>Reference Services</td>
<td>5 credits</td>
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<tr>
<td>LIBR 160</td>
<td>Computers In Libraries</td>
<td>5 credits</td>
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<tr>
<td>LIBR 140/240*</td>
<td>Coop education</td>
<td>3-5 credits</td>
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LIBR 122

This course is an introduction to the procedures, tools, and systems used in library circulation, with a focus on customer service. Attention is paid to: common circulation policies, procedures & services, customer relations, automated library circulation systems, collection management, library safety & security, circulation administration and problem solving.

LIBR 132

Examination of library services to diverse populations including, but not limited to, ethnicity, national origin, language, gender, age, disability (human exceptionalities) and sexual orientation. Focuses on proactively developing collections and services that foster an atmosphere of inclusion and which meet the needs of all the library’s users.

LIBR 150

Development of proficiency in providing face-to-face and remote reference services in a variety of settings. The focus is on the nature and purpose of reference services, library principles governing them, customer service, conducting effective reference interviews and developing familiarity with a broad array of print and electronic resources. Attention is also paid to assisting library users to become proficient in using library resources themselves.

LIBR 160

Introduction to existing and emerging library-related technologies with a focus on effective use of catalogs, databases, the Internet, integrated library systems, Library Websites,
accessing and downloading various formats electronically, troubleshooting and assisting patrons. Attention is paid to the role that computers play in libraries and their impact, as well as electronic communication, Internet etiquette, security, ADA, working in networked environments, hardware and software and developing technology fluency. Students will also learn to transfer from situation to situation, adapting to new technologies as they emerge.

**LIBR 140/240**

Cooperative education provides an opportunity for students to combine classroom theory with practical experience gained in the workplace. Experience gained in the workplace is related to the student's field of study or career goals.

*Guidelines: Students can take either 3-5 credits of LIBR 140/240 Coop Education OR if they qualify to waive it through coordinator approval or substitute it for PLA credit, they can choose whether or not to add an elective class such as LIBR 190 Library Administration & Management for 5 credits, taught in summer quarter.*
PROFESSIONAL-TECHNICAL ADVISORY/PLANNING COMMITTEE
(Voting Members)

Community/Technical College: Highline Community College
Date Submitted: May 20, 2014
Committee/Program Title: Library & Information Services

Please indicate which type of committee this is:
- Program advisory committee
- General advisory committee
- Ad hoc/planning committee
- Other (specify)

Meeting dates for previous year:
03/12/14, 5/14/14

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<th>Check Appropriate Column(s)</th>
<th>Voting Committee Member Information</th>
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Non-Voting Committee Member Information

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<tr>
<th>Name</th>
<th>Job Title</th>
<th>Employer</th>
<th>City of Residence</th>
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College Advisory Committee Procedures - [http://sbctc.edu/general/policymanual/_a-policymanual-ch4Append.aspx#appendg](http://sbctc.edu/general/policymanual/_a-policymanual-ch4Append.aspx#appendg)
Library & Information Services Advisory Meeting  
March 12, 2014

Meeting Minutes

Cathy O'Donnell, Karen Fernandez, Brian Soneda, Monica Luce, Jonathan Betz-Zall, Bob Hier, Dana Franks, Lola Estelle, Terry McQuown, Hara Brook, Alice Madsen and Lynne King (notes)

The meeting was called to order by Hara Brook.

The minutes from the previous meeting were reviewed and approved.

The committee reviewed the L&IS Program Advisory Committee Constitution, By-Laws and Operating Procedures.

Hara reviewed the program status and goals
- Current enrollments are low except for the courses supporting the school librarian endorsement
- There are few jobs available for graduates
- AA and AAS degree does not seem to give an advantage in the job market

Hara and Monica discussed the LSSC program competencies and how that relates to proposed changes in the L&IS Program.
- Goal is to continue to support the LSSC competencies with fewer L&IS classes

Discussion of the proposed changes to the L&IS Program
- Continue to offer all Library Media endorsement courses along with a selected number of non-LME courses that support short certificates.

Discussion of tentative short certificates
- Hara needs the committee to give their approval soon because course catalog changes need to be in my the end of March
- Possibly will also add a 3rd Short Certificate: Readers Advisory (195 Collection Development plus a new course Readers Advisory: youth and Adult + Co-op)

Monica asked for comments from the Advisory Committee,
- There was a general discussion that concluded the co-op experience (field work) was valuable
- Terry McQuown, Staff Development Coordinator for KCLS said the new staffing model at KCLS has resulted in LAs becoming LTAs, with an increased focus on technology. All paraprofessional staff need basic circulation skills, excellent communication skills, knowledge of intellectual Freedom, knowledge of e-readers
- The new PSA position is a paraprofessional position that staffs the Information desk. This position needs extensive training in Communication, Reader’s advisory, and Behavior management.
KCLS has some new supervisory positions available for paraprofessional staff: Operations supervisors in smaller libraries and Operations Managers and Assistant managers in larger libraries. These positions manage the facility and some also have PSA duties. He stressed again the need for leadership training, communication training and behavior management training.

- Brian Soneda, Library Director at the City Of Mount Vernon said that his training needs included a knowledge of early learning principles and storytelling as well as traditional customer service, ready reference and circulation skills. In his city library “Everybody is a jack-of-all-trades”
- Cathy O’Donnell from Pierce County Library System said in all of their branches, paraprofessional staff do ready reference, reader’s advisory, use e-readers, and manage difficult patrons.
- Lola Estelle, Technical Consultant and Implementation Specialist at ProQuest said that her industry needs were very technology driven. She needs people trained in ILS migration.

Monica asked a follow-up question: How does the HCC L&IS Program fit into your training?

Brian Soneda said he would like to be able to offer salary increases to people who are trained or have certification, but that doesn’t fit into the city pay system.

Terry McQuown said he thought the program would be especially useful for PSAs as they would have solid library training and could “get up to speed” faster. He said they hire entry level (pages) (LTAs) based almost entirely on, among other things, communication/customer service skills. When asked, he said that KCLS does offer tuition support for employees’ continuing education.

Karen Fernandez initiated a discussion about the difficulty of teaching communication skills in an online class.

Alice Madsen commented that some of the colleges’ Professional-Technical programs have face to face seminars as part of their co-op experience for specific training in communication or other skills that are difficult to teach online.

Hara asked about the proposed short certificates – does the committee feel this is the right direction for the HCC L&IS program. She stressed that class content will continue to evolve.

Monica stressed that HCC wants to continue to work with the employers, that the program can be flexible to meet their training needs using CELB 150 as an example. Next meeting a possible topic might be how to give credit for skills learned on the job (PLA) – competency based education. She asked that everyone send their training ideas and needs.

The next advisory meeting date was discussed. One possible date is May 14, 2014 10:00 – 12:00. Hara will send out a couple of possible dates for consideration.