Lane Community College

Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **RTEC 101** Full Course Title for print catalog: **Gateway to College and Careers**

Abbreviated Course Title for Banner: _____ (30 character limit)

Prerequisites: **LCC Placement Tests: Score of 55 on Reading (Guided Studies Level)**

Co-requisites: none

Grade Option: xx Graded (with P/NP option) ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
1-3 Lecture	10-30 hours (lecture credits x 10)	12-36 hours (lecture credits x 12)	11-33 hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
1-3 Total credits (sum)	**10-30 Total hours (sum)**	**12-36 Total hours (sum)**	**11-33 Total hours (sum)**

Course Description (1000 character limit):

RTEC 101 is a variable credit course for high-school aged students who want to improve their likelihood of success in a college environment with an emphasis on career technical education. Students will self assess interest areas and strengths, explore career pathways and gain skills in work ethics, test-taking strategies, and using appropriate modes of communication in the school setting. Additionally, students will be introduced to each of the Career Technical pathways offered at Lane and will understand not only the various options for careers, but also the varying requirements for entrance into these programs. Successful completion of this course will be the first step to classes in the RTEC center and elsewhere on campus.

Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course?

What *attitudes* related to the subject will the student hold?

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

Upon successful completion of this course, the student will:	How each outcome will be assessed:
A. understand the prerequisites and application processes for the Career Technical programs offered at Lane Community College;	A. Student outcomes will be assessed through writing samples (journals, reports), oral presentations, portfolios and classroom participation
B. determine an educational and career goal based upon self assessments and information presented;	B.
C. gain skills in accessing information and resources;	C.
D. improve basic skills in reading, writing	D.

and test taking skills;	
E. develop oral presentation skills; F. develop appropriate skills for communicating with peers, instructors and employers;	E.
G. be prepared to move into a career pathway by knowledgeably selecting appropriate courses;	
H. understand the skills and attitudes that will lead to success in a college environment	

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?
(See sample at http://www.lanecc.edu/cops/format3.htm.)

Topics:

1. Comprehension of Career Pathways/CTE programs at Lane Community College, including variety of programs, prerequisites, program application procedures, tour and meeting staff)

1. Career Pathway: Health Occupations (prerequisites, program application, variety of programs, tour of facility)
2. Career Pathway: Computer Technology
3. Career Pathway: Advanced Technology
4. Career Pathway: Culinary
5. Career Pathway: Transfer programs (programs that may begin at LCC and transfer to a 4-year degree. How to find the university that meets student needs, scholarship help, speaker from University of Oregon)
6. Lens for Approaching Learning at LCC (support resources, Moodle, general instructor expectations, journaling)
7. Communication with instructors and supervisors (appropriate email, texting, use of myLane, navigating the Lane website, writing, interviewing, social media)
8. Accessing Resources (library tour, CIS, online Pathways maps, labor market information, Workforce Development, Qualityinformation.org, etc)
9. Self assessment of skills and interests (including understanding LCC placement scores, Career Readiness testing, goal setting)
10. Work Ethics and Self Responsibility (time management, classroom participation, follow-through, assignment completion
11. Portfolio Development and presentation (students must synthesize the information learned and analyze for self determination of educational and career goals)
12. Post Testing: retake Lane Placement tests as necessary. Retake the Career Readiness Test.

Section 2. Proposal Information

Course Developer:	Type of Proposal	Type of Course:
Rae LaMarche, High School Connections facul	X New course	☐ Lower Division Collegiate (transfer)

Date: <u>Nov 21, 2011</u>

Catalog year to take effect:

☒ Currently 199 or 299

Experimental Course

199 Special Studies

☐ 299 Trends

☐ Revised course (If increasing credits, use credit change form)

☐ Reactivated course with no change

☐ Reactivated course with changes

x Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

In fall 2011, Lane Community College in collaboration with the local school districts is opening the Regional Technical Education Consortium (RTEC) Center. The center is the culmination of 5 years of shared work to enable high school students to <u>successfully</u> take community college courses for dual credit with an emphasis on career pathways. The goals of the program are to provide a seamless transition from high school to career in a monitored program that includes 1) complete knowledge of career programs (sponsored); 2) reading, writing, and math support (sponsored); 3) Introduction to (Pathway) as a 3 credit course (sponsored); and 4) entrance to and successful completion of a Certificate pathway or CTE program

What assessment evidence supports this proposal?

Conversation initiated by local school districts (4j, Bethel, Springfield) indicates both need and desire to offer a course that will help students understand the various available career pathways, both requirements and prerequisites, so that students can enter Lane Community College with the proper prerequisite skills and be successful as a student. The High School Connections Design Team (local principals, superintendents, counselors) has expressed interest in utilizing the same course.

How do you know there is a demand for this course?

This course has been developed at the request of local school districts who find that their students currently do not succeed at Lane Community College at the desired rate. They have agreed to sponsor students in this class as the first step of a complete pathway to career goals.

In the past CG100 was offered as the gateway class for these students to attend Lane Community College. But reevaluation by school districts resulted in a recommendation for a course more focused on Career Pathways, leaving CG100 as an option for students needing more in-depth support to improve their self efficacy for success at Lane.

Section 3. Curriculum Equity (http://www.lanecc.edu/cops/curric.htm)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

1. Including content by and about culturally and ethnically diverse people in course syllabi, teaching methodology and evaluation practices whenever feasible;

2. Using culturally and ethnically diverse persons as guest speakers;

3. Using materials which present a significant number of instances of fully integrated human groupings and settings to indicate equal status and non-segregated social relations;

4. Portraying women and men from diverse cultural and ethnic backgrounds in a wide range of roles;

5. Using quotations, references and reading recommendations which are authored by individuals who endorse pluralism;

6. Using gendered examples equally when illustrating theories and concepts;

7. Using class material which assists students in clearly recognizing and accepting basic similarities among all members of the human race as well as the uniqueness and worth of every individual. Examples of such material could include diverse individuals regardless of race, gender, age, religion, disability, national origin, marital status, or class background.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option)   ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
__ **Total credits (sum)**	___ **Total hours (sum)**	___ **Total hours (sum)**	___ **Total hours (sum)**

Course Description:

What will change? ☐Course Number ☐Title ☐Course Description ☐Credit hours ☐Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
Occupational Skills Training	Cooperative Education

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of three options at right. Note: N/A is not an option.

Options:
1. Approved: course does not overlap.
2. Approved: overlap is acceptable. Rationale attached.
3. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
Counseling and Guidance	CG 100:College Success	20	2		
Counseling and Guidance	CG 215: Transition to the University	5	2		
Counseling and Guidance	CG 140: Career and Life Planning	10	2		

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at http://www.lanecc.edu/currsched/drrcforms.htm, and send to Mary Brau for the Degree Requirements Review Committee):

☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

☐ Arts & Letters

☐ Social Sciences

☐ Science / Mathematics / Computer Science

AAOT:

☐ Ethnic/Gender/Cultural Diversity

AAS, 1-year and 2-year certificates:

☐ Human Relations

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?
There will be a library tour and presentation of available resources. Students will be required to spend one additional class doing library research. Because this is a class for high-school aged students, many will have access to some of the resources in their home schools.

Each academic area has a Liaison Librarian (http://www.lanecc.edu/library/services/liaison.htm). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:
☐ Library resources are adequate to support this proposal.
☐ Additional resources are needed but can be obtained from current funds.
☐ Significant additional Library funds/resources are required to support this proposal.

_____   _____
Liaison Librarian   Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:
XX Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.
Source of funding: Local school districts, sponsored accounts

☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain:

Required Certifications:
XX We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with OISS upon course approval.
☒ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with OISS and Human Resources upon course approval.

_____   _____
Administrative Assistant/Coordinator   Date

Fees:
☐ We have completed fee rationale and fee request forms to be submitted to OISS upon course approval, in compliance with the COPPs procedure, "Fees: Special"
XX No special fees will be required for this course.

Divisional Recommendation:
☒ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

☐ Faculty review of this course was completed within the division on _____(date).

☒ Pass   ☐ Do Not Pass

_____   _____
Division Dean   Date

Section 10. College Approval

_____   _____   _____   _____
Curriculum Committee Chair   Date   Executive Dean   Date

Curriculum Approval
Committee hearing: _____   _____   _____
                              Date   Vice President, Academic Affairs, Chief Academic Officer   Date