



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: **SLD 108** Full Course Title for print catalog: **Puertas Abiertas Éxito**

Abbreviated Course Title for Banner: **Puertas Abiertas Éxito** (30 character limit)

Prerequisites: None

Co-requisites:

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

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
<u>2</u> Lecture	<u>2</u> hours (lecture credits x 10)	<u>2</u> hours (lecture credits x 12)	<u>2</u> hours (lecture credits x 11)
<u> </u> Lec/Lab	<u> </u> hours (lec-lab credits x 20)	<u> </u> hours (lec-lab credits x 24)	<u> </u> hours (lec-lab credits x 22)
<u> </u> Lab	<u> </u> hours (lab credits x 30)	<u> </u> hours (lab credits x 36)	<u> </u> hours (lab credits x 33)
<u> </u> 2 Total credits (sum)	<u>20</u> Total hours (sum)	<u>24</u> Total hours (sum)	<u>22</u> Total hours (sum)

Course Description (300 character limit):

Puertas Abiertas Éxito offers opportunities for Latino students to contextualize academic performance and affinity to school systems. Topics include ethnic identity/diversity; bicultural leadership in school; demystifying college information and financial aid; and socio-historic-cultural forces embedded in education.

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:

Assess and contextualize the integrity of educational systems as sites of legitimacy and neutrality	Assigned readings, personal reflection papers, group discussions and activities emphasizing critical thinking.
Be capable of re-framing their stories as Latinos in the Americas.	Assigned readings, personal reflection papers, group discussions and activities emphasizing critical thinking.
Re-center their place as individuals worthy of respect and dignity.	Assigned readings, personal reflection papers, group discussions and activities emphasizing critical thinking.
Create transformative leadership strategies based on Latino cultural foundations and experiences.	Assigned readings, personal reflection papers, group discussions and activities emphasizing critical thinking.

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:

A central theme will be contextualizing schooling experiences of Latinos based on students' lived experiences. Readings will focus on Latino-based stories offering strategies and insights negotiating competing expectations of two cultural traditions.

A Theory of Transformation model

Ethnic identity and diversity

Bicultural leadership

Deconstructing schooling systems as neutral sites

Creating transformative leadership strategies based on Latino cultural foundations

Demystifying the college application process

Demystifying the financial aid/ scholarship application process

Section 2. Proposal Information

Course Developer:

James Garcia

Date: 1/15/2013

Catalog year to take effect:

2013-14

Type of Proposal

X ☐ New course

☐ 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

Type of Course:

X ☐ Lower Division Collegiate (transfer)

☐ Professional/Technical (required or elective)

☐ Developmental, numbered below 100

Rationale:

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

This class builds upon the outreach efforts of the Puertas Abiertas Leadership Academy at Lane, existing since 2002. We will afford an opportunity for Latino high school students to contextualize their affinity to school systems and academic performance. Students will be encouraged to create transformative leadership strategies that will enhance their participation in school leadership positions as bicultural persons. The self-efficacy of students will be addressed as a strategy to enhance academic performance. Students will be informed of preliminary steps to access college and scholarship opportunities. This class will focus on re-centering experiences as Latino students in schools and in the community. The *Puertas Abiertas* class provides space, for Latino students having first-hand testimonies of diminishing experiences in school systems, to re-frame their stories and re-center their place as individuals worthy of respect and dignity.

What assessment evidence supports this proposal?

Latino students experience "subtractive schooling" in K-12 schools, which includes lack of representation in the curriculum (Valenzuela, 1999). Latino and non-Latino primarily depend on popular media and public discourses on Latinos in the United States for their learning and understanding. This understanding of Latinos is skewed, stereotypical and creates division among communities. The proposed class intends to unearth Latinos

student stories in high schools in order to contend existing falsehoods of the Latino experiences in the Pacific Northwest. By presenting a visible and vibrant Latino presence in the schools, *all* students will have a better opportunity to examine their beliefs about themselves and about others and rethink the story of Latinos as part of the human story of courage, fortitude and survival. Under the umbrella of the *Puertas Abiertas* Leadership Academy at Lane Community College, the *Puertas Abiertas* class is an approach towards teaching and learning which allows Latino high school students to re-store meaning and dignity in their lives. Space is created for Latino high school students to engage in conversations regarding: ethnic identity and diversity; bicultural leadership; demystifying college information, financial aid and scholarships, pre-college testing; factors impacting academic performance and affinity to school systems; and socio-historic-cultural forces impacting the condition of Latinos in the Americas.

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

The 2010 U.S. census showed Oregon's Latino population increasing 63 percent in 10 years, largely fueling the state's 12 percent growth since 2000. Latinos now comprise 11.7% of the total population of Oregon, numbering 450,062: In 2000, it was 8%. Overall, Oregon grew by 419,000 residents, with Latinos accounting for about 43 percent of that growth while the state's white population increased 5 percent. Washington, like Oregon, also saw huge gains in its Latino population, with 71 percent growth since 2000- a trend that tracks other states with historically small Latino populations. The *Puertas Abiertas* Leadership Summer Academy has documented student testimonies regarding high school experiences in Lane County. The creation of this class is a response to those testimonies.

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):

The class will explore high school retention and completion from a bilingual/bicultural framework. Perspectives and curricular materials will be shared to ensure diverse voices from the "lived experiences" of being Chicano/Latino in U.S. society and schools. The class will contextualize schools systems embedded with educational processes reproducing racism, heterosexism, sexism, classism, linguisticism, ageism, etc.

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

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 two options at right. Note: N/A is not an option.

Options:

1. Approved: overlap is acceptable. Rationale attached.
2. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanecc.edu/currshed/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 /Computer Science
- ☐ Mathematics

AAOT:

- ☐ Cultural Literacy Option

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?

None. Students will utilize collections at the high school library.

Each academic area has a Liaison Librarian (<http://www.lanec.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:

- ☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.
Source of funding:

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

Explain:

Required Certifications:

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

Fees:

- ☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"
x ☐ 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

Administrative Assistant/Coordinator

Date

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