



**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 109** Full Course Title for print catalog: **Puertas Abiertas Summer Leadership Academy**

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

Prerequisites: None

Co-requisites: None

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
2 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)
___ 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)
<u>2</u> 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):**

Prepares participants with strategies and opportunities, grounded in Latino cultural experiences, to successfully transition into college environments. Topics include college systems literacy; completing scholarship/college applications, composing resúmes; introduction to Latino college and local community members and resources.

**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?

**Upon successful completion of this course, the student will:**

**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.)

**How each outcome will be assessed:**

Be knowledgeable of campus and community resources to successfully transition into a college environment.	Reflection papers
Attain a competent literacy on high school graduation requirements, college admission requirements, college academic programs, and available support services	Quizzes addressing each of these areas
Complete a portfolio containing scholarship applications and essays, college applications,	Completion of portfolio

and resúmenes.	

### 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:

High School Preparations for College

College Systems Literacy

Essay Writing for College and Scholarship Applications

Resúme

College Resources for Success

Introduction to Latino Resources on Campus and in the Community

### Section 2. Proposal Information

#### Course Developer:

James Garcia

Date: 1/15/2013

Catalog year to take effect:

2013-2014 \_\_\_\_

#### 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:

☒ 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 k-12 school and college systems. Students will be presented with strategies that will enhance their participation in post-secondary education as bicultural persons. The self-efficacy of students will be addressed as a strategy to enhance college enrollment. Students will engage in pragmatic exercises 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* Summer Leadership Academy 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 prevents Latino students to attain the social capital to access resources that will lead to college enrollment (Valenzuela 1999). Subtractive schooling serves to subtract Latino student culture and language, which negatively impact their achievement and orientation to post-secondary education. In addition, Latino students may experience “stereotype threat” in which educators may act out pre-conceived notions on Latino students, thereby, limiting access to college information and opportunities (Steele 2010). Under the umbrella of the *Puertas Abiertas*

Leadership Academy at Lane Community College, the *Puertas Abiertas* Summer Leadership Academy class is an approach towards teaching and learning which allows Latino high school students to access pertinent resources and strategies to enroll in college. 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.

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton.

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. New York: State University of New York Press.

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. Since 2007, Lane community College has experienced an increase of 800 Latino students, now totaling 2700 Latino students. The *Puertas Abiertas* Leadership Academy has documented student testimonies regarding accessing information on college, financial aid and scholarships 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. No 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

**Section 7. Qualification to fulfill degree requirements** (complete all relevant forms, available at <http://www.lanecc.edu/currsched/index.html> 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?

Most material for the class will be provided by the program or will be accessible via the internet.

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:

☐ 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

\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
Date

## Section 10. College Approval

\_\_\_\_\_  
Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Executive Dean for Academic Affairs

\_\_\_\_\_  
Date

Curriculum Approval Committee hearing:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President for Academic &  
Student Affairs

\_\_\_\_\_  
Date