

**Steeped in the Arts: Sabbatical Summary**

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**Lane Community College**

### **Introduction**

In fall of 2010, I began a new assignment as Counselor for Lane Community College's Arts Division. Having studied studio art as an undergraduate, and completed graduate studies in art therapy, I was excited to be working with students and staff in this capacity. When the opportunity to apply for sabbatical arose, I wanted to focus my attention on counseling and the arts. My proposed plan was to develop my knowledge and skill along three distinct but interconnected pathways that align with my professional and personal interests: academic and career counseling for the arts, art therapy, and arts practice. This report details the specific intentions for each of these three paths, the challenges faced along the way, and the final outcomes achieved.

## **Academic and Career Counseling for the Arts**

### **Intention**

My goal was to visit a variety of colleges and universities to investigate academic programs of interest to Lane's arts students and staff. I intended to develop professional contacts with faculty members and advisors, exchanging information about our respective courses to create accurate and up-to-date transfer advising guides. These guides would be the first steps toward long-term departmental goals of creating formally articulated transfer agreements.

In addition to gathering transfer information, I also intended to explore career resources at certain schools to determine how they assisted students in launching their professional careers in the arts. These visits were planned to begin in winter and extend over the course of spring term. The targeted schools and intended focus areas included:

**Art Institute of Portland-** course equivalencies and career exploration

**Pacific Northwest College of Art-** course equivalencies and career exploration

**Southern Oregon University-** transfer preparation in Art, Music-Business and Theater

**University of Oregon-** transfer preparation in Architecture, Art, and Journalism;  
career exploration

**Marylhurst University-** career exploration in Art Therapy and Music Therapy

**Clackamas Community College-** career exploration in Music Technology

### **Challenges**

The single most challenging aspect with regard to obtaining academic and career information was scheduling meetings with faculty members at other institutions. While admissions representatives, academic advisors and career resource staff were readily available, it

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was much more difficult to arrange meetings with faculty advisors. In some cases, after working diligently to arrange meetings, they were cancelled at the last moment or of a shorter duration than planned. I had to come to terms with the fact that while I was on sabbatical and could make these meetings my top priority, my faculty colleagues were engaged with their teaching responsibilities and not always available for outside consultation.

While I did not have fruitful interactions with all intended parties, I compensated by working more in depth with those schools I was able to connect with, and by reaching out to other institutions. For example, it was not my intention to work toward formal articulation agreements during my sabbatical, but rather to have this work completed once the Counseling Department was able to hire a Student Advisor II dedicated to serving the Arts Division. That said, I was able to work creatively to secure two formal articulation agreements by the beginning of this academic year. And while it was not my intention to visit Portland State University, I made inroads there upon learning about relevant programs and opportunities for our students. The specifics of what I was able to achieve at all schools are detailed in the next section.

### Outcomes

**Art Institute of Portland (AI).** Many Lane students have expressed interest in AI, which identifies itself as a project-based, professional design school. My first visit to AI took place in March 2012, where I attended an informational event for guidance counselors. We were given a tour of the campus and met with both admissions representatives and student service personnel. A follow-up visit was made with the Registrar, Kristen McGillivray, to determine how Lane credits were accepted toward AI degree programs. From these meetings a transfer guide was created which

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identifies introductory level art/media classes and general education classes required by AI, and parallel courses available at Lane (see appendix A). The guide also provides information on the application process to assist students preparing to transfer. Ms. McGillivray also supplied information on AI's extensive internship program and graduate placement statistics.

**Pacific Northwest College of Art (PNCA).** Lane's studio art faculty suggested I visit PNCA due to its reputation as one of the best fine arts colleges in the state. In April 2012 I visited with academic advisors Pearl Fisher and Sarah Lonnquist, and Assistant Director of Admissions, Bill Watt. I also toured the campus and sat in on several senior thesis presentations. During the visit Ms. Fisher and I reviewed outdated transfer course equivalencies. Over the course of the next few months, a new guide was created which maps out how Lane students can complete PNCA liberal arts, art foundation, and art history requirements prior to transfer (see appendix B).

I also had the opportunity to visit with Kate Copeland, who directs PNCA's Career Services. The Career Services office amounted to a small cubicle with brochures and flyers on display. I was surprised, given the manner in which PNCA promotes these services in its literature. Ms. Copeland indicated she served in the position on a part-time basis, and admitted that PNCA was understaffed when it came to providing students with career resources. Her office provided workshops and brochures on internships, scholarships, and job search strategies. In addition, she maintained a student-only website focusing on part-time employment, residencies, and professional organizations. Kate did indicate that some career development issues

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were integrated into the BFA curriculum in the form of a professional practices class.

**Southern Oregon University (SOU).** SOU is one of the public universities in Oregon most noted for their performing arts programs. They also have a unique co-major which pairs Music and Business, preparing students for employment in the music industry. As cited in my proposal, there are a number of Lane students interested in this field and few places for them to develop this skill set. In addition, SOU offers a Bachelor of Applied Science (BAS) in Management which allows students with an AAS in a technical field to augment their skills in a manner that prepares them for managerial careers in that field. This seemed like an attractive opportunity for our students in media arts who seek to establish their own businesses. Having never been on SOU's campus, it seemed prudent to visit and learn more about these opportunities.

I went SOU in May for a two-day visit. I met with Racquel Berglund, the Admissions Advisor for Lane county, who provided a tour of campus and updated information about transfer admissions procedures (Lane already has an articulated agreement with SOU for their transfer admissions and general education requirements). Racquel also arranged for faculty visits which yielded mixed results.

The lead advising faculty for Art was unavailable, so I met with Bobby Arellano from Emerging Media and Digital Art (EMDA). EMDA is a very popular minor at SOU, which prepares students from any departmental major with the skills to develop, and produce relevant projects using digital media. I was impressed by the resources SOU devoted to this area and believe it would be an asset for students

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majoring in Music, Theater, and Art. Bobby also provided me with information on SOU's Convergent Media degree, which appears to be a viable option for Lane students interested in a bachelor's in Multimedia or Journalism. More work will need to be done to determine course equivalencies in this area.

I had a *very* brief meeting with Deborah Rosenberg, lead faculty advisor for Theater Arts. Deborah explained the program requirements were shifting and current materials were outdated. She emphasized the competitive nature of SOU's program, indicating they typically have over 300 applicants, 60 of which are selected for Intro to Acting. From that point they narrow the field to 32 students for Acting I, from there 16 are selected to progress into the major. Deborah stated that SOU recognizes very few theater credits from other schools, and advised that students interested in their program transfer as soon as possible. Faculty review applications in March, for the upcoming fall. I did have the opportunity to see a student production while visiting and was duly impressed with the level of professionalism demonstrated therein.

The most productive exchange at SOU was with faculty in the Music-Business co-major. Lane's lead Music faculty, Barbara Myrick, and I had laid some ground work with Terry Longshore in the Music department and Joan McBee in the Business department earlier in the term. Thus when I sat down with Joan in May, she suggested we work toward creating a formal articulation agreement for the Music-Business major. Joan had been the point person for articulating the BSA with Lane, so she was well versed in the process. After much negotiation, several drafts, and input from Lane's academic advising team, the final document is awaiting signatures

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from college administrators and should become official by the end of fall term (see appendix C). This agreement is a major milestone, as it provides a seamless transfer plan for Lane students seeking to advance their career options in the music industry.

**University of Oregon (UO).** Being our sister school in the region, the majority of Lane students seeking to transfer to a four-year university intend to go to the UO. Lane has well-developed contacts and transfer agreements with UO in most all majors, but none had ever been developed in the arts areas. This was due to the limited advising personnel assigned to this division as aforementioned. Over the course of my first year as counselor for the arts, I had developed relationships with a number of staff at the UO who assisted me with creating transfer guides. During my sabbatical I renewed these contacts, focusing on majors that required special application or admission procedures: Architecture, Art, and Journalism.

In April, I met with Helga Wood, Admissions Advisor for UO Department of Architecture. Admission into the Architecture major is rigorous and highly selective process. Helga provided valuable information about the profile of successful applicants and provided examples of student portfolios. We reviewed application procedures and dates, along with resources available to assist with the process. The result was an improved transfer guide which accurately represents the rigorous entry requirements for this major to potential transfer students (see appendix D). Helga also expressed a willingness to be a point of contact for Lane students exploring this academic path.

I first met with Laura Vandenburg, Head of the Art Department, and Michael



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Salter, Digital Art Program Director in the spring of 2011. I was given a tour of the UO art studios and student galleries. We discussed the application to the major, portfolio expectations, and the distinction between studio and digital arts. We also reviewed the rudimentary transfer guide that had been in place up until that point, making updates as needed. It was gratifying to learn that most applicants from Lane were accepted into the Art major. However both Laura and Michael indicated that some students experienced challenges adjusting to UO's focus on conceptual art making.

In spring of 2012 I followed up with Laura and Bonnie Lawrence, Program Assistant, to develop an official transfer articulation agreement for Art majors. This was done with the help of a Student Advisor II, which I "borrowed" from another department at Lane. We spent 2 months crafting this agreement, and it resulted in a much deeper understanding of how best to prepare Lane students to avoid repetition, complete foundational pre-requisites, and enter upper division coursework in their desired medium (see appendix E). This was another unanticipated milestone, and perhaps the most far reaching student-related achievement of my sabbatical.

In January of 2012 I met with Sally Gardner, Director of Student Services for UO's School of Journalism and Communication (SOJC), to build on the work we began in 2011. Sally and I had hammered out a guide detailing how Lane students could meet the SOJC lower division "block" requirements while simultaneously meeting general education requirements. We also discussed how best to prepare Lane's students to progress through UO's pre-Journalism coursework and into their "gateway to media" courses. In May of 2012, Sally and I met again to update and

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further flesh out the transfer advising guide (see appendix F). In addition, we met with the heads of UO's SOJC and Lane's Art Division to begin negotiations with regard to articulating course-for-course equivalencies for the "gateway to media" series. These negotiations are pending further review from administrators at both institutions.

In addition to augmenting academic advising resources, another goal of my work with UO was to learn more about how they fostered the career development of students in the School of Architecture and Allied Arts (AAA). To this end I met with Kassia Dellabough, Director of Professional Outreach and Development (POD) for AAA, with the hopes of being able to attend their annual Career Symposium spring term. The symposium brings students together with professionals for mentoring, portfolio reviews, career exploration, and job/intern preparation. Not only was I invited to attend, but I was also invited to be a presenter. I gladly accepted this offer and designed a presentation focusing on interviewing skills which I delivered to approximately 50 UO students. In addition to presenting, I participated in a number of round table discussions, portfolio reviews, and a network luncheon.

Participation in the AAA Career Symposium launched the beginning of an on-going relationship with Kassia and POD. I have had a follow up visit to their campus location, wherein we reviewed classes and resources available to help students with career development in the arts. In addition, Kassia has come out to Lane and visited with our arts advising team and art faculty to discuss portfolio preparation and how POD can serve as a bridge for Lane students transitioning to the university environment. In addition, Kassia has been of assistance in addressing application

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barriers to the Product Design program for Lane and other transfer students. This issue will need further exploration and represents a target area for the 2012-13 academic year.

**Marylhurst University.** My primary goal with regard to visiting Marylhurst was to gain information on admissions criteria for their master's program in Art Therapy. Art Therapy is a popular career option for Lane students seeking to combine their interests in art and social service. I also intended to learn more about Marylhurst's bachelor's program in Music Therapy. I contacted Dr. Christine Turner, head of the Art Therapy program, in March and she encouraged me to schedule a visit in July to coincide with Marylhurst's Transfer Advisor Day. I was put in contact with Brittany Mast in the Office of Admissions, and was contacted once the event date had been finalized. Unfortunately the event was scheduled during the time I was out of the country, and I was not able to attend. I have made contact with Ms. Mast again and hope to visit their campus in fall.

**Clackamas Community College (CCC).** CCC was selected as a school of interest because it offers a one-year certificate program in Music Technology as part of its Digital Media Communications AAS degree. The certificate purports to prepare students for entry level jobs in the sound and music industry profession. Lane offers a set of six core courses in Music Technology, but no formal certificate or degree. Yet the interest in this field is very high, and our courses in Music Technology are some of the first classes to fill college-wide each term. I had initiated discussions with

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Lane's Music Department and the Career Pathways coordinator to determine if there was interest in developing a certificate program at Lane. There was, but concerns arose as to whether there were sufficient employment opportunities associated with this skill set to successfully negotiate the state requirements for establishing a new certificate program. My hope was to meet with CCC faculty to determine how they had been able to meet these requirements so that we could look to do something similar at Lane.

I contacted Brian Rose, CCC's Program Coordinator for Music Technology, and learned he was also on sabbatical spring term. I was referred to Andy Mingo, who was at the helm in Brian's absence. Mr. Mingo never returned my numerous calls or emails. In conversations with other media arts faculty in the Portland region, CCC's Digital Media Communications degree program received unfavorable reviews, so I ceased trying to establish contact. I did hear back from Brian Rose in early September and he and I discussed what Lane courses might be equivalent to CCC's requirements. Brian did not, however, know anything about how CCC demonstrated the state employability requirements for establishing this new certificate. He referred me to an administrator, who did not return my calls. I believe the best course of action would be to see if our Career Pathways coordinator could make other inroads with regard to accessing the CCC data.

**Portland State University (PSU).** While not originally targeted, PSU does have a well-respected bachelor's degree program in Graphic Design. There are often a number of Lane Graphic Design students who come into the program seeking to

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transfer. In addition, some of those seeking the AAS degree get “hooked” and want to further their studies. Unfortunately, the path to getting an AAS in Graphic Design does not provide a seamless transition to BA/BS in Graphic Design. Thus students seeking an advanced degree are best served by following the requirements set by the degree-granting institution, rather than Lane.

Prior to visiting PSU, at the invitation of Lane’s Media Arts faculty, I attended the “I-5 Corridor” Graphic Design Educators meeting. This meeting brought together program coordinators from all the two- year schools in the region that offer a Graphic Design degree. One of the things I took away from this meeting was that schools did not readily recognize transfer credits in Graphic Design. That is to say, students who took GD prefixed courses at one institution could not easily use these credits to meet degree requirements at another institution. This was true whether a student went from one community college to another, or whether they went from a community college to a four year school. This lack of transferability posed a significant barrier for students. At this meeting I learned that Mount Hood Community College (MHCC) had a “block transfer” agreement in place with PSU. Through this agreement, MHCC’s AAS students were given credit toward the first two years of PSU’s bachelor’s program. With this in mind, I scheduled a visit with PSU.

In April I met with PSU’s academic advisor for the Art Division, Marie Fiorillo. Together we reviewed some of the standing course equivalencies for studio art and other foundation courses for the Graphic Design major. In addition, I was educated as to the requirements and timing of the application to the major, including the critical sophomore portfolio review. As the term unfolded, I worked with Marie to craft a

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direct transfer plan for Lane students seeking admission to PSU's Graphic Design program (see appendix G). This plan is an effective tool for those students who know they want to transfer at the onset of their academic career, but does not address the needs of the Lane students earning the AAS degree.

In May, I returned to PSU with Jefferson Goolsby, Lane's Media Arts Coordinator, to meet with Kate Bingaman-Burt, acting chair of PSU's Graphic Design program. We attended one of PSU's sophomore portfolio review sessions to get a first-hand sense of the sessions and learn more about how our AAS students might fair in the selection process. We also discussed the possibility of establishing a block transfer agreement similar to the one in place with MHCC. While Kate was open to this idea, she indicated the MHCC agreement was dated, and did not feel she could negotiate new agreements given her interim status. A plan was made to reconnect with PSU in fall, upon the return of the permanent department chair, Lis Charman, to further this discussion. Contact was re-established with Marie Fiorillo in academic advising in October, who indicated that discussions were underway between the two regarding our interest in negotiating the block transfer.

Also in the month of May, I attended PSU's Open Engagement Conference, sponsored by their MFA program in Art and Social Practice. The program defines social practice as follows:

Social Practice is a term that has allegiances with a number of movements in experimental art and performance studies. Those allegiances bring to mind other terms that share some kinship with social practice: activist art, social work, protest performance, performance, ethnography, community art, relational aesthetics,

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conversation pieces, action research, and other terms that signal a social turn in art practice as well as the representational dimension of social and political formations. (Portland State University 2012 website)

PSU's program is one of few in the country and reflects the region's trend toward using art to bring about social change. The conference took place over three days and included national speakers, student presentations and community art making events. Having seen this program in action, I am now in a better place to help students think expansively about how they might use their art skills in a larger social and occupational context.

When I returned in fall, I contacted the art activist club at Lane, requesting an opportunity to present information about PSU's program and conference.

### **Art Therapy/Continuing Education Training**

#### **Intention**

As a counselor, I am required to participate in continuing education in order to maintain my certification through the national board. My preference has always been to focus these continue education units (CEU) in the field of art/expressive therapy. I intended to use my sabbatical to complete the CEU necessary to maintain my national board certification through 2012. My hope was to focus this training in the field of art therapy by attending either the national American Art Therapy Association (AATA) conference or workshop intensives offered by either Marylhurst University in Portland, or Leslie University in Boston.

#### **Challenges**

One of the challenges faced when seeking continuing education in the art therapy field is

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the limited number of providers offering these opportunities. The annual conference put on by AATA, or summer workshops sponsored by a handful of institutions offering graduate training in art therapy, are typically the only options available. I was unable to attend AATA as I was overseas at the time of this year's July conference. The spring and summer offerings at Marylhurst were duplicates of workshops I had previously attended. Leslie's offerings focused on family-based art therapy, which is not a modality applicable to my work. Thus I needed to consider other options for achieving my CEU's for certification.

While I have used art making as a therapeutic tool throughout my life, an emerging tool of interest has been the practice of yoga. I have been taking yoga classes at Lane since 2010, and my interest intensified as I sought to manage adrenal fatigue brought on by life transitions and work related stress. During my sabbatical I was able to implement a daily yoga practice. Research has shown many parallels between the effects of yoga and art on the brain. Both these practices (as well as prayer and meditation) significantly increase the production of alpha waves in the brain. Alpha brain states are associated with lowered heart rate, lowered blood pressure, elevated muscle relaxation and increased reports of happiness. In addition to these stress-reducing factors, alpha brain states are also linked to a decrease in the censoring function of the brain and enhanced creativity. With this in mind, I made the decision to focus my continuing education on stress management through the use of yoga and other mindfulness techniques.

### **Outcomes**

Upon researching best practices in stress reduction, I encountered Mindfulness Based Stress Reduction (MBSR), a program developed by Jon Kabat-Zinn at the University of Massachusetts Medical Center. MBSR combines the practices of yoga, meditation, and



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awareness-oriented psychology to provide people with tools for effectively managing life stressors. MBSR has been practiced and researched for over 28 years, and studies consistently demonstrate significant reductions in medical and psychological symptoms of stress among participants. In early July I attended a five-day MBSR intensive at the Omega Institute in Rhinebeck, New York. It was entitled “Mindfulness Tools for Living the Full Catastrophe” and was facilitated by Melissa Blacker and Florence Meleo-Meyer of the University of Massachusetts Center for Mindfulness. This highly participatory course was a condensed version of the standard eight week class, and included guided instruction in mindfulness meditation practices, mindful yoga, and group discussions aimed at enhancing awareness in everyday life. I also made the commitment to make art every day during my time at Omega, as a way to integrate art therapy into my stress-reduction practice.

My participation in the course helped me realize my goals in a number of ways. Studying MBSR allowed me to develop professional knowledge and skills while applying them in a very personal manner. Thus I now have tools that can be used in individual and classroom-based interventions to assist students with stress management, a topic that figures prominently in the work that I do. As a matter of fact, I have incorporated material from the MBSR workshop into the stress-reduction unit I cover in CG 100/Visualizing College Success. In addition, this fall term I enrolled in an eight-week version of the MBSR course through the University of Oregon. Using the base established during my sabbatical, I am working to sustain this learning in my everyday life as a way to improve my personal health and professional productivity.

While I did not study art therapy as intended, I was able to practice my art as therapy in a mindful and intentional manner. This allowed me to continue the reflective work that I had engaged in while learning how to paint (discussed in the Arts Practice section). As a practitioner

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of both MBSR and art as therapy, I was able to draw many parallels between the two. They both call upon the practitioner to activate the senses, dwell in the present, suspend judgment, stay open to alternative perspectives, and access deeper levels of consciousness. As a result of this practice, I also experienced an increased perception of mastery and a reduction in stress. On a very practical level, my participation enabled me to secure 38.5 continuing education units toward the maintenance of my NBCC license. This will keep me well on track to reach the 100 hour requirement in the next four years.

### **Arts Practice**

#### **Intention**

My plan with regard to arts practice was to enroll in a studio art or performing arts course at Lane during spring term 2012. My intention was to use the class to reduce stress, strengthen my creative problem solving skills, and spend time dwelling in the arts from the student perspective.

#### **Challenges**

I did indeed register for a Theater Improvisation class at Lane spring term, and attended the first week. One of the students enrolled in that class was someone I had counseling relationship with in the previous term. This posed an unanticipated problem for my life as a Lane student! As counselors, we are trained to avoid having dual relationships with the clients we serve. Given the types of exercises and loosening of inhibitions required in learning improvisation, it did not seem appropriate for me to remain enrolled in this class so I began exploring alternatives.

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It was during this time that I realized coming to campus and being in proximity to my work colleagues made it difficult for me to separate from my regular work roles. I would run into staff and be engaged in conversations about students, committee work, crises or other matters. It became apparent that if I wanted to truly be on sabbatical, I would need to look for a learning environment separate from Lane.

### **Outcomes**

At the end of week one of spring term, I made the decision to enroll in an eight-week watercolor class through my local community arts center. I had never worked in this medium before and was excited to learn something new. I chose a watercolor class as an alternative to improvisation because both mediums require the practitioner to “let go,” which was my main personal objective for my sabbatical. In terms of art therapy, watercolor is the medium of choice when working with clients who could benefit from becoming more accepting and less controlling. This was the therapeutic intention behind my yoga and MBSR practice, so watercolor aligned well with these pursuits. I went into the class thinking it would be a creative, relaxing, and therapeutic experience.

Unbeknownst to me, the class, while billed as a course for beginners, was actually comprised of a dozen or so experienced students who had been studying with the teacher for many terms or years. My initial excitement faded as I was gripped with feelings of inadequacy and fear around showing my work. At the end of the first class I found myself wanting to flee! I had to summon all my skills as a counselor and College Success instructor to keep myself from becoming a drop out. I found myself face-to-face with the issues many of my students and counselees in the arts experience. How do I cope with feeling less knowledgeable, prepared, or

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talented than my peers? How do I find a way to protect my fragile ego while participating in public critiques of my work? How do I sit through the discomfort of not “being good” at something long enough to develop a level of competency and a feeling of success?

With these questions at the forefront, I committed myself to the class and decided to approach the art created therein as “process-oriented” pieces rather than just end products. Visual examples of my progress as a student of watercolor can be found in the slide presentation I submitted to the Faculty Professional Development website. The titles given to the pieces reflect the learning process: *Best Seen at a Distance*, *Corrective Emotional Experience*, *Stiff but Recognizable*, *Tentatively Loose*, and *Trusting the Process*. Some of the key psychological themes that were addressed in these pieces included modulating negative self-talk, reframing and chunking down obstacles, taking personal responsibility, and experimenting with new ways of problem solving. By the end of the class I was able trust enough in my ability to “let go” and let the artistic process unfold. Being able to achieve this through my art provided me with the confidence to engage this philosophy in other areas of my life. Thus in the end, my arts practice did bring about the desired goals of reducing my stress and strengthening my problem solving skills, while also providing me with a deep empathy for novice students.

### Summary

In conclusion, I would like to thank the Faculty Professional Development committee for providing me with an opportunity to re-engage with my professional and personal interests in the arts. By exploring it from these many angles, I feel much better equipped in my role at Lane to provide academic advising, counseling, and instruction to the students I serve.

The advances made with regard to establishing transfer guides and contacts for the four-

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year schools have already been put into action when advising incoming freshmen at orientation. This information has been added to our electronic academic advising website and is being disseminated by the arts academic advising team and arts faculty. Securing the first two formal articulation agreements in the arts is a major milestone, and one that has established momentum in an area previously neglected due to lack of resources. Talks are underway in our department as to how we can keep these efforts moving forward with our current resources.

On the counseling front, I have expanded my knowledge of career opportunities for arts majors in the follow ways: reviewing placement statistics, visiting career centers, exploring new programs of study, and attending/presenting at variety of conferences. Again, this information is already in the hands of students and staff. I am especially pleased to have established a connection with the UO's POD office for AAA majors, as I believe their staff can help Lane students bridge *in* to the university, as well as *out* of it. They have a good understanding of the "assimilation gap" experienced by community college transfers and the resources to help with this transition.

My experience as a student of the arts created the most profound learning moments of my sabbatical, perhaps because they were unexpected and highly personal. I have already "confessed" my fears and apprehensions to my Visualizing College Success class, which is primarily comprised of first year arts majors. This has helped normalize their own expectance and provided rich discussions of how to apply success principles to life in the studio. Moreover, my increased empathy has caused me to re-evaluate my teaching style and revamp some of the art-based assignments I require in this class.

On a personal level I am grateful to have immersed myself in learning new skills for stress reduction and mindful living. As a counselor, my self is my tool: all tools work best when

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oiled and sharpened. This is exactly what I feel I was able to do during my sabbatical. These tools not only benefit me personally, but have allowed me to re-engage more fully in my professional life. In addition, I am able to pass them along to the students I teach and counsel, as we work together to fashion healthy, creative and well-balanced lives at Lane.

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## Appendix A

**The Art Institute of Portland**  
**1122 N.W. Davis Street, Portland, OR 97209**  
[www.artinstitutes.edu/portland/](http://www.artinstitutes.edu/portland/) 888 228 6528

Lane Community College does NOT have an official articulation agreement with the Art Institute of Portland. However, the Art Institute does accept transfer credits from outside schools. Generally speaking, introductory level art/media classes and general education classes have the most transferability. Classes of a more advanced level or those specific to a major are less likely to be accepted. The table below identifies some of the common introductory level art/media classes and general education classes required by the Art Institute and the classes offered at Lane that cover similar content. The transferability of any credits is at the discretion of the Art Institute, and students should be in contact with the Art Institute to verify acceptance of credits.

The Art Institute is a private, for-profit professional design school. As such it is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting body recognized by the United States Department of Education (8060 165th Avenue NE, Suite 100 Redmond, Washington 98052-3981). Tuition and fees cost on average \$95,000+ for most of the Bachelor of Fine Arts (BFA) programs. Students interested in transferring to the Art Institute are encouraged to meet with an admissions representative as soon as possible. Students can enter FWSS terms. Official transcript evaluations are done by the Art Institute once students have applied. For more information on the Art Institute, refer to their web site at <http://www.artinstitutes.edu/portland/>.

*Lane endeavors to create accurate transfer guides for students, however requirements may change without notice. Students are*

Art Institute Classes	Lane Classes
Liberal Arts Core/General Education: WR 121 English Composition I WR 125 Argumentation & Research WR 126 Writing and the Literary Arts MTH104 College Mathematics Computer Science Elective Laboratory Science Elective Liberal Arts Elective Natural Science Elective Social Science Elective	General Education: WR 121 Introduction to Academic Writing WR 122 Composition: Arg, Style/Research WR 123 Composition: Research MTH 105 or 111 Intro Cont Math/Algebra Computer Science (CS) class Science class with lab Arts and Letters class Science class Social Science class
Art : ART 101 Principles of Visual Comm. ART 102 Color Theory ART 104 Three Dimensional Design ART 131 Drawing ART 134 Intermediate Drawing ART 204 From Caves to Cathedrals ART 205 The Rise of Artistic Individuality ART 206 Revolution: The Roots of 19 <sup>th</sup> /20 <sup>th</sup> Century Art	Art: ART 115 Basic Design: Fundamentals ART 116 Basic Design: Color ART 117 Basic Design: 3-Dimensional ART 131 Intro to Drawing ART 231 Drawing: Intermediate ART 204 History of Western Art ART 205 History of Western Art ART 206 History of Western Art
Media/Business: BA121 Introduction to Business BA 241 Principles of Marketing DFV 131 Introduction to Audio GD 123 Typography MA 136 Image Manipulation	Media/Business: BA 101 Introduction to Business BA 223 Marketing AUD 120 Audio Production ART 119 Typography MUL 212 Digital Imaging

CS 4/12

*Students are responsible for working with Lane advisors and their transfer institution to ensure their academic plan will meet current degree requirements.*

Appendix B

Transfer Guide

Pacific Northwest College of Art

Lane Arts Advising Team: [ArtsProgram@lanecc.edu](mailto:ArtsProgram@lanecc.edu)

Office: Counseling Center,

Bldg 1/103 Moodle Site :

<http://academicadvising.lanecc.edu/course/view.php?id=32#section-0>

PNCA website: [www.pnca.edu](http://www.pnca.edu)

Phone: 1 800 818 7622

Academic Advisors:

Pearl Fisher

Phone: 503-821-8974

Sarah Lonnquist

Phone: 503-821-8909

Pacific Northwest College of Art (PNCA) is a private, independent college for visual art and design. It offers Bachelor of Fine Arts (BFA) degrees in communication design, animated arts, general fine arts, illustration, intermedia, painting, photography, printmaking, sculpture, and video and sound. PNCA is accredited by the National Association of Schools of Art & Design (NASAD) and the Northwest Commission on Colleges and Universities (NWCCU).

The application to PNCA is comprised of the following:

- an online application
- two essays on assigned topics
- official high school and college transcripts
- portfolio (digital images of 12- 20 works of art)
- letter of recommendation (optional)
- interview (optional)

Application to the college is on a rolling basis, but students are strongly encouraged to complete the application process by March 1<sup>st</sup> to receive the best consideration for admission and financial aid. The tuition and fees for full-time attendance at PNCA average \$29,000 per year. Students should consult PNCA's admissions web page for application and tuition details:

<http://pnca.edu/admissions/c/welcome>

While no specific classes are required for transfer admission, it is recommended that students complete their foundation courses in studio art, art history, and liberal arts/general education at Lane prior to transferring. A grade of "C" or better is required for transfer of course credit. Lane transfer course equivalencies for PNCA's studio art foundations, art history, and liberal arts/general education courses are listed on the reverse page. Students seeking credit for studio classes *not* included on this list will need to submit additional samples of their work for individual consideration. Students can transfer in a maximum of 72 semester/108 quarter credits to PNCA. For the most current transfer information visit PNCA's transfer web page:

<http://pnca.edu/admissions/reqs/c/transfer>

**Note:** PNCA uses a semester system, while LCC uses a quarter system. A key for the credit conversion is included at the bottom of the table. PNCA offers 1 credit classes to assist transfer students in meeting specific credit requirements.

*Lane endeavors to create accurate transfer guides for students, however requirements may change without notice. Students are responsible for working with Lane advisors and their transfer institution to ensure their academic plan will meet current degree requirements.*



# STEEPED IN THE ARTS

TRANSFER EQUIVALENCIES			
PNCA COURSE	SEM CR	LCC COURSE	QTR CR
<b>FOUNDATIONS</b>		<b>FOUNDATIONS</b>	
FD101 Visual Elements: 2-D and Color	3 cr	ART 115 & ART 116 Basic Design	6 cr
FD102 Visual Elements: Digital Tools	3 cr	Computer art/graphics class (should include Photoshop and Illustrator, suggest ART 216 Digital Design Tools)	3-5 cr
FD105 and 106 Basic Drawing	6 cr	Any combination of 3 Drawing classes: ART 131, ART 231, ART 232, or ART 234	9 cr
FD111 3-D Design	3 cr	Any combination of 2 classes: ART117, Sculpture, Ceramics	6 cr
FD112 Time Arts	3 cr	FA 250 Concepts of Visual Literacy	3 cr
<b>ART HISTORY</b>		<b>ART HISTORY</b>	
ART210 Paleo-Gothic	3 cr	ART 204, 205 and 206	9 cr
ART211 Renaissance -WWII	3 cr	History of Western Art	
<b>LIBERAL ARTS</b>		<b>LIBERAL ARTS</b>	
LA121,122 English Composition	6 cr	WR121,122, plus WR 123 or Literature	9 cr
MTH101,102 Mathematics	6 cr	Any college-level Math courses (100-level or above) Recommend MTH 111 and MTH 105	9 cr
LA125,126 Art & Design in Contemporary Society	6 cr	Any Social Sciences: Anthropology, Economics, Ethnic Studies, Geography, History, Philosophy, Political Science, Psychology, Sociology, Women's Studies	9 cr
SCI 223,224 Natural Science	6 cr	Any Natural Sciences: Astronomy, Biology, Botany, Chemistry, Environmental Science, Geology, General Science, Physics	9 cr
Notes: "C" grade or higher required for all transfer courses.  Maximum number of transfer credits PNCA will accept: 72 semester/108 quarter credits  Key to credit conversion: 3 quarter credits = 2 semester credits 4 quarter credits = 2.67 semester credits 6 quarter credits = 4 semester credits 9 quarter credits = 6 semester credits			

Appendix C

**DRAFT- Transfer Articulation  
Southern Oregon University – Music-Business**

Lane Arts Advising Team: [ArtsProgram@lanecc.edu](mailto:ArtsProgram@lanecc.edu) Office: Counseling Center, Bldg 1/103  
Moodle Site : <http://academicadvising.lanecc.edu/course/view.php?id=32>  
SOU Music Website: <http://www.sou.edu/music/index.html>  
SOU Music-Business Catalog: [http://catalog.sou.edu/preview\\_program.php?catoid=4&poid=771](http://catalog.sou.edu/preview_program.php?catoid=4&poid=771)  
Music Student Handbook: <http://www.sou.edu/music/pdf/handbook2012.pdf>

SOU Advisors:

**Curtis J. Bacon (Business) 541-552-6487**  
[bacon@sou.edu](mailto:bacon@sou.edu)

**Terry Longshore (Music) 541-552-6548**  
[longshore@sou.edu](mailto:longshore@sou.edu)

Southern Oregon University (SOU) offers a co-major Bachelor of Arts or Science degree in Music-Business. Co-major baccalaureate degrees provide in-depth coursework in business and another discipline without the more extensive requirements involved in obtaining a degree in each discipline.

The contemporary world of music is increasingly dependent on knowledge of business practices. The music-business co-major is designed for students who wish to enter the music or entertainment industry with a strong background in both music and contemporary business skills. The program is also flexible enough to accommodate individual career objectives. The program comprises 46 music credits, 40 business credits, and 12 support course credits.

Students interested in transferring to SOU are able to complete much of their freshman/sophomore major requirements and general education requirements at Lane prior to transfer. Listed on the reverse side are the lower division core courses required for the major at SOU and the Lane course equivalents. These major requirements should be taken in conjunction with the general education requirements as listed on the AAOT Degree or the SOU Direct Transfer Guide.

All Music-Business majors at SOU must:

1. Fulfill baccalaureate degree requirements (see AAOT Degree or the SOU Direct Transfer Guide).
2. Maintain a 2.75 GPA in music courses and a 2.50 GPA in business courses.
3. Pass a new student audition on their major instrument. Students will have an opportunity to audition for the department during the department and scholarship auditions which take place in February, department auditions on the Friday before the first week of school in Fall term, or during department juries at the end of each term. Students are allowed three attempts to pass the new student audition.
4. Pass all sequential Music Theory and Aural Skills courses with a grade of C or better.
5. Successfully complete a piano proficiency exam upon transfer (or complete MUS 292 - Piano Proficiency at SOU).
6. All music majors taking applied lessons are required to perform before a jury at the end of each term.
7. Pass the continuation exam after the completion of all lower division course work for the Music degree.
8. Complete a Capstone Experience.

*Lane endeavors to create accurate transfer guides for students, however requirements may change without notice. Students are responsible for working with Lane advisors and their transfer institution to ensure their academic plan will meet current degree requirements.*

## STEEPED IN THE ARTS

The list below contains the lower division course requirements at SOU for the Music-Business Co-Major and the LCC course equivalents. While students can meet most all lower division co-major requirements at LCC, doing so may result in exceeding the federal financial aid credit limit set for two-year colleges. Thus students are advised to complete courses in the top portion of the list before completing those courses in the lower shaded portion. These course can be completed upon transfer to SOU as needed.

SOU REQUIREMENTS		LANE EQUIVALENTS	
MUSIC TECHNOLOGY			
MUS 355 Electronic and Computer Music	3 credits	MUS 118 MIDI I	4 credits
MUS 356 Audio Recording	3 credits	MUS 119 MIDI II	4 credits
		MUS 107 Audio Engineering I <sup>1</sup>	3 credits
		MUS 109 Audio Engineering II	4 credits
		MUS 110 Audio Engineering III	4 credits
		Note: Must complete all 5 courses to meet equivalency <sup>2</sup>	
MUSIC LESSONS & PERFORMANCE			
MUP 190 Applied Music (up to three terms at 2 credits each)	2-6 credits	MUP 100 level Individual Lessons <sup>3</sup>	6 credits
MUP 290 Applied Music (up to three terms at 2 credits each)	2-6 credits	MUP 200 level Individual Lessons <sup>3</sup>	6 credits
MUS 165 Convocations/Concerts	At SOU		
MUSIC LITERATURE			
MUS 201 – Music of Western Culture	4 credits	MUS 201 Intro to Music & Its Literature	3 credits
GENERAL EDUCATION/BUSINESS SUPPORT COURSES			
EC 201 Principles of Microeconomics	4 credits	ECON 200 Intro to Economics	3 credits
EC 202 Principles of microeconomics	4 credits	ECON 201 Principles of Microeconomics	3 credits
		ECON 202 Principles of Macroeconomics	3 credits
MTH 111 College Algebra	5 credits	MTH 111 College Algebra	5 credits
MTH 243 Elementary Statistics	4 credits	MTH 243 Intro to Probability & Statistics	4 credits
BUSINESS			
BA 131 Business Computer Applications	4 credits	BT 120 MS Word for Business <b>PLUS</b> BT 122 MS PowerPoint for Business <b>PLUS</b> BT 123 MS Excel for Business	10 credits
BA 211 Accounting Information I	4 credits	Note: Must complete all 3 courses to meet equivalency	4 credits
BA 213 Accounting Information II	4 credits	BA 211 Financial Accounting	4 credits
BA 226 Business Law	4 credits	BA 213 Managerial Accounting BA 226 Business Law	4 credits
MUSIC THEORY & AURAL SKILLS			
MUS 121 Music Theory I	2 credits	MUS 111 Music Theory I <sup>4</sup>	4 credits
MUS 124 Aural Skills I	2 credits	MUS 114 Sight-Reading Ear Training	2 credits
MUS 292 Piano Proficiency	1 credit	MUS 127 Keyboard Skills I <sup>5</sup>	2 credits
MUS 122 Music Theory I	2 credits	MUS 112 Music Theory I	4 credits
MUS 125 Aural Skills I	2 credits	MUS 115 Sight-Reading Ear Training	2 credits
MUS 292 Piano Proficiency	1 credit	MUS 128 Keyboard Skills I <sup>5</sup>	2 credits
MUS 123 Music Theory I	2 credits	MUS 113 Music Theory I	4 credits
MUS 126 Aural Skills I	2 credits	MUS 116 Sight-Reading Ear Training	2 credits
MUS 292 Piano Proficiency	1 credit	MUS 129 Keyboard Skills I <sup>5</sup>	2 credits

### NOTES:

<sup>1</sup>MUS 101/ Music Fundamentals is a pre-requisite class for MUS 107

<sup>2</sup>Completion of the 5 course sequence at Lane will waive the MUS 355 and MUS 356 requirement at SOU. Students can complete upper division Independent Studies and/or Internships in Technology or Audio Recording at SOU.

<sup>3</sup> Students must pass audition at SOU in order for Individual Lesson credits to count toward degree.

<sup>4</sup>Students must pass a Music Theory Placement test in order to enroll in Music Theory sequence at Lane.

<sup>5</sup>Students must pass a piano proficiency exam at SOU in order for Keyboarding Skills to count toward degree.

10/17/12

Appendix D

**Transfer Plan**  
**University of Oregon – Architecture**

Lane Arts Advising Team: [ArtsProgram@lanecc.edu](mailto:ArtsProgram@lanecc.edu) Office: Counseling Center, Bldg 1/103 Moodle  
Site : <http://academicadvising.lanecc.edu/course/view.php?id=32#section-0>

Architecture website: <http://architecture.uoregon.edu>

Phone: 541 346-3201

The University of Oregon (UO) offers five-year bachelor's degrees (B.Arch, B.I.Arch) in both Architecture and Interior Architecture. Admission is competitive and students are advised to begin planning for transfer at least one year in advance of their desired date of entry.

Students are admitted once per year in the fall term. Applicants are required to submit both an application to the UO and an application to the Department of Architecture. The preferred application deadline for the UO is December 1<sup>st</sup>, while the Architecture application due date is January 15th. The basic components of the application to the Department of Architecture are listed below. Please refer to the online application packet for complete and detailed information.

- transcripts
- essay
- letters of recommendation
- SAT scores
- portfolio of creative work

Applicants must meet or exceed four of the five academic indices (each section, total score, GPA) to be considered for admission:

- High school GPA 3.25 and/or college GPA 3.00 (Applicants with 30 or more college credits, 24 of which must be graded, are evaluated on their college GPA)
- NSAT Critical Reading/Verbal 550, SAT Math 550, SAT Writing 550, Total 1650. ACT scores are accepted and converted to SAT equivalencies.
- TOEFL scores are required for students whose first language is not English. Minimum score requirements are 575 (paper) or 90 (internet).

Information about the program and the application process can be found on the architecture website at <http://architecture.uoregon.edu>. Students are encouraged to contact Helga Wood, UO Architecture Admissions Advisor, for information or assistance with application preparation by emailing [archadms@uoregon.edu](mailto:archadms@uoregon.edu)

Lane can assist students looking to transfer by providing general education courses that meet general UO and architecture requirements, as well as art courses to enhance their portfolio. Lane does not offer lower division Architecture classes, thus students are encouraged to transfer as soon they are prepared to apply. The Direct Transfer guide lists Lane classes that can be applied toward UO's Architecture degree (see reverse). Taking classes at Lane does not necessarily reduce the length of time students need to complete these bachelor degree programs. With sufficient general education transfer credits and two summers of studio classes, it is, however, possible to complete in less than 5 years.

The UO offers a summer academy for students interested in exploring this career. Information about the summer academy is available at [architecture.uoregon.edu/programs/summeracademy](http://architecture.uoregon.edu/programs/summeracademy).

*Lane endeavors to create accurate transfer guides for students, however requirements may change without notice. Students are responsible for working with Lane advisors and their transfer institution to ensure their academic plan will meet current degree requirements.*

# STEEPED IN THE ARTS

## University of Oregon – Architecture To be used in conjunction with Direct Transfer Planning Guide

### Multicultural Requirements

- ☒ ☐ Writing 121  
☒ ☐ Writing 122 or 123  
☒ ☐ Math111

- ☒ ☐ \_\_\_\_\_  
☒ ☐ \_\_\_\_\_

### Bachelor of Architecture (B.ARCH) General Education Requirements

Note: The number of general education credits required for the B.Arch degree is less than the number required for B.S. and B.A. degrees

- Effective fall 2002, no more than one MAJOR course may be used in the Group requirements
- 12 credits in each group
- two groups must each include two courses with the same subject code
- no more than three courses from the same subject area
- courses must be at least three credits
- each group must include two subject areas

#### Arts and Letters – 12 credits

- ☒ 1. Take Architecture History at UO  
☒ 2. Take Architecture History at UO  
☒ 3. Take Architecture History at UO  
☒ 4.

#### Social Science – 12 credits

- ☒ 1.  
☒ 2.  
☒ 3.  
☒ 4.

#### Science/Math/CS-12 credits

- ☒ 1. PH 201 4 cr (For Architecture majors only, *not required for Interior Architecture majors*)  
☒ 2. PH 202 4 cr (For Architecture majors only, *not required for Interior Architecture majors*)  
☒ 3.

Suggested electives to build portfolio	Additional requirements
ART 131 Drawing	MTH 112 Trigonometry (For Architecture majors only, <i>not required for Interior Architecture majors</i> )
ART 232 Drawing: Perspective	
ART 115 Basic Design Fundamentals	Second language required for admission to University of Oregon if student graduated from high school or received a GED spring 1997 or after.
ART 116 Basic Design: Color	
DRF 167 CAD1	

Appendix E

**University of Oregon- Art Transfer Articulation Agreement**

**Lane Arts Advising Team:** [ArtsPrograms@lanecc.edu](mailto:ArtsPrograms@lanecc.edu)

**Office:** Counseling Center, Bldg 1/103

**Moodle Site:** <http://academicadvising.lanecc.edu/> \*Enroll to Arts & Related Majors (Salter)\*

**University of Oregon Website:** <http://art-uo.uoregon.edu/academics/>

**Email:** [artuo@uoregon.edu](mailto:artuo@uoregon.edu)

**Phone:** 541-346-3610

The University of Oregon (UO) offers two different majors at the BA/BS degree level, Art and Digital Arts. The professional baccalaureate degree, the Bachelors of Fine Arts degree requires an additional, fifth year of studio intensive work. For the BFA degree, students major in a specific media area. Media areas include ceramics, digital media, drawing, fibers, jewelry and metalsmithing, painting, photography, printmaking, and sculpture.

Students must apply to both the University and the Art major for admission. Application deadlines for the Studio Art major are: Feb 1<sup>st</sup> for fall, Oct 1<sup>st</sup> for winter and Jan 2<sup>nd</sup> for spring. Application deadlines for the Digital Art major are: Feb 1<sup>st</sup> for fall and Oct 31<sup>st</sup> for spring (no winter admissions for Digital Arts).

Application to both majors requires a statement of interest, letter of recommendation, and portfolio.

See UO website for details: <http://art-uo.uoregon.edu/admission>

<b>UO Course</b>	<b>LCC Equivalency</b>
<b>Foundation Courses:</b> <b>Must be passed with a C- or higher</b>	<b>Foundation Courses:</b> <b>Must be passed with a C- or higher</b>
ART 115 Surface, Space, and Time ART 116 Core Interdisciplinary Laboratory ART 233 Drawing	ART 115 Basic Design: Fundamentals ART 117 Basic Design: 3 Dimensional ART 131, 134, 231, 232,234 Drawing (any 1 class)
<b>Art History Courses:</b> <b>Any 3, must be passed with a C- or higher</b>	<b>Art History Courses:</b> <b>Any 3, must be passed with a C- or higher</b>
<b>Recommended Art History classes:</b> ARH 204 History of Western Art I ARH 205 History of Western Art II ARH 206 History of Western Art III ARH 207 History of Indian Art ARH 208 History of Chinese Art ARH 209 History of Japanese Art	<b>Recommended Art History classes:</b> ART 204 History of Western Art ART 205 History of Western Art ART 206 History of Western Art *ART 207 History of Asian Art: India *ART 208 History of Asian Art: China *ART 209 History of Asian Art: Japan
<b>Additional UO courses that meet UO Art History requirement:</b> ARH 1XXT ARH 1XXT ARH 2XXT ARH 2XXT ARH 2XXT ARH 2XXT ARH 2XXT	<b>Additional LCC courses that meet UO Art History requirement:</b> ART 111 Introduction to Visual Arts ART 113 History of Photography Part 1: 1700-1910 ART 200 Graphic Design History ART 202 Survey of Western Art *ART 203 Survey of American Indian Art & Arch ART 211 Survey of Visual Arts: Early Modern Art ART 212 Survey of Visual Arts: Modern Art

## STEEPED IN THE ARTS

ARH 2XXT ARH 2XXT ARH 2XXT	ART 213 History of Photography Part 2 1910-1950 ART 214 American Art *ART 217 Islamic Art
<b>Breadth Courses:</b> <b>One course in two different curricular areas</b>	<b>Breadth Courses:</b> <b>One course in two different curricular areas</b>
<b>Completion of any recommended studio art classes listed below satisfies the pre-requisite requirement for entry into upper division courses in that same curricular area at UO. For example, completion of LCC's ART 261 or 262 Photography will allow transfer students to enter 300 level Photography classes at UO.</b>	
<b>Recommended Studio Art classes:</b>  ARTO 251 Creative Black & White Photography ARTC 255 Ceramic:[Topic] ARTP 281 Introductory Painting I ARTS 288 Sculpture I: Mixed Media  <b>Additional UO courses that meet UO Breadth requirement, but do not meet pre-requisite requirements:</b>  ARTS 2xxT Site Specific Sculpture ARTF 253 Off Loom Fibers ARTR 2xxT Printmaking, Intaglio ARTR 2xxT Printmaking, Relief ARTR 2xxT Printmaking, Monotype, Collograph ARTR 2xxT Intermediate Intaglio Print ARTR 2xxT Intermediate Relief Printmaking ARTR 2xxT Silkscreen ARTR 2xxT Advanced Silkscreen ART 2xxT Figure Exploration ARTP 2xxT Watercolor, Introduction ARTP 2xxT Watercolor, Intermediate	<b>Recommended Studio Art classes:</b>  ART 261, 262 (any one) Photography ART 250, 251, 253 (any one) Ceramics ART 281, 284 (any one) Painting ART 248, 276, 277, 278, 291, 293 (any one) Sculpture  <b>Additional LCC courses that meet UO Breadth requirement, but do not meet pre-requisite requirements:</b>  ART 247 Site Specific Sculpture ART 266 Off Loom Fibers ART 270 Printmaking, Intaglio ART 271 Printmaking, Relief ART 272 Printmaking, Monotype, Collograph ART 273 Intermediate Intaglio Print ART 274 Intermediate Relief Printmaking ART 275 Silkscreen ART 285 Advanced Silkscreen ART 279 Figure Exploration ART 294 Watercolor, Introduction ART 295 Watercolor, Intermediate

### NOTES:

**All major course work must be completed with a C- or higher.**

**Students must complete Foundation Courses prior to enrolling in other studio courses at the UO.**

**Courses with an asterisk also meet one of UO Multicultural requirements**

**Baccalaureate students must complete 24 credits of upper-division Art Studio work before a degree will be awarded.**

*Lane endeavors to create accurate transfer guides for students, however requirements may change without notice. Students are responsible for working with Lane advisors and their transfer institution to ensure their academic plan will meet current degree requirements.*

CS/CR 8/28/12

Appendix F

**Transfer Guide  
University of Oregon – Journalism**

**Lane Arts Advising Team:** [ArtsPrograms@lanecc.edu](mailto:ArtsPrograms@lanecc.edu) **Office:** Counseling Center, Bldg 1/103  
**Moodle Site :** <http://academicadvising.lanecc.edu> Enroll in Arts and Related Majors(Salter)

UO School of Journalism and Communication website: <http://journalism.uoregon.edu>  
Admissions website: <http://admissions.uoregon.edu/majors/journalism>  
Survival guide (Advising manual): <http://journalism.uoregon.edu/students/survivalguide>  
Phone: 541-346-2884 Email: [advising@jcomm.uoregon.edu](mailto:advising@jcomm.uoregon.edu) Twitter: @SOJCAdivising

The University of Oregon School of Journalism and Communication (SOJC) offers two bachelor's degrees (Bachelor of Arts and Bachelor of Science). Students can pursue sequences of study in advertising, communication studies, journalism (electronic media, magazine, news/editorial) and public relations. The school also offers an academic minor in Communication Studies, and contributes courses to the Cinema Studies major, the General Social Science major, and the Multimedia minor.

Students interested in majoring within the School of Journalism and Communication must first apply and be admitted to the university as a "pre-Journalism" major. In preparing for transfer, students should focus on completing the general studies requirement for the SOJC. This requirement includes 56 credits of specific "block" classes that, if selected properly, may also fulfill the Associate of Arts Oregon Transfer (AAOT) degree and/or UO's general education degree requirements. Information on the block requirements can be found on the opposite side of this handout.

Upon admission to the UO as a pre-journalism major, students are required complete pre-major courses before formally applying to become a "full major." The full major admission requirements:

- J100 Media Professions (2 credits)
- J101 Grammar for Communicators (2 credits)
- J201 Media & Society (4 credits)
- A minimum cumulative GPA of 2.90 for full major status
- A minimum grade of C in all journalism classes

For more information about the SOJC program and major requirements visit the SOJC student Survival Guide at <http://journalism.uoregon.edu/students/survivalguide> and follow the links to academic requirements. Students are encouraged to contact the SOJC for additional information, class visitation or tours by calling (541) 346-2884. Appointments are typically booked three weeks in advance.

*Lane endeavors to create accurate transfer guides for students; however requirements may change without notice. Students are responsible for working with Lane advisors and their transfer institution to ensure their academic plan will meet current degree requirements.*



# STEEPED IN THE ARTS

## Course recommendations for transfer to UO in pre-Journalism

Students interested in majoring in Journalism must first apply and be admitted to the university as a “pre-Journalism” major. In preparing for transfer, students should focus on completing the general studies requirements for this degree. This includes 56 credits of specific “block” classes that, if selected properly, may also fulfill the Associate of Arts Oregon Transfer (AAOT) degree or UO’s general education requirements.

### Transfer 56-credit “block” requirements

All journalism students must complete the following “block” requirements for the major:

- Literature block 16 credits (“ENG” prefix)
- History block 8 credits (“HST” prefix)
- Economics block 8 credits (“ECON” prefix)
- Additional block #1 8 credits (any prefix from list below)
- Additional block #2 8 credits (any prefix from list below)
- Additional block #3 8 credits (any prefix from list below)

### TOTAL: 56 credits

**For Blocks #1, #2, #3: complete at least 8 credits from a PREFIX/Subject area below.**

**(Block #1 can be from a different area than Block #2, etc)**

#### Prefix Subject

ANTH Anthropology  
ASTR Astronomy  
BI Biology  
CH Chemistry  
CIS Computer and Information Science  
CS Computer Science  
EC Economics (“ECON” at LCC)  
ENG English  
ENVS Environmental Studies  
ES Ethnic Studies  
FR<sup>1</sup> French  
GEOG Geography  
GEOL Geological Sciences (“G” at LCC)  
GS General Science  
HIST History (“HST” at LCC)  
HUM Humanities  
MTH<sup>2</sup> Mathematics  
PHIL Philosophy  
PHYS Physics (“PH” at LCC)  
PS Political Science  
PSY Psychology  
REL Religious Studies  
SOC Sociology  
SPAN<sup>1</sup> Spanish  
SP Speech  
TA Theater Arts  
WGS Women’s and Gender Studies (“WS” “Women’s Studies” at LCC)  
WR<sup>3</sup> Writing

Note:

1 Foreign language courses taken to meet the BA requirement CANNOT count as part of a block.

2 Math courses taken to meet the BS requirement CAN be counted as part of a block.

3 Writing courses taken to meet the composition requirement CANNOT be counted as part of a block.

Appendix G

**DRAFT**

**Portland State University - Graphic Design  
Lane Community College Direct Transfer Plan**

Web site: <http://psu.gd>

Marie Fiorillo/ Advisor: [marie5@pdx.edu](mailto:marie5@pdx.edu) (503) 725-3352

Jessica Wright/ Advisor: [j.wright@pdx.edu](mailto:j.wright@pdx.edu) (503) 725-2211

**Portland State University Program:**

Portland State University (PSU) offers both a Bachelor of Arts (BA) and a Bachelor of Science (BS) degree in Graphic Design. The first year of the PSU Graphic Design program focuses on art fundamentals (ART 115, 117, 131), basic graphic design skills (ART 118, 120), art history (ARH 204 or 205, 206) and general education courses. These classes are open to all students. The second year of the program focuses on digital skills (ART 200, 210), design skills (ART 224, 225, 290), typography (ART 254) and general education courses. These classes are open to all students as long as they have successfully completed any required pre-requisite courses with a C grade or higher.

Students who have completed PSU's ART 118, 120, 200, 210, 224, 225 & 254 are eligible to participate in the Sophomore Portfolio Review spring term. Final acceptance into the program and permission to complete the last two years of the program is contingent on successfully passing the Sophomore Portfolio Review. The Sophomore Portfolio Review takes place in May, and decisions are made in June.

**Lane Community College Transfer:**

Currently, students interested in transferring from LCC into PSU's Graphic Design program would best be served by following the Direct Transfer Plan to PSU, selecting specific courses to meet both major and general education requirements. Students looking to complete the bachelor's degree in the most time efficient manner should spend no more than 1 year at LCC, with the goal of completing 31+ transfer credits and entering PSU in fall term. Entering PSU in fall of the sophomore year allows students the opportunity to complete the remaining lower division major requirements in time to participate in the Sophomore Portfolio Review spring term. Some students may want or need additional terms to complete this process.

The general education requirements at PSU vary depending upon whether students are pursuing a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. The BA degree requires proficiency in a Foreign Language equivalent to third term of the second year (FR 203/SPAN 203). The BS degree requires Math at the 105 or higher level plus coursework in the Natural Sciences. Thus students should make this decision early on to ensure the coursework completed at LCC will meet PSU degree requirements. See reverse side for sample transfer plans.

Students interested in transferring from LCC to PSU in Graphic Design should work closely with Lane's Arts Advising Team and the Arts Advisor's at PSU to plan their transfer classes.

Prospective students are encouraged to sign up for the PSU GD program mailing list to receive important information about the program and the sophomore portfolio review <http://psu.us2.list-manage.com/subscribe?u=de87e438c67597c6137fc3aef&id=f2ceb511cd>. Students can also visit <http://psu.gd/sophomore-portfolio-review/> for details on the sophomore portfolio review process.

**Sample Direct Transfer Plans**

**Use this information in conjunction with PSU Direct Transfer guide**

**LCC classes toward BA in Graphic Design at Portland State University**

Fall	Winter	Spring
ART 115 Basic Design	ART 117 Basic Design 3-D	ART 131 Intro to Drawing
ART 204 or 205 History of Western Art	ART 119 (pending confirmation) Typography	PSU approved Natural Science
WR 121 Intro to Academic Writing	ART 200 Graphic Design History	ART 206 History of Western Art
PSU approved Social Science or Foreign Language for BA	PSU approved Social Science or Foreign Language for BA	PSU approved Social Science or Foreign Language for BA

**LCC classes toward BS in Graphic Design at Portland State University**

Fall	Winter	Spring
ART 115 Basic Design	ART 117 Basic Design 3-D	ART 131 Intro to Drawing
ART 204 or 205 History of Western Art	ART 119 Typography	MTH 105 or 111 Intro Contemporary Math or College Algebra
WR 121 Intro to Academic Writing	ART 200 Graphic Design History	ART 206 History of Western Art
PSU approved Natural Science (4 cr lab science)	PSU approved Natural Science (4 cr lab science)	PSU approved Natural Science (any Science with exception of MTH/CS)