

Degrees and Certificates

Certificates Certificates are granted for satisfactory completion of a state-approved certificate program. All English composition and math requirements must be completed with a “C-” grade or better, unless otherwise noted by the sponsoring department.

Degrees Associate degrees are granted for satisfactory completion of a prescribed program of 90 credits or more. Lane offers five associate degrees:

- Associate of Arts Oregon Transfer (AAOT)
- Associate of Applied Science (AAS)
- Associate of General Studies (AGS)
- Associate of Science (AS)
- Associate of Science Oregon Transfer: Business (ASOT-Business)

Each student should consult with a counselor or advisor to determine an appropriate degree or certificate program.

General Education and Core Abilities

General education helps students develop knowledge and abilities useful to all programs of study. The purpose of general education at Lane Community College is to foster wisdom through educational depth and breadth. General education at Lane has the following goals:

- to encourage exploration of the academic disciplines: liberal arts, sciences, mathematics, information sciences, and social sciences
- to promote understandings of self, society and the environment crucial to citizens of a diverse global community
- to cultivate habits of mind and heart essential to lifelong learners

Core Ability Outcomes Statements

Students completing general education will:

Communicate effectively Courses fulfilling this outcome may require students to:

- demonstrate understanding and use of effective and respectful listening, interpersonal, small group/collaborative, and public communication skills among diverse populations
- demonstrate effective writing skills through principles of clear thinking; awareness of audience; appropriate conventions of format, structure, and language; and clear thesis development
- be able to read critically for information; develop new ways of seeing and understanding the world; understand points of view and multiple perspectives
- demonstrate general information literacy: critically analyze, synthesize, and evaluate various forms of information including written texts and other media
- develop understanding of another culture through language study

Think critically and solve problems effectively Courses fulfilling this outcome may require students to:

- apply the scientific method, incorporating the appropriate mathematical skills or processes as needed in various problem solving contexts
- interpret, translate, and communicate quantitative information expressed in mathematical notation, graphs, charts, tables, symbols, or standard English
- interpret and make inferences from data; estimate outcomes where appropriate
- determine whether conclusions or solutions are reasonable, using inductive and deductive reasoning
- apply technology competently, selecting and using tools appropriate to tasks

Increase understanding of the relationship between self and community, including self-awareness and personal responsibility.

Courses fulfilling this outcome may require students to:

- describe interacting facets of environmental and personal health, and identify steps to protect and preserve environmental resources
- plan, implement, and evaluate lifestyle change strategies which contribute to optimal physical and mental health
- describe core aspects of today's integrated global society, including historical perspective, cross-cultural variation, gender issues, as well as group function, interaction and change

Explore academic disciplines of liberal arts, social sciences, and physical sciences. Courses fulfilling this outcome may require students to:

- value artistic expression and human creativity
- understand fundamental concepts of physical and life sciences
- understand diverse roots of our nation and world civilizations
- understand the role and appropriate uses of technology in our global society.

Associate Degree or Certificate Requirements Candidates for an associate degree (AAOT, AAS, AS, AGS, or ASOT - Business) must meet the following requirements:

Total Credits Complete the number of credits as required for the individual degree, including Foundational Requirements and Discipline Studies

Minimum Credits at Lane Complete at least 24 credits at Lane
Grade Point Average Earn a cumulative GPA of not less than 2.00 at Lane

Pass/No Pass Students may select P/NP option up to 16 credits toward a degree/certificate, except as specified by AAS or Certificate programs. This does not include courses only offered P/NP

Credit-by-Exam and Credit-by-Assessment credits used toward a degree/certificate may not exceed 25% of total degree credits

Lane does not authorize individual departments to waive general education requirements. The Academic Requirements Review Committee will consider petitions to substitute a college General Education requirement. Petitions are available on the web at lanecollege.edu/es/forms.html. For additional information, see page #.

Writing courses used to meet AAOT degree requirements must meet the specific course outcomes as identified by Oregon Writing and English Advisory Council. In addition, the group of courses that is sufficient for meeting this requirement must, together, provide all of the content recommended by the Oregon Writing and English Advisory Committee (OWEAC), including a research component.

Computer Science courses used in the Science/Math/Computer Science area of the AAOT must meet Oregon Council of Computer Chairs criteria for a science course. Math courses listed in the Science/Math/Computer Science area must meet the outcomes and criteria for Mathematics.

All AAOT Foundational Requirement courses and Discipline Studies courses must meet the statewide outcomes and criteria for the specific area.

The purpose of general education

The education of undergraduate students is an essential activity of all Oregon colleges and universities. While undergraduate education needs to provide discipline-specific knowledge and skills through concentrated work in an academic major, it must also help students develop the habits of mind that lead to thoughtful and productive global citizenship. All parts of a well-designed education encourage these habits, but an effective General Education curriculum has this as its explicit goal. To this end, it seeks to promote:

- The capacity for analytical thinking and problem solving.
- The ability to communicate effectively, including listening, observing, speaking, and writing.
- An understanding of the natural world and the role of humans in it.
- An appreciation of the arts and humanities and the richness of human experience and expression.
- An awareness of multiple perspectives and the importance of diversity.
- A sense of societal responsibility, community service, and global citizenship.
- The ability to develop a sense of direction, with the self-discipline needed for the ethical pursuit of a purposeful life.

Arts and Letters

Outcomes

As a result of taking General Education Arts and Letters* courses, a student should be able to:

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

* "Arts and Letters" refers to works of art, whether written, crafted, designed, or performed, and documents of historical or cultural significance.

Criteria

A course in Arts and Letters should:

- 1) Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
- 2) Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
- 3) Explore the conventions and techniques of significant forms of human expression.
- 4) Place the discipline in a historical and cultural context, and demonstrate its relationship with other discipline.
- 5) Each course should also do at least one of the following:
 - Foster creative individual expression via analysis, synthesis, and critical evaluation.
 - Compare/contrast attitudes and values of specific historical periods or world cultures.
 - Examine the origins and influences of ethical or aesthetic traditions.

Social Science

Outcomes

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior.
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

- 1) Understand the role of individuals and institutions within the context of society.
- 2) Assess different theories and concepts, and understand the distinctions between empirical and other methods of inquiry.
- 3) Utilize appropriate information literacy skills in written and oral communication.
- 4) Understand the diversity of human experience and thought, individually and collectively.
- 5) Apply knowledge and skills to contemporary problems and issues.

Mathematics

Outcomes

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems.
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria

A collegiate level Mathematics course should require students to:

- 1) Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
- 2) Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
- 3) Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
- 4) Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
- 5) Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
- 6) Use mathematical terminology, notation and symbolic processes appropriately and correctly.
- 7) Make mathematical connections to, and solve problems from, other disciplines.

Science or Computer Science Outcomes

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions.
- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner.
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria

A General Education course in either Science or Computer Science should:

- 1) Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
- 2) Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
- 3) Examine relationships with other subject areas, including the ethical application of science in human society, and the relevance of science to everyday life.

In addition,

A General Education course in Science should:

Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics, and that allow students to experience the exhilaration of discovery.

A General Education course in Computer Science should:

Engage students in the design of algorithms and computer programs that solve problems.

Cultural Literacy

Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Discipline Studies requirement.

Outcomes

As a result of taking a designated Cultural Literacy course, learners would be able to:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Criteria

A course with the Cultural Literacy designation will:

- 1) Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
- 2) Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course may also do one or more of the following:

- Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- Investigate how discrimination arises from culturally defined meanings attributed to difference.
- Analyze how social institutions perpetuate systems of privilege and discrimination.
- Explore social constructs in terms of power relationships.

Writing

Outcomes

As a result of completing the General Education Writing sequence, a student should be able to:

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- Locate, evaluate, and ethically utilize information to communicate effectively.
- Demonstrate appropriate reasoning in response to complex issues.

Criteria

A course in Writing should:

- 1) Create a learning environment that fosters respectful and free exchange of ideas.
- 2) Include college-level readings that challenge students and require the analysis of complex ideas.
- 3) Provide guided discussion and model practices that help students listen to, reflect upon, and respond to others' ideas.
- 4) Foster students' ability to summarize and respond in writing to ideas generated by reading and discussion.
- 5) Require a substantial amount of formal and informal writing.
- 6) Emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations.
- 7) Foreground the importance of focus, organization, and logical development of written work.
- 8) Guide students to reflect on their own writing, to provide feedback on peers' drafts, and to respond to peer and instructor comments.
- 9) Direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English.
- 10) Provide students with practice summarizing, paraphrasing, analyzing, synthesizing, and citing sources using a conventional documentation system.
- 11) Require appropriate technologies in the service of writing and learning.

Information Literacy

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.

Outcomes

As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:

- Formulate a problem statement.
- Determine the nature and extent of the information needed to address the problem.
- Access relevant information effectively and efficiently.
- Evaluate information and its source critically.
- Understand many of the economic, legal and social issues surrounding the use of information.

Criteria

A Writing course infused with Information Literacy should include:

- 1) Instruction and practice in identifying gaps in knowledge and recognizing when information is needed.
- 2) Instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies.
- 3) Instruction and practice in evaluating and selecting information using appropriate criteria.
- 4) Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic.
- 5) Instruction and practice in the ethical and legal use of information and information technologies.
- 6) Instruction and practice in creating, producing and communicating understanding of a subject through synthesis of relevant information.

Speech/Oral Communication

Outcomes

As a result of taking General Education Speech/Oral Communication courses, a student should be able to:

- Engage in ethical communication processes that accomplish goals.
- Respond to the needs of diverse audiences and contexts.
- Build and manage relationships.

Criteria

A course in Speech/Oral Communication should provide:

- 1) Instruction in fundamental communication theories.
- 2) Instruction and practice of appropriate oral communication techniques.
- 3) Instruction and practice in the listening process.
- 4) Instruction and practice in comprehension, interpretation, and critical evaluation of communication.
- 5) Instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts.
- 6) Instruction in the responsibilities of ethical communicators.
- 7) Instruction in the value and consequences of effective communication.

Limits on Sequential Courses Lane promotes skill proficiency development. Therefore, lower level courses taken after completing a higher level course with a grade of C- or greater will not meet degree requirements, i.e., MTH 070 taken after MTH 111 completion. Students who complete courses in mathematics and writing may later elect to complete prerequisite courses, but these prerequisite courses may not then be credited toward a degree or certificate. Such "regression" may be desirable for review and relearning, but it does not count toward accumulating either required or elective credits for any degree or certificate.

Earning a Second Degree A student working toward a second degree must complete an additional 24 credit hours of course work. These additional hours must be completed at Lane and are in addition to the credits earned for a first degree. Students completing two associates degrees at Lane must complete a minimum of 114 credits. No additional credits are required for related certificates.

Suggested Course of Study Recognition awards and other evidence of program or course completion may be granted, depending upon the nature of the programs and the decision of the administration and faculty. In some cases, for example, a student can earn an award from an instructional department for completion of a suggested course of study. However, a suggested course of study is different from a career and technical program in which a student earns a degree or certificate in a vocational major issued by the Lane Board of Education and approved by the Oregon Department of Education.

To Apply for a Degree or Certificate

Students are encouraged to apply for degrees or certificates within 3 terms of completion. Students must have completed 6 credits at Lane to apply. Application forms are submitted online at lanecc.edu/es/forms.html or through myLane and may require a fee.*

*\$20 fee for the Oregon Transfer Module notation on transcript; \$10 fee for duplicate or additional copies of diploma parchment

Application Guidelines

A student has three terms (including the term of application) in which to complete the degree or certificate. Students not completing within three terms of applying must reapply. A student attending less than full-time (12 credits) should take this into consideration at the time of application in order to complete within the three terms.

Applicants must apply by April 30 each year to ensure publication in the commencement booklet for that year. Review for degree/certificate completion takes approximately 15 business days following the end of each term.

Graduation Ceremony

Lane hosts one graduation ceremony each year at the end of spring term. Detailed information about the commencement ceremony is available from the office of Student Life and Leadership Development, lanecc.edu/stuact/. All students are eligible to participate in commencement.

Degree and Certificate Limitations

All state approved degrees and career and technical programs are designed for full-time students completing at least 45 credit hours per year. However, the College recognizes many students earning degrees and certificates are not able to complete a full-time course load each term.

Program requirements evolve over time to reflect changes in knowledge, technology and professional standards. Programs also may be discontinued, depending on departmental review and budgetary decisions. Therefore, a part-time student must work closely with counselors, advisors and program coordinators to meet appropriate and current degree and certificate requirements. The following policies apply to students seeking degrees or certificates:

- Candidates for AAOT, AGS, AAS, AS, and ASOT - Business degrees or two-year certificates entering Lane credit programs prior to June 2012, and graduating by June 30, 2016, may use the requirements listed for graduation in this catalog or in any subsequent catalog. Candidates for one-year certificates who enter Lane credit programs prior to June 2012, and graduate by June 30, 2014, may use the requirements listed for graduation in this catalog or in any subsequent catalog.
- A candidate who does not complete a program within the above timeframes must meet graduation requirements and policies of the appropriate subsequent catalog. Program coordinators also may require such a candidate to repeat courses, or complete revised courses to meet updated program standards. Most courses do not expire within this timeframe.
- Students completing fewer than six credits per term should consult Counseling and Advising to determine which catalog year and program requirements to follow to achieve their goals.

Transfer Limitations for Degrees and Certificates

The following policies apply to transfer course work:

- Lane uses course work from colleges and universities that are regionally accredited by:
 - Middle States Association of Colleges and Schools, Middle States Commission on Higher Education
 - New England Association of Schools and Colleges Commission on Institutions of Higher Education
 - New England Association of Schools and Colleges Commission on Technical and Career Institutions
 - North Central Association of Colleges and Schools the Higher Learning Commission
 - Northwest Commission on Colleges and Universities
 - Southern Association of Colleges and Schools Commission on Colleges
 - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
 - Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

The college or university must have been accredited or be a candidate for accreditation when the course work was taken. If the school was a candidate for accreditation, documentation is required.

- For college coursework done outside the US, students need to have transcripts reviewed by an evaluation service. Lane will need to receive a course-by-course evaluation or a detailed report. Students may use an agency of their choice found at the NACES site, naces.org, and the official report should be mailed directly to Lane Community College.

- Lane uses Advanced Placement (AP) depending on test and score; CLEP, depending on test and score; DANTES Subject Standardized Tests (DSST), depending on test and score; American Council of Education (ACE) as recommendations apply; International Baccalaureate (IB) depending on test and score; Military DD214 for Physical Education only, with official required reports. Please see lanecc.edu/collegecatalog/transferfotlcc.html. Transfer grades are considered "P" (Pass).
- Credit-by-Assessment and Credit-by-Exam may be granted for some courses and for a maximum of 25 percent of the degree or certificate. For information on these options, contact Enrollment and Student Financial Services.
- Coursework at 300 levels or above may require instructional department review on a case by case basis.

All documents submitted to Lane Community College become the property of Lane and are subject to federal law, The Family Education Rights and Privacy Act (FERPA).

Student Outcomes Assessment

For the purpose of assuring a high quality learning environment, Lane Community College conducts outcomes assessments to measure student learning. Students may be asked to participate in satisfaction surveys, compile portfolios of academic work, take achievement or licensure exams, or demonstrate skills in other ways. The purpose in all these activities is to monitor the quality of learning at Lane and provide evidence to evaluate and improve programs. Participants can be assured that all assessment results will be treated with strictest professional confidentiality. Results appearing in Lane assessment reports and other public documents are presented anonymously, and no student is individually identified. Students are strongly encouraged to participate to the best of their abilities in these assessment efforts.

Credit Student Outcomes

The following summary of first-time degree-seeking students entering Lane Community College in fall 2007 is provided in accordance with the federal Student-Right-to-Know act. More information about students and student outcomes at Lane is available at lanecc.edu/research/ir/index.html or from Institutional Research, Assessment and Planning, 541.463.5576.

From a 2007 cohort of 700 full-time, first-time, degree/certificate-seeking students, 82 completed a degree by spring 2010 (12 percent) and of those remaining, 161 transferred to another higher education institution (23 percent).

In 2009, Lane surveyed 2007-08 graduates and students who completed a majority of degree requirements before leaving Lane. According to the 347 survey respondents:

- 97 percent achieved their goals at Lane.
- 84 percent of students from career and technical programs were employed in jobs related to their field of study after leaving Lane.
- 87 percent of these career and technical students reported Lane's courses were "Very Relevant" or "Relevant" to their jobs.
- 80 percent of students from transfer programs had continued their education after leaving Lane.
- 81 percent of these transfer students reported Lane prepared them "Well" or "Very Well" for classes at their new institution.