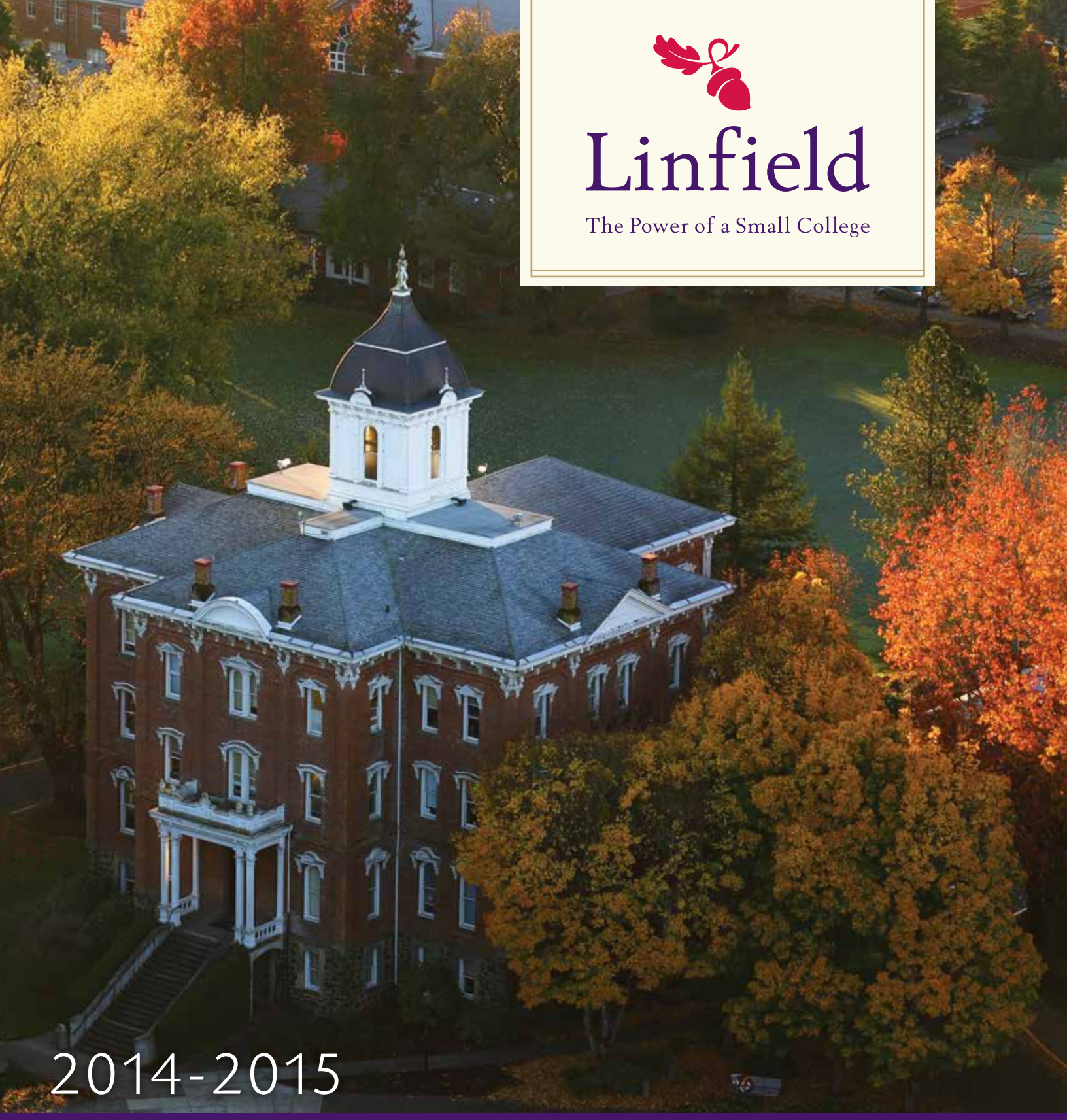


Linfield

The Power of a Small College

2014-2015

COURSE CATALOG

Linfield College | McMinnville | Portland, OR

Linfield College

LINFIELD COLLEGE | 900 SE BAKER STREET | MCMINNVILLE, OR 97128-6894

www.linfield.edu

Linfield College is regionally accredited by the Northwest Commission on Colleges and Universities. Specialized accreditation is granted to certain of the college's individual programs. The Linfield-Good Samaritan School of Nursing is accredited by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education. The education program is approved for training of elementary and secondary teachers by the State of Oregon's Teachers Standards and Practices Commission. The education department also operates the Linfield Pre-Kindergarten program accredited by the National Association for the Education of Young Children. The music program is accredited by the National Association of Schools of Music. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. The chemistry program is approved by the American Chemical Association. Programs offered online through the Division of Continuing Education are authorized by the Washington Student Achievement Council. The college maintains affiliation with the American Baptist Churches, U.S.A.

Linfield College reserves the right to withdraw courses at any time, change fees, change the calendar and rules regarding admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective whenever the proper authorities so determine and shall, at the discretion of such authorities, apply not only to prospective students but also to those who at that time are matriculated in the college.

Linfield College does not discriminate on the basis of race, color, age, religion, sex, sexual orientation, national origin, or physical handicap or other disabling condition in its educational programs, admission, activities, or employment policies.

Addresses of Accrediting Bodies:

Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

Oregon State Board of Nursing
17938 SW Upper Boones Ferry Road
Portland, OR 97224-7012
(971) 673-0685
www.oregon.gov/OSBN

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 463-6930
www.aacn.nche.edu

Teachers Standards and Practices Commission
250 Division St. NE
Salem, OR 97301-1012
503-378-3586
www.oregon.gov/tspc

National Association for the Education of Young Children
1313 L Street, NW, Suite 500
Washington, DC 20005
800-424-2460
www.naeyc.org

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190-5248
(703) 437-0700
http://nasm.arts-accredit.org

Commission on Accreditation of Athletic Training Education
2201 Double Creek Drive, Suite 5006
Round Rock, TX 78664
(512) 733-9700
www.caate.net

American Chemical Society Approved Program
1155 Sixteenth Street, NW
Washington, DC 20036
(800) 227-5558
www.acs.org

Table of Contents

Linfield

The Power of a Small College

- Academic Calendar: McMinnville & Portland Campuses....2
- Linfield College: A World of Difference....3
- Linfield's Pioneer Heritage....3
- Mission Statement....4
- Linfield's Academic Organization....4
- Degrees and Requirements....5
- Academic Policies and Procedures....11
- Admission Policies....18
- Costs....23
- Major Academic Units, Programs, and Departments....27
  - International Programs....27
  - January Term....31
  - Inquiry Seminars....32
  - McMinnville Campus....34
  - Portland Campus....128
  - Division of Continuing Education....135
- Financial Aid....139
- Community....145
- Index....158
- Community Contacts....165
- Maps
  - McMinnville Campus....166
  - Portland Campus....167

Academic Calendar: McMinnville & Portland Campuses • 2014-2015

Note: A calendar of the Division of Continuing Education is available by visiting http://www.linfield.edu/dce/student-handbook-introduction.html.

For a detailed calendar of the Portland Campus, visit: http://www.linfield.edu/portland/registration-and-records/academic-calendars.html.

Fall Semester, 2014

August 21	Residence halls open to new students 1:00 p.m.
August 21-24	Fall Orientation and Transfer Transitions.* Welcome to Linfield.
August 23-24	Placement exams and academic advising.* Residence Halls open to returning students 10:00 a.m.
August 25	Classes begin.
September 1	Labor Day. No classes.
September 5	Last day to enroll in a class with instructor consent. Last day for submitting Tutorial and Independent Study Petitions
September 12	Last day to withdraw from classes with no record on transcript.
October 31	Final day for withdrawal from classes with a W on transcript.
November 24-28	Thanksgiving vacation.
December 1	Classes resume.
December 5	Reading Day.+
December 8-11	Final exam period.+
December 11	Semester ends after last scheduled exam.

** McMinnville Campus only.*

+ Dates for Portland Campus Reading Day and exams differ, see online calendar for schedules.

January Term, 2015

January 4	Residence halls open 10:00 a.m.
January 5	Classes begin.
January 6	Last day to enroll in a class with instructor consent. Last day for submitting Tutorial and Independent Study Petitions.
January 9	Final day for withdrawal from classes with no record on transcript.
January 23	Final day for withdrawal from classes with a W on transcript.
January 30	Term ends after last scheduled class.

Spring Semester, 2015

February 8	Residence halls open 10:00 a.m.
February 9	Classes begin.
February 20	Last day to enroll in a class with instructor consent. Last day for submitting Tutorial and Independent Study Petitions.
February 27	Last day to withdraw from classes with no record on transcript.
March 23-27	Spring vacation.
March 30	Classes resume.
April 24	Final day for withdrawal from classes with a W on transcript.
May 21	Reading Day.+
May 22, 26-28	Final exam period.+
May 25	Memorial Day. No classes.
May 28	Semester ends after last scheduled exam.
May 30-31	Commencement Weekend. (Baccalaureate and Commencement)

Linfield College • A World of Difference

Linfield is a private liberal arts college with an excellent, integrated education in the liberal arts and majors in selected professional disciplines. Linfield connects educational programs with experiential learning in the Northwest and abroad. Linfield is nationally recognized for its strong teaching faculty, outstanding academic programs and distinctive international emphasis. Linfield educates students to become global citizens, with more than half of all graduates participating in study abroad courses.

■

Linfield enrolls 2,530 students and offers 46 majors through three programs: a residential campus in McMinnville, featuring a traditional liberal arts curriculum, including pre-professional programs; a Portland Campus which is home to the Linfield-Good Samaritan School of Nursing; the Adult Degree Program, a pioneer in adult education with courses online and advising at eight sites in Oregon.

■

Linfield has a challenging and innovative academic program that features a broad liberal arts core and an atmosphere in which there is genuine concern for the individual. Faculty help students develop critical thinking, problem-solving, communication and professional skills and leadership qualities that prepare them for successful careers. The rich experiential education fosters curiosity and discovery and provides opportunities in collaborative research, creative projects, internships, community service and study abroad.

Linfield's Pioneer Heritage

Linfield College is one of the earliest colleges in the Pacific Northwest. For more than 150 years, Linfield has helped shape the lives of men and women who served as leaders of the college, the local community, the state and the nation with passion, dedication and honor. The college traces its roots to an institution established by the Baptists in 1849. The Baptist College at McMinnville was chartered in 1858 by the Oregon Territorial Legislature. It was later named McMinnville College. In 1922 the name was changed to Linfield when Frances Ross Linfield gave her properties to the school. In honor of the gift, the college was renamed in honor of her late husband, the Rev. George Fisher Linfield. The college maintains its American Baptist heritage, although faculty, students and staff are not bound by religious requirements.

Linfield has grown into the institution it is today, achieving these important milestones:

- The Linfield Research Institute, which gives undergraduates the opportunity to work with faculty on research, was established in 1956. With endowment funding specifically for student-led undergraduate research, it has contributed to Linfield's strong record in science education.

- The Linfield Division of Continuing Education began in 1975 to provide better access for working adults to achieve degrees. Today, it serves communities throughout Oregon, and the country, with more than 550 students enrolled in coursework online and onsite.

- In 1976, Linfield began a student exchange program with Kanto Gakuin University in Japan. Today students also study in Australia, Austria, China (Beijing and Hong Kong), Costa Rica, Ecuador, England, France, Germany, Ireland, Japan, Korea, New Zealand, Norway, Senegal, and Spain. January Term typically offers classes at a variety of domestic and international locations. More than 50 percent of students study abroad by the time they graduate.

- Linfield's Portland Campus was established in 1982 when the college entered into an affiliation with Good Samaritan Hospital and Medical Center and began offering a Bachelor's of Science in Nursing (B.S.N.). Today, Linfield's nursing program is one of the largest, and best known, in the state.

- Athletic facilities are some of the best small-college sports venues in the Pacific Northwest and include the Health, Human Performance and Athletics building and Ted Wilson Gymnasium, Aquatics Building and the 26,000 square foot Rutschman Field House. The former Riley Gym was renovated into what is now the Riley Campus Center for student activities and Walker Hall, home to the Departments of Modern Languages, Anthropology and Sociology, Political Science and the International Programs Office.

- In recent years, Linfield has more than doubled the size of the McMinnville Campus, allowing for the increase of the student body and the development of new and expanded facilities. The Departments of Art and Visual Culture, Computer Science, Mass Communication, Music, and Theatre and Communication Arts have new spaces to meet their growing needs and match the quality of the facilities to that of the academic programs. A new and expanded library also gave the college better space for research and collaborative study.

- In the fall of 2011, the former library, Northup Hall, reopened as T.J. Day Hall, Linfield's first LEED-certified building and new space for the Departments of Business, Economics, English and Philosophy.

- The Linfield Center for the Northwest enhances undergraduate education through the active cultivation of a collaborative experiential learning community. Undergraduates establish regional connections through collaborative research with faculty, regionally based internship experiences and local service learning projects.

While the college has changed in more than 150 years, its mission has remained constant – to teach undergraduates in an atmosphere of academic freedom that fosters intellectual rigor, creativity, and a sense of personal and social responsibility.

Mission Statement

Mission

Linfield College advances a vision of learning, life, and community that

- promotes intellectual challenge and creativity,
- values both theoretical and practical knowledge,
- engages thoughtful dialogue in a climate of mutual respect,
- honors the rich texture of diverse cultures and varied ways of understanding,
- piques curiosity for a lifetime of inquiry, and
- inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

Concise Statement

Linfield: Connecting Learning, Life, and Community

Organization and Governance

Linfield College is a four-year, non-profit, coeducational, liberal arts institution historically and currently affiliated with the American Baptist Churches. All college operations are governed by administration and faculty, with ultimate responsibility resting with the Board of Trustees. The college is committed to the teaching of undergraduates in an atmosphere of academic freedom that offers intellectual rigor, creativity, and a sense of personal and social responsibility.

Linfield's Academic Organization

This catalog provides separate sections describing the college's three main academic/administrative units: the **McMinnville Campus**; the **Portland Campus**; and the **Division of Continuing Education (DCE)**.

- The McMinnville Campus is the home of most of the college's academic departments. It also houses the International Programs Office, the Office of Career Services, and the Alumni Relations Office.

  The McMinnville Campus section includes complete descriptions of each academic department operating in McMinnville, along with listings of courses in those departments specific to the Portland Campus and DCE.

- The Portland Campus is the home of the Linfield-Good Samaritan School of Nursing. It also houses advisors for the Division of Continuing Education.

  The Portland Campus section contains descriptions of these programs.

- The Division of Continuing Education is headquartered on the McMinnville Campus, has advisors in eight locations, and is primarily online.

  The DCE section describes the Adult Degree Program (ADP) as well as admission and administrative policies that differ from those on the other two campuses.

In this catalog can be found:

- Academic requirements and administrative practices common to all units of the college, pages 5-18.
- Admission processes for applicants
  - to the McMinnville and Portland Campuses, pages 18-22.
  - to the Division of Continuing Education, pages 135-138.

Degrees and Requirements

Linfield is a comprehensive college with a strong commitment to study in the liberal arts and sciences. The curriculum seeks to overcome intellectual provincialism, underscore the centrality of how one learns, provide a historical context, relate ideas to social structures, and affirms the importance of values in human life. The liberal arts curriculum is coherent and useful in preparing students to seek knowledge and improve skills throughout their lives. Linfield's curriculum is designed to help people develop their full humanity, with an emphasis on freedom of mind and spirit. It also illuminates their shared cultural heritage, and involves students and teachers alike in the fundamental concerns upon which the future depends.

■

The academic program is available on a year-round calendar with 15-week fall and spring semesters, a four-week January term, and a 10-week summer term. A typical semester course load for a student is 12-16 credits.

■

The student's program of studies will include courses in four categories: general education, major study in an area of interest, electives providing variety and stimulation, and paracurricular courses with a practical activity-centered orientation.

Degrees Offered

The college offers three undergraduate degrees. Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are available on the McMinnville Campus and through the Division of Continuing Education's Adult Degree Program. The Bachelor of Science in Nursing (B.S.N.) degree is available on the Portland Campus and to students in the online R.N. to B.S.N. program.

Requirements Distinguishing B.A. from B.S. Degrees

Candidates for the B.A. degree must satisfy a foreign language requirement by successfully completing two semesters of study in one language at the elementary level (101, 102) for a total of eight credits, or one semester of an intensive elementary-level course for five credits (105), or one semester at or above 201, or RELS 200 and 201 (Greek), or RELS 202 and 203 (Hebrew) in the Religious Studies Department. Students entering from high school with language experience or transfer students who have not fulfilled the language requirement take a placement test to determine their appropriate class levels. No college credit for high school course work in language will be allowed without departmental evaluation of a student's proficiency. Waiver of the language requirement is by examination. The language requirement should be completed in the student's first year. Prospective language students with a weak foundation in English grammar skills are strongly urged to take ENGL 125. International Students on an F-1 visa from countries whose official language is not English are exempt from the foreign language requirement.

Candidates for the B.S. degree must successfully complete two courses of at least three credits each in a single field, chosen from the following: anthropology (ANTH), biology, chemistry, computer science, economics, environmental studies, mathematics, physics, political science, psychology, or sociology (SOCL). These courses must be outside the department which offers the major, where for the purpose of this requirement only, anthropology and sociology are viewed as separate departments. In addition, these courses may not be simultaneously used to satisfy Linfield Curriculum requirements. If a student completes two majors, the B.S. degree requirement may be fulfilled by two courses from either major, as long as neither course is used to satisfy requirements for both majors. In the case of interdisciplinary majors, the two courses cannot be applied to both major and B.S. requirements.

When necessary, students with documented learning disabilities in majors which offer the B.A. but not a B.S. degree may petition the Curriculum Committee for substitution of courses for the language requirement. This process is not automatic, nor is it always deemed appropriate. Students who intend to make such a request must notify both the Office of Learning Support Services and the Registrar no later than the completion of 45 credits. Complete documentation including the diagnosis of the student's condition and its attendant educational implications must be filed with the Office of Learning Support Services prior to the request.

Requirements for Degrees

To obtain a bachelor's degree, students must meet the following requirements:

- Total Credits
- Cumulative Grade Point Average
- Residency
- Paracurriculum/Experiential Learning
- The Linfield Curriculum (general education requirements)
- Major

Total Credits

To earn a B.A., B.S., or B.S.N. degree, a candidate must earn 125 credits.

Cumulative Grade Point Average (GPA)

To earn a bachelor's degree a candidate must have achieved a cumulative GPA of at least 2.00. In addition, a student must obtain a cumulative GPA of 2.00 in courses contributing to the major. Additional majors and minors are subject to the same 2.00 cumulative GPA requirement. Departments may have additional GPA requirements.

Residency

At least 30 credits must be from Linfield College, including 20 of the last 30 credits, 15 credits in the major, and 10 credits in the minor. Students pursuing two degrees, whether concurrently or subsequently, must earn at least 35 additional credits, including at least 15 credits in each major. Residence credits do not include credit through challenge examinations, achievement examinations, Advanced Placement, CLEP examinations, or portfolio evaluation credits.

A student with at least 30 credits earned at Linfield may, with prior approval of the Curriculum Committee, spend the senior year at a foreign university.

Paracurriculum/Experiential Learning

In recognition of the value of acquiring certain skills and participating in various activities, the college has established a group of personal skill and creative activity courses called the paracurriculum. Paracurricular courses are identified by course numbers below 100; they normally carry one or two credits. To graduate, a student must have three credits in paracurricular courses, one of which must be in physical education or dance. All paracurricular courses are graded satisfactory/unsatisfactory.

- No more than eight credits in paracurricular courses, with no more than four courses from any one department, may count toward graduation.
- Colloquium (IDST 007), taken by all first-year students, is included in the eight-credit maximum.

Courses in the Experiential Learning categories of Internships, Peer Instruction (those courses numbered 439), and most paracurricular courses are denoted by an EL designation in the catalog. Students may count toward graduation no more than 20 credits total from courses designated as EL.

Within this 20-credit maximum, the following more specific limitations also apply:

- no more than ten credits from internships may count toward graduation; and
- no more than five credits from peer instruction courses may count toward graduation

Note: All Paracurricular and EL courses taken will be recorded on a student's transcript, but credits above these maxima will not count toward graduation.

The Linfield Curriculum (LC) (General Education Requirements)

The purpose of the general education requirement called the Linfield Curriculum is to foster the development of wholly-educated persons by providing a coherent experience spanning the arts and humanities, natural sciences, and social-behavioral sciences. The Linfield Curriculum seeks to enable students to communicate effectively; appreciate literary, artistic, and historical works; be conversant with various philosophical and religious conceptions of humanity; understand the role of diversity both globally and nationally; analyze how human beings behave individually and socially; understand, formulate, and critique quantitative arguments; and comprehend the methods and accomplishments of modern science.

Grounded in the multidisciplinary spirit of the liberal arts, the Linfield Curriculum stresses wide exposure to the ways that educated individuals, be they scientists, artists, entrepreneurs, teachers, or ethicists, engage ideas, articulate choices, and assert opinions. It encourages students to cultivate intellectual and personal flexibility, pursue independent action, and engage in responsible decision-making. The Linfield Curriculum emphasizes communication and facilitates self-discovery in personal, cultural, and academic contexts. It affirms the need to understand people and societies both nationally and internationally. In short, the Linfield Curriculum encourages inquiry, analysis, and imagination, habits of mind that provide the foundation for reasoned action, wonder, and continued learning in all aspects of life.

The Program for the Liberal Arts and Civic Engagement (PLACE) promotes innovation in liberal arts education and civic engagement through the exploration of thematic connections among modes of thinking and inquiry within the Linfield Curriculum. It has several goals:

1. To motivate experimentation in liberal education both inside and outside of the classroom.
2. To promote civic engagement and social enterprise by encouraging students to apply their knowledge and skills at all levels—local, national, and global—within the public domain.
3. To cultivate an intellectual, interdisciplinary community through the exploration of a single theme from a variety of perspectives.
4. To create a forum in which to share experiences from faculty, students, and community members and to disseminate this information.

The Linfield Curriculum consists of four major components: (1) the Inquiry Seminar; (2) the Modes of Inquiry; (3) Diversity Studies; and (4) a Writing-Intensive Requirement. Courses contributing to the Linfield Curriculum are normally a minimum of 3 semester-credits. Any single class transferred from outside institutions must be at least 3 semester-credits or 4 quarter-credits. To encourage intellectual breadth, no student may count more than two courses from a single department toward completion of the Modes of Inquiry and Diversity Studies components of the Linfield Curriculum. For the purpose of the LC requirements only, theatre and communication arts are viewed as separate departments.

I. The Inquiry Seminar (INQS 125)

At the center of the Linfield Curriculum is the Inquiry Seminar, taken by each first-or second-year student. A collaborative investigation of a compelling subject, the Inquiry Seminar builds upon and deepens the relationship between thinking and communication, both oral and written. It models the goals of the entire Linfield Curriculum by developing the critical thinking skills common to every discipline and vital to becoming an educated person. Inquiry Seminars are taught by faculty from many fields and offer a wide range of topics varying from semester to semester. Because they provide an introduction to thinking and communicating within the academic environment, Inquiry Seminars do not satisfy requirements for majors and minors. Each student may take only one Inquiry Seminar except in cases of failure. ADP students may fulfill this requirement with INQS 126.

The overarching goal of the Inquiry Seminar is to introduce students to the practices of inquiry, which form the foundation for the intellectual communities of the academy and the larger society. We believe this introduction is best accomplished by creating opportunities to conduct real inquiry within the classroom. We also recognize that the Inquiry Seminar is a beginning and that students will continue to develop and refine the skills and habits of inquiry across courses and disciplines during their four years of study. Specifically, the following list summarizes the learning outcomes for all Inquiry Seminars.

1. Students frame key questions important to their own inquiry and to the understanding of a particular area of knowledge about which there is room for interpretation, ambiguity, and/or debate.
2. Students discuss, draft, compose, and reconsider answers to such questions in ways appropriate to the field and compelling to an intended audience.
3. Students engage and incorporate the voices of others to support their own learning and argumentation. In doing so, they will conduct research using library resources cited according to the ethical expectations of their academic community.
4. Students self-consciously and self-critically reflect on their own ways of thinking.

II. The Modes of Inquiry

The Modes of Inquiry offer six conceptual frames of reference central to the pursuit and construction of modern knowledge: Creative Studies; Individuals, Systems, and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; and Vital Past. While resembling the traditional distributional arrangements of general education, these categories also transcend them by asking students and faculty to focus on the distinctive cross-disciplinary questions underlying each Mode of Inquiry. The Linfield Curriculum encourages intellectual breadth by introducing students to a wide variety of academic experiences.

Each student must complete at least seven approved courses, one in each of the Six Modes of Inquiry and one Upper-Division course. This Upper-Division course must be at the 300-level or above, it must be in one of the Six Modes of Inquiry (Creative Studies; Individuals, Systems, and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; and Vital Past), and it must be a course from outside the student's major department. In the case of a student with multiple majors, the Upper-Division course must be from outside one of the major departments. In other words, it may not be a course which satisfies the requirements of both majors. In the case of interdisciplinary majors, the Upper-Division course must be from outside the student's field of study.

To satisfy the requirement for each Mode of Inquiry and the Upper-Division course, a student must demonstrate meeting the learning objectives of that mode by choosing an assignment, or collection of assignments, to post in an online repository. The choice of these exemplars must be supported with a paragraph description. These exemplars must be posted by the last day of finals of the semester the course is taken. For the case in which a course satisfies multiple LC designations, a student may initially choose to submit exemplars and support for multiple designations; however, the student must eventually select the designation for which the course is to count and submit exemplars and support from different courses for the other LC designations. Students can receive credit for only one LC designation per course.

A. Creative Studies (CS)

Courses with this designation are dedicated to the study of theory and practice in music, theatre, literature, and the visual and plastic arts. They foreground creative theory, or creative practice, or integrate the two. These courses study the making of art and how meaning – sometimes tense or contradictory – rises out of the interaction between artists, artworks, and audiences. Thus, they ask students to inquire into the ambiguities, contradictions and tensions fundamental to art-making and its aesthetic effects. Art is a primary way that human beings reflect upon their experiences and perceptions. Therefore, these courses encourage students to value lifelong engagement with the arts. Creative Studies courses are designated CS in this catalog and each semester's registration materials.

Learning Outcomes

In courses with CS designation, students will do the following:
1. Explore the media, genre, craft and presentation of art.
2. Investigate the complexity of defining and interpreting art.
3. Examine the contexts and influences of art.
4. Practice the improvisational and technical processes of art.

Courses with CS designation address the first learning outcome. In addition, they address at least one of the remaining three.

B. Individuals, Systems, and Societies (IS)

Courses in this area examine how members of societies organize themselves to satisfy individual and collective goals. They foster an understanding of the complexity and interconnectedness of individuals, systems, and societies across local, national, and/or global contexts. They also encourage students to think critically about themselves and their relationships to other individuals, institutions, and/or social systems. Individuals, Systems, and Societies courses are designated IS in this catalog and each semester's registration materials.

Learning Outcomes

Courses with IS designation are intended to provide students with opportunities to do the following:
1. Understand individual, systemic, and/or social processes.
2. Analyze individuals, systems, and/or societies through multiple frames of reference.
3. Think critically about the ways that society affects individual behavior and/or individual behavior affects society.
4. Articulate how key theoretical principles can be used to explain individual and social processes, inform public policy and/or develop practical approaches to human problems across local, regional, and/or global contexts.

Courses with IS designation address one or more of the above learning outcomes. Those courses meeting only one address the learning outcome in greater depth.

C. Natural World (NW)

Courses in this area explore science as a way of knowing about the natural world, highlighting the process of scientific inquiry and the interplay between theoretical and experimental analysis. They focus on fundamental principles that illuminate the study of our surroundings, including matter, energy, and living things. Emphasis is placed on students making connections between science and their daily lives. Natural World courses are designated NW in this catalog and each semester's registration materials.

Learning Outcomes

Courses with NW designation are intended to help students understand the scientific method. In particular, students must demonstrate:
1. An understanding of the theoretical and/or experimental background of a particular topic or model, sufficient to form a hypothesis.
2. An ability to critically analyze results of scientific inquiry in light of assumptions.
3. An understanding of how scientific results can be extended to more general situations in contemporary society.

Courses with NW designation address all of the above learning outcomes.

D. Quantitative Reasoning (QR)

Courses in this category explore contextual problems involving quantitative relationships by means of numerical, symbolic, and visual representations. These courses foster critical analysis of the uses and constraints of quantitative information and its representations. Finally, they focus on discussing models; making appropriate assumptions; and deducing consequences or making predictions. Quantitative Reasoning courses are designated QR in this catalog and each semester's registration materials.

Learning Outcomes

Courses with QR designation are designed to develop the student's ability to do the following:
1. Frame contextual questions using mathematical representation.
2. Apply models to deduce consequences or make predictions.
3. Communicate quantitative arguments using clear prose.
4. Critique quantitative arguments with respect to assumptions, constraints, and logical coherence.

Courses with QR designation address all of the above learning outcomes.

E. Ultimate Questions (UQ)

Courses with this designation are designed to encourage students to articulate and evaluate core assumptions and the paradigms through which knowledge is acquired and assessed. Such courses engage in a critical analysis of fundamental beliefs, cultural practices, and competing truth claims with the aim to appreciate and negotiate ambiguity and to develop greater self-knowledge and wisdom as evidenced in the ability for meaningful dialogue, and awareness of social responsibility and understanding. While this mode of inquiry strongly emphasizes an assessment of cognitive systems and symbols, such courses also explore the metaphors, cultural language, and normative assumptions present in core questions, which culminate in examined insights into our actions and ways of belonging in communities, whether secular or religious. Ultimate Questions courses are designated UQ in this catalog and each semester's registration materials.

Learning Outcomes

In courses with UQ designation, students will learn and demonstrate growth from among the following:
1. Articulating and evaluating core assumptions and paradigms through which knowledge is acquired and assessed.
2. Engaging ambiguity through a critical analysis of fundamental beliefs, cultural practices, and competing truth claims.
3. Developing greater self-knowledge and wisdom, as evidenced in the ability for meaningful dialogue, and awareness of social

responsibility and understanding.
4. Articulating and engaging core questions that lead to examined insights into our actions and ways of belonging in communities, whether secular or religious.

Recognizing that other modes of inquiry engage many of these issues, in an Ultimate Questions course, these topics and method lie at the center of the inquiry rather than arising as implications drawn from work in other modes of inquiry.

All courses with UQ designation address the first learning outcome. In addition, they address at least one of the remaining three.

F. Vital Past (VP)

Courses in this mode of inquiry explore the human past and offer an opportunity to reflect on the continuities, change, and diversity in human experience across time. They investigate social, cultural, political, and other dimensions of human historical experience. They introduce students to various methods that scholars in different disciplines have developed to study the human past. These courses also encourage students to think critically about the interconnections between past and present. Vital Past courses are designated VP in this catalog and each semester's registration materials.

Learning Outcomes

Students who complete a course with VP designation should do the following:
1. Identify, analyze, and contextualize primary sources.
2. Identify and critique secondary, scholarly arguments about the past.
3. Develop and defend an analytical or interpretive argument about the past.
4. Recognize that differences separate people past and present, though all people share a common humanity.
5. Evaluate the reliability of evidence about the past.

Courses with VP designation address many, but not necessarily all, of the above learning outcomes.

III. Diversity Studies

An escalating interconnectedness marks the society into which Linfield students will graduate. Within our own national borders, heightened sensitivity to the diversity of perspectives, experiences, and aspirations that shape U.S. culture grounds the successful operations of democracy and facilitates the exercise of effective citizenship. The emergence of women into every phase of public life has also accelerated the pace of cultural change. These developments challenge all learners to seek new sources of knowledge and question established views on what constitutes knowledge.

Diversity Studies within the Linfield Curriculum is meant to ensure that all students examine the cultural and individual differences produced by such factors as gender, race, ethnicity, national origin, religion, and sexual orientation. The college thus affirms the benefits of mutual tolerance and civil discussion fostered by a deepened understanding of and respect for human complexity.

Students must take two courses which address facets of cultural diversity such as gender, race, national or geopolitical allegiance, religion, sexual orientation, and cultural mores. One of the two required courses must address Global Pluralisms (GP), and one must explore U.S. Pluralisms (US). This requirement applies to all students regardless of citizenship. It is not met by classes in modern language instruction, though upper division culture classes offered by the Modern Languages Department may satisfy Global Pluralisms. Courses in Diversity Studies may, but are not mandated to, belong to any of the Modes of Inquiry. Students may propose experiential learning projects to satisfy half of this requirement; such projects must receive prior approval from the Curriculum Committee.

To satisfy the requirement for each diversity designation (GP, US), a student must demonstrate meeting the learning objectives of that designation by choosing an assignment, or collection of assignments, to post in an online repository. In the case of an experiential learning opportunity, the exemplar will be a summary report. The choice of these exemplars must be supported with a paragraph description. These exemplars must be posted by the last day of finals of the semester the course is taken. For the case in which a course satisfies multiple designations, the student may submit exemplars and support for multiple designations; however, the student must choose the designation for which the course is to count and will receive credit only for that single designation.

A. Global Pluralisms (GP)

Courses with this designation focus students' attention beyond their own national boundaries. The use of analytical frameworks challenges students to address and understand the social, political, ethical, cultural, and/or policy discourses of other countries from a global perspective. These courses also include a consideration of multicultural perspectives within other countries. Curricular offerings focusing on the history or culture of a given nation, group, or region may meet this requirement by including a comparative component for the course. This focus may include comparisons between or among countries, as well as comparisons of different time periods. Through the process of examining Global Pluralisms, students prepare for their participation and citizenship in an increasingly diverse world. Global Pluralisms courses are designated GP in this catalog and in each semester's registration materials.

Learning Outcomes

In courses with GP designation, students will have opportunities to do the following:
1. Develop an understanding of a people outside the US from a disciplinary or interdisciplinary perspective.
2. From one or more disciplinary perspectives, articulate and analyze the power relations (e.g., imperialism, colonialism, political or cultural hegemony, or marginalization) between two or more nations or groups of people.
3. Examine the impact of global interdependence on the lives of individuals.

Courses with GP designation address at least one of the above learning outcomes.

B. U.S. Pluralisms (US)

Courses with this designation explore the diverse experiences among those living in the United States. Students pursue inquiry into the varied dimensions of human diversity such as age, ability, ethnicity, gender, language, politics, race, religion, sexual orientation, identity, and/or social class. These courses examine how the dominant traditions of U.S. culture have marginalized the voices of those who have typically fallen outside those traditions, using analytical frameworks, or discussion that addresses the social, economic, political, ethical, cultural, aesthetic, philosophical, and/or policy discourses among those groups. Through the process of examining U.S. Pluralisms, students prepare for their participation and citizenship in an increasingly diverse society. U.S. Pluralism courses are designated US in this catalog and each semester's registration materials.

Learning Outcomes

In courses with US designation, students will have opportunities to do the following:
1. Identify and articulate the context of pluralism within the United States, including but not limited to race, ethnicity, sex, gender, sexual orientation, identity, language, age, ability, religion, and/or social class.
2. Analyze the historical, cultural, and/or aesthetic construction

of marginality through a theoretical lens appropriate to the course content and discipline.
3. Develop and defend an analytical or interpretive argument about social, cultural, political, and/or economic injustices, including but not limited to issues of power, social justice, privilege, and citizenship.

Courses with US designation must address the first learning outcome and at least one of the other two.

IV. Writing-Intensive Course(s) in the Major (MWI)

In addition to the Inquiry Seminar, all students must complete the approved upper-division Writing-Intensive class, or sequence of classes, designated for their respective majors by their home departments. This requirement serves to enhance students' mastery of the formats, conventions, and habits of mind appropriate to the major's disciplinary investigations.

The Inquiry Seminar introduces students to the practices of inquiry, which form the foundation for the intellectual communities of the academy and the larger society. The Linfield Curriculum continues this process within various modes of inquiry. The overarching goal of Major Writing Intensive courses is to further develop the student's ability to conduct inquiry within the various majors at the college—recognizing the importance of the writing process to the process of inquiry—and express the results of that inquiry in disciplinarily appropriate writing.

Therefore, courses designated as MWI pay explicit attention to writing and writing instruction while engaging students in all phases of the writing process. Furthermore, writing assignments are a significant portion of the course work and the course grade. In MWI courses:
1. Students frame key questions important to the understanding of their discipline.
2. Students answer such questions in writing appropriate to the conventions of their discipline and compelling to an intended audience.
3. Students develop or further refine an iterative writing process that includes prewriting activities (e.g. discussion, research, literature review) drafting, revising and editing, and that is appropriate for their chosen discipline.
4. Students receive significant instruction and feedback helping them in the various steps of this process.

Requirements of a Major

All students must complete a major. The major programs approved by the Faculty Assembly are called standing majors. Most of these are in a single field and are also called departmental majors (e.g., History, Philosophy, Physics). Others, called multiple-field majors, combine two or more fields (e.g., International Business).

Standing majors, whether single-field or multiple-field, eligible for a B.A. or B.S. degree typically consist of 40 to 60 required credits, including prerequisites and supporting courses. Most single-field majors have a minimum of 30 and a maximum of 40 credits within the field. For a multiple-field major, each of the constituent core fields normally consists of 15-30 required credits.

Some majors require the completion of one or more courses which do not count toward the maxima indicated above.

A student must earn a minimum cumulative GPA of a 2.00 in the courses required for completion of the declared major(s) unless otherwise specified by individual departments. At least 15 of the credits required for a major must be earned at Linfield.

Declaration of Major

Determining a major field of study is an important choice in a student's academic career. Some students need time to explore a variety of interests prior to deciding on a major, whereas others come to college with a strong inclination toward a particular field of study. Linfield's policy on declaring a major is flexible enough to honor the student's desire to explore various options. At the same time, it recognizes that timely determination of an academic major facilitates planning and expedites progress toward a degree.

By spring semester of the sophomore year (or upon completion of 45 semester hours), students must file a "Declaration of Academic Program" approved by an advisor in the major department. This declaration must be completed before a student is permitted to register for the following semester.

Pre-Nursing students are strongly encouraged to declare their major as soon as possible after the end of the colloquium class (IDST 007). Transfer students (to McMinnville) are strongly encouraged to declare Pre-Nursing upon matriculation. All qualified Linfield students who have established residency will be admitted to the School of Nursing, with the following caveat. If necessary due to limited capacity in each start term, qualified students will be assigned a start term using a competitive selection process that considers factors that may include but are not limited to prerequisite course grades and overall grades. (See also Nursing and Admission section of this catalog.)

Students desiring to enter one of Linfield's teacher licensure programs signal their interest at this time to receive appropriate advising from the Education Department. Those who intend to apply to the Athletic Training Education Program (ATEP) must first declare a major in Athletic Training. The deadline for application to the ATEP is April 15 of each year.

The Individual Major

The Individual Major (IM) is an opportunity designed for students who are serious about pursuing an area of scholarly inquiry that falls outside the scope of the standing majors of the college. The IM should be an interdisciplinary, intellectually coherent program of study developed by a student in consultation with selected faculty members and submitted for approval to the Faculty Assembly.

As the first step in initiating a proposal for an Individual Major, the student should meet with the Registrar, secure an academic advisor, and form a committee constituted of at least one tenure-track faculty member from each discipline emphasized in the proposed major. This committee's first task is to assist the student in designing the major and securing its approval from the college Curriculum Committee, which in turn will recommend it to the Faculty Assembly. To be approved, proposals must possess scholarly merit, involve interdisciplinary study, and demonstrate that they can be completed with resources available at Linfield.

Guidelines for Applicants

- The student proposing an Individual Major should have completed at least one year of college work and earned a cumulative GPA of at least 3.00 at the time of application.
- Applications must be submitted by the end of the sophomore year, with approval of the Curriculum Committee coming early in the junior year.
- The Individual Major must comprise at least 50 credits but no more than 60 credits, including all cognates and prerequisites.
- The major must include work from at least two core fields, but not normally more than three, with a minimum of 15 and a maximum of 30 credits in any one core field included within the 60-credit maximum.
- At least 25 credits in the major must be earned at Linfield, including at least 8 upper-division credits in each core field.
- At least one third of all course work must be in the upper division (above the 200-level), with no less than half at the upper division level in all core fields represented in the major.

- Each major must include a culminating integrative experience such as an independent study course, an internship, a senior project or seminar.
- Any individual major that bears the title of a generally recognized course of study should include descriptions of this program as offered at other institutions.

These guidelines abridge a lengthier document available from the Registrar explaining the process of proposing an Individual Major. Prospective applicants should consult that document early in their planning.

Minors

In addition to a major, Linfield students may elect to complete the requirements for a minor. A minor program consists of 20-30 credits, including prerequisites and support courses. A single-field minor may require no more than 25 credits in the field. At least 10 of the credits included in a minor must be taken at or through Linfield.

Some but not all major programs have an associated minor; a few minors exist without corresponding majors. There are no individually-designed minors. The requirements for specific minors may be found within the relevant departments on the McMinnville or Portland Campuses, or, in the case of cross-disciplinary minors, on their own pages within the McMinnville Campus section.

A student must earn a minimum cumulative GPA of a 2.00 in the courses required for completion in the declared minor(s).

Linfield is dedicated to a vision of learning that celebrates both the theoretical and the practical. Just as concrete experience fosters the ability to think conceptually, thinking conceptually illuminates concrete experiences. The college curriculum, therefore, emphasizes experiential learning in a variety of interrelated contexts.

Experiential Learning at Linfield

Field-Based Activities

Linfield offers students many opportunities to supplement academic course work with intensive learning experiences in companies and organizations. Internships are of two kinds: some offer on-the-job application of what students have been learning in their disciplines; others provide career exploration opportunities to integrate a liberal arts education into the job market.

Externships, short-term experiences of usually 2-5 days, can also be arranged through the Office of Career Services.

In health-care clinicals, students provide supervised care to individuals, families, communities, and other populations. Students make connections between theory and practice, develop critical thinking and communication skills, engage in professional relationships with clients, and become competent with technical skills and healing practices.

Service Learning and Volunteer Activities

Service learning courses are those that deliberately link service and academic endeavors to afford students opportunities to meet real community needs. The community thus becomes a part of the expanded classroom.

Some departments offer paracurricular credit for volunteer community service although such experiences are not necessarily tied to academic study.

Students engaged in service learning and community service explore the environment beyond the classroom, often encounter and deal with social problems, and examine their roles as citizens.

Collaborative Learning

Collaborative research and creative endeavor deepen students' understanding of disciplinary theory and prepare them for graduate and professional school. Linfield offers several types of collaborative learning experiences that are supported by outside grants, the Linfield Collaborative Research Endowment, and the Linfield Research Institute. These experiences permit students to present the results of their work at regional and national meetings, and to publish, exhibit, or perform their results in collaboration with their faculty mentors.

Off-Campus Learning

Because encountering other cultures is a central part of Linfield's educational mission, students may undertake any of a number of formal curricular opportunities abroad or within the United States.

The Semester Abroad Program enables students to spend a full semester studying at one of 30 sites around the world, including Austria, China (two locations), Costa Rica, Ecuador (two locations), England, France (several locations), Germany, Ireland, Japan (several locations), Norway, South Korea, Senegal (two locations), Spain (several locations), and Australia and New Zealand (multiple locations in both). Several academic majors on campus have instituted study abroad components as part of their requirements.

January term off-campus courses offer a more compressed introduction to cultures beyond the Linfield campus. These four-week long classes foster global awareness, develop insights into major issues of our time, and deepen understanding of American society. Because they provide innovative, hands-on learning opportunities where classroom discoveries assume real-world immediacy, many departments regularly offer such courses.

Experiential Classroom Learning

Experiential learning at Linfield occurs in many classrooms, as, for example, in laboratory sessions. Many courses employ peer-teaching strategies and simulations that allow students to observe theory in practice. Some courses have an applied focus, and creative and performative endeavors play a central role in many others.

Paracurricular, Co-curricular, and Extra-curricular Activities

Recognizing the value of acquiring certain skills and participating in various athletic, service, leadership, and creative activities, Linfield offers a group of courses called the paracurriculum. Course numbers below 100 identify courses in this area.

Some departments offer co-curricular opportunities in which students apply specific theoretical concepts to develop concrete activities, performances, and artifacts.

Student services and athletic programs enable students to engage in extra-curricular activities that prepare them for productive family and community membership.

The Peer Instruction Program

The Peer Instruction Program affords outstanding students opportunities to develop pedagogical insights and skills and approach course content from new perspectives. In courses using peer instructors, the faculty member remains responsible for all evaluation of student work and for the presentation of course content. Peer instructors aid in the presentation of class materials, help facilitate small group discussions, provide feedback on drafts of written assignments, coach oral and creative presentations, assist with science and other laboratory activities, and/or guide discussions outside the classroom.

Depending on departmental or academic program guidelines, students receive either course credit (by enrolling in 439) or a workstudy stipend for serving as peer instructors.

Academic Policies and Procedures

Student Responsibility

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other deadlines, rules, and regulations published in this catalog, the Student Handbook, and the Linfield College Policy Handbook. Students are generally governed by the catalog in effect when they enroll for the first time at Linfield College. However, continuously enrolled students may meet the graduation requirements of any subsequent catalog published during their enrollment. A particular catalog's requirements must be adopted in whole; that is, mixing of requirements between catalogs is not permitted unless covered by an explicit policy exemption. A student may not select a catalog published prior to his or her matriculation. While academic advisors or college officials assist students in interpreting policies and requirements and making plans, the final responsibility for meeting requirements and adhering to policies belongs to each student.

Academic Advising

Every student has a faculty advisor who serves as a guide and mentor in the student's educational journey through Linfield College. Consultation with and/or approval by the faculty advisor is required for a variety of academic program decisions students make.

Because academic advising is based on a system of shared responsibility, students are expected to prepare for and attend regular meetings with their advisors throughout their studies at Linfield.

New fall semester first-year students are assigned both a faculty advisor and a peer advisor. Advisors are specially selected and trained to assist new students in the transition to college. In addition to holding one-on-one sessions with advisees, advisors serve as instructors for a one-credit paracurricular course called "Colloquium" which is required of all new first-year students. In regular meetings during fall semester, this course covers important topics related to becoming a successful college student. It also provides an opportunity for the new student and the faculty advisor to work together across the semester on the student's adjustment to Linfield and on planning academic work at Linfield and beyond.

After fall of the student's first year, faculty advisors work on an individual basis with their advisees generally under the auspices of the department in which the advisee plans to complete a major.

Registration

The Registration Process

Registration periods, with published dates, are identified each semester and term. Complete registration instructions, procedures, and deadlines for which every student is fully responsible are detailed in the registration materials, available from the Registrar or Registration Office. A student is officially registered and eligible to attend classes only when all procedures have been completed, including the payment of tuition and fees.

Basic information regarding registration, academic calendar, deadlines for adding or dropping classes, schedules for placement testing and the semester's listings of course offerings, the times and locations where the courses will be taught, and the final examination schedule are posted on the Linfield website.

Cross Registration

Students enrolled full-time may take a maximum of one course per semester at any other member institution of the Oregon Alliance of Independent Colleges and Universities with no additional tuition. Details are available from the Registrar or Registration Office.

Last Day to Enroll in a Course

A student may not enroll in a course after ten class days during a semester or after the second class day of January or summer term. Please note that enrollment beyond the second class day in any course may only occur with the explicit approval of the instructor.

Dropping or Withdrawing from Courses

Students may drop a course before the end of the third week of a semester or at the end of the first week of a term without any notation appearing on the academic record. Students withdrawing after the end of the third and before the end of the 10th week of a semester, or after the end of the first week and before the end of the third week of a term, will receive a withdrawal designation (W) on the Linfield transcript. Students may not withdraw from a course after the end of the 10th week of a semester or after the end of the third week of a term. Exceptions will be noted in the academic calendar appropriate to the student's campus.

Leave of Absence from Linfield

Students have the option of taking an approved Leave of Absence (LOA) from Linfield for a specified period of time. Students wishing to take a leave of absence should obtain the form from the Registrar or Registration Office and complete it with the required signatures. For a leave of absence taken during a semester, the date the form arrives at the Registrar or Registration Office determines the start date of the leave. (All policies outlined in the section "Withdrawal from Linfield" apply to a leave of absence.)

Students pursuing nursing: Taking a leave of absence from Linfield to complete prerequisite courses may result in the forfeiture of resident status, and require application to the School of Nursing in the general application pool. A student will be permitted a LOA without forfeiture of resident status to complete prerequisites at another institution if the student has an approved petition due to extenuating circumstances.

Medical Leave of Absence

The purpose of a Medical Leave of Absence (MLOA) is to provide students time away from Linfield College for treatment of a medical or a mental health condition that impairs a student's ability to function successfully or safely as a member of the College community. Because of the potential impact both to the individual student and to the Linfield community, the college has the responsibility to establish criteria regarding eligibility for re-enrollment of students receiving a MLOA. The authority to grant a MLOA lies jointly with the Vice President of Student Affairs and Athletics/Dean of Students and the Vice President of Enrollment Management. The Student Health, Wellness and Counseling Center will coordinate with the above college officials to collect appropriate documentation regarding the medical status of the student requesting the MLOA. Additional information about the details of the process to follow, the documentation requirements, and the expectations for reinstatement are available from the Student Health, Wellness and Counseling Center, the Office of Student Affairs, or the Office of Enrollment Services.

Withdrawal from Linfield

Students may voluntarily withdraw in good standing from the college at any time if there are no disciplinary actions pending

against them and if their financial obligations have been satisfied. The withdrawal (W) designation will be posted on the Linfield transcript based on Academic Calendar registration policies as follows:

- When a student withdraws from the college on or prior to the last day to drop and not have course appear on transcript, no course will be posted on the transcript.
- When a student withdraws from the college after the last day to drop a course, a W is assigned to all courses and posted on the transcript.
- Notification of withdrawal must be made in writing to the Registrar. A withdrawal from Linfield College form is available from the Registrar or Registration Office and must be completed with the required signatures. Where applicable, the student must participate in a Student Loan Exit Interview. Transcripts will not be forwarded or furnished until the Controller of the college has certified to the Registrar the fulfillment of all financial obligations.

Student Loan Exit Interview

Any student leaving Linfield College and not planning to return for the immediately following semester who has had Financial Aid through Perkins, Linfield Student Loan, College Loan Fund, Stark Loan Fund, Portland Campus Linfield Student Loan, Nursing Student Loan, or Stafford/SLS Loans, must have a student loan exit interview prior to leaving Linfield College.

Students who have an outstanding loan and do not participate in the appropriate loan exit interview session(s) will not be able to receive official transcripts or diplomas.

Students with a Perkins Loan need to attend an exit interview with the Loan Receivable Coordinator in the Accounting Office. Students may sign up for this exit interview at one of several scheduled times. Questions or requests for interviews should be directed to the Accounting Office.

Students with Federal Family Education Loans (FEELP), formerly Stafford and SLS, need to attend an exit interview. Informational flyers are available at the Financial Aid Office.

Those who have borrowed through the FEELP and Perkins program should attend both exit interviews. Students who do not attend exit interviews will not be able to receive official transcripts or their diplomas.

Credit for Academic Work

Normally, Linfield grants one credit for fifteen 50-minute periods of instruction (including discussion, testing, etc.) or the equivalent. Laboratories of two or three hours are considered the equivalent of one period of instruction.

Academic Classification

A student's class standing is determined by the following criteria:

First-year:	Successful completion of 0-29.99 credit hours
Sophomore:	Successful completion of 30-61.99 credit hours
Junior:	Successful completion of 62-93.99 credit hours
Senior:	Successful completion of 94 or more credit hours

Full-Time Status

For the purpose of determining charges to students, full-time status is defined as enrollment for 10 to 18 credits (an extra charge is made for each credit in excess of 18). For all other purposes including but not limited to Financial Aid, Veterans' Educational Benefits, and Scholarship Certification and intercollegiate athletics, Linfield College defines full-time status as enrollment for 12 or more credits. Thus, for Pell Grants, Alaska Loans, and similar programs, the student must carry at least 12 credits to be certified as full-time. Only students who have earned 12 credits with differentiated grades (A-F) assigned may qualify for the Dean's List.

Normal Credit Load

For fall or spring semester or summer term, 12-16 credits is the normal credit load. For January or winter term, 3-5 credits is the normal credit load. This policy is monitored at the point of registration (or at points when changes in registration occur) by the Registrar or Registration Office.

Approval by the Vice President of Academic Affairs is required for loads above 18 credits and will be subject to a per credit overload fee. Students must complete the Higher than 18 Credits Load Petition available from the Registrar or Registration Office or online. Petitions must include the following documentation:

1) an unofficial transcript of work completed to date;
2) a written statement explaining the reason for the higher load request including the courses planned for; and
3) academic advisor's signature.

Transfer Credit

In order to meet a particular educational objective, a student may find it necessary to earn credit for work done through other academic experiences. When it seems advisable to do so, the college may grant credit for the completed work provided the work is done through a regionally accredited college or university and the student has received authorization from the Registrar or Registration Office prior to enrolling in the course. A transfer course may not be used to replace a grade for an equivalent Linfield course. A student may not receive credit for both transfer courses and courses taken at Linfield with the same content. The college is under no obligation to give academic credit for instances not covered by these provisions.

Generally, full credit is acknowledged for work completed at a regionally accredited four-year college or university, provided the courses are comparable to courses listed in the Linfield College Course Catalog and no grade in those courses is C- or below. Up to 72 credits can be granted for work taken at a regionally accredited two-year college. Generally, these must be courses numbered 100 or above. Transfer credit will be summarized on the academic record, but is not computed in a student's GPA.

Students who have earned the Associate of Arts Oregon Transfer Degree (AAOT; OR), the Associate of Science Oregon Transfer Degree in Business (ASOT; OR), the Associate in Arts--Direct Transfer Agreement (AA-DTA; WA) degree, or who have received a certificate of completion for the Intersegmental General Education Transfer Curriculum (IGETC; CA), will be required to take additional courses upon entering Linfield to satisfy Linfield Curriculum requirements. In particular, students will be required to take at most two Linfield Curriculum courses from two of four categories (as stipulated by the Registrar in consultation with the Curriculum Committee): Ultimate Questions (UQ), Vital Past (VP), Global Pluralisms (GP), and U.S. Pluralisms (US). In addition, students must complete the upper-division course requirement from any of the six Modes of Inquiry (as described on page 6) and take the Writing-Intensive Course(s) within the Major (MWI).

The following policy operates in relation to transfer credit awarded for general education in the Linfield Curriculum:

- A minimum of 3 semester credits or 4 quarter credits is required to complete each Mode of Inquiry requirement.
- A minimum of 3 semester credits is required to complete the INQS requirement.
- A student entering Linfield with fewer than 30 transferable semester credits must complete INQS at Linfield. A student entering Linfield with at least 30 credits may need to provide documentation that transfer course(s) fulfilling similar learning outcomes to INQS were taken after high school graduation or, if taken before high school graduation, that the course(s) were taken in a regular college setting. A student entering Linfield with an earned Associate Transfer Degree

(see above) will be considered to have met the INQS requirement.
- Any transfer course applied to a Linfield Curriculum requirement must be at least 2 semester credits or 3 quarter credits.
- A student who transfers in a class earning 2 semester credits will need to complete 2 additional semester credits to satisfy any single Linfield Curriculum requirement.
- The student will describe how the transfer course meets the learning outcomes of that Linfield Curriculum designation by posting to an online repository. In addition, for transfer courses taken after matriculation, including courses completed in other countries, the student must also electronically submit a course syllabus and exemplars of his or her work from the course that demonstrate meeting the relevant learning outcomes. These submissions should be made as soon as possible, but no later than the end of finals week of the next semester the student is on campus. For courses taken prior to matriculation, the student should submit a course syllabus and exemplars of work, if possible. These submissions must be made by the end of finals week of the student's first semester at Linfield. Students in the R.N. to B.S.N. program are exempt from this requirement for courses taken before matriculation.

Credit is granted for study completed in other countries provided:
- The work was done as part of an official Linfield College international study program (refer to the section on International Programs); or
- The work was done under a recognized program at an accredited college or university in the United States; or
- The work was done for credit at a recognized college or university in another country.

Credit by Linfield Challenge Examination

In recognition of the validity of acquiring knowledge outside the classroom, the faculty of the college gives students the option of receiving credit by challenge examination. Under this provision, students are awarded credit by successfully passing an examination composed and administered by a faculty member who is or has been directly involved in teaching the course. A fee will be charged for the examination.

A student may not receive credit for a course the content of which is, in the judgment of the appropriate department chair and the Registrar, largely contained within, or assumed by, one or more courses already completed by the student. Under this principle, for example, credit by challenge examination is not available for a course that is a prerequisite for a course already completed.

The decision to give an examination is the prerogative of the instructor who normally teaches the course. In addition to the approval of the instructor, the department head and the Curriculum Committee must also approve the request. Petitions for requesting credit by examination may be obtained from the Registrar or Registration Office. Since credit by examination is a departmental matter, the examination will be prepared, administered, and graded by the examining instructor in consultation with the other members of the department.

The amount of credit will be that specified in the college catalog. Credit will be listed on the student's academic record as Credit by Examination (CE). No credit will be given and no notation will appear on the academic record for a grade lower than a B.

A limit of 30 credits may be earned through examination. A maximum of 15 credits may be earned in a student's major field. Some major programs have required courses which are exempt from consideration for challenge examination.

Credit by Advanced Placement and CLEP Examinations

Linfield College awards credit for International Baccalaureate (IB), Advanced Placement (AP), and College Level Examination Program (CLEP) examinations when official score reports are received by the Registrar's Office. Credits are awarded on a course-by-course basis in academic areas taught at Linfield. For IB, higher-level exams with scores of 5, 6, or 7 will receive credit. For AP, scores of 4 or 5 will receive credit. For CLEP, scores vary by subject; please consult the Registrar's Office.

The maximum amount of credit awarded by a combination of IB, AP, and CLEP may not exceed thirty semester hours. A student may not receive IB, AP, CLEP and college credit for the same content. Credits from IB, AP, and CLEP may not be used to satisfy Linfield Curriculum Requirements.

Paracurricular Credit for Non-Linfield Activities

Paracurricular credit is intended to encourage students to participate in college-sponsored skill and activities courses. In this sense, the granting of paracurricular credit for non-college experiences is contrary to the intended purpose of the paracurriculum. However, in special cases when it seems to meet an appropriate educational need, paracurricular credit may be granted upon petition to the Curriculum Committee prior to engaging in the activity.

Maximum Units of Non-Course Credit

The college recognizes that learning may take place outside the common classroom environment through its policies on credit-by-examination, correspondence courses, and other opportunities. However, it is inherent in the educational philosophy of the college that a student earning a degree from Linfield College will have participated in the learning process through various encounters with students and faculty afforded by the college's academic programs. Therefore, the college will recognize no more than 30 credits earned through non-course means.

Auditing a Course

Auditing courses (attending without earning credit) is permitted on a space-available basis in non-laboratory and non-paracurricular courses, with the consent of the instructor and the Registrar or Registration Office during the regular registration period. Students on the McMinnville or Portland Campuses who are enrolled for fewer than 10 credits or more than 18 credits will be charged a per credit fee for the course being audited. DCE students will be charged a per credit fee for all audited courses. All of these fees are nonrefundable. All auditors must pay course fees, but these are refundable on the same schedule as all course fees. Recognition of an audit on the academic record signals that the student has been faithful in attending classes. Failure to attend regularly will be reported to the Registrar or Registration Office by the instructor, and the student will be administratively withdrawn from the course. No credit hours are earned for auditing courses.

Grades

A student's academic achievement is recorded on the permanent academic record in terms of the following grades:

A, A-	Excellent comprehension of the material and exceptional performance.
B+, B, B-	Above average capability and better than normal performance.
C+, C, C-	Adequate understanding of the material and acceptable performance.
D+, D	Marginal comprehension of the material and below average performance.

F Inability to deal successfully with the material and inadequate performance.

M Student has mastered the goals set forth in a course in which the instructor has opted to use mastery grading procedures.

S "Satisfactory." Acceptable understanding of the material and adequate performance. Equivalent to a C or better. There is no GPA calculation for this grade.

U "Unsatisfactory." Marginal comprehension of material and inadequate performance. Equivalent to a C-minus or poorer. Counts as zero quality points in GPA calculation.

Additional Transcript Designations

While not grades per se, the following designations are used on academic records in lieu of grades in certain instances:

I Work incomplete. An incomplete is given at the discretion of the instructor when the quality of work is satisfactory but the course requirements have not been completed for reasons of health or other circumstances beyond the student's control, as determined by the instructor. An incomplete must be completed before graduation.

Each incomplete assigned must be accompanied by a contract statement agreed to by both the instructor and the student and must include the following:

1. What work remains to be completed.
2. How the work is to be evaluated.
3. A deadline for completion of the work, which can be no later than the following: (a) April 15 for an incomplete given in a course taken the previous fall semester or January term, and (b) November 15 for an incomplete given in a course taken the previous spring semester or summer term. Each incomplete must be accompanied by a contingency grade, in the computation of which the instructor has assigned a failing grade to the work not completed. This contingency grade will be the grade finally recorded for the course if the Registrar or Registration Office does not receive another grade by the contract deadline.

IP In progress. An in progress designation is used for thesis, research, independent study, internships, community service, and Athletic Training Professional Experience I, II, III, IV, V, VI, when a continuing project must be extended for legitimate reasons beyond the semester or term. The extension may not exceed an additional semester without approval of the Curriculum Committee. If the work is not completed within the stipulated time, as noted by the instructor, the instructor may report a grade in lieu of the F that will otherwise automatically be assigned with failure to complete the course.

AUD Audit signals regular attendance and participation in the course. No credit hours are earned for auditing courses.

CE Credit earned by examination.

W Withdrawal. This designation is given when prior to a published deadline the student so requests. No quality points are entered into the student's GPA.

AW Administrative withdrawal. This designation is entered on the record by the Registrar or Registration Office in the case of a student who is officially registered in a course but who has not attended the class and not requested to withdraw. No quality points are entered into the student's grade point average (GPA).

Grade Point Average (GPA)

For purposes of computing the grade point average (GPA), quality points are awarded as follows:

Grade	Quality Points
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
F	0.00
M	NA
S	NA
U	0.00

Only grades earned at Linfield are computed in the GPA. The GPA is computed as follows: the number of credits earned in any Linfield class for which a letter grade is awarded is multiplied by the number of quality points assigned to the grade earned. The total number of points thus calculated for all graded Linfield courses is divided by the total number of credits attempted in those courses. The resulting figure is the GPA.

Changing of Grades

Once recorded on the academic record, a grade may be changed only at the request of the faculty member, by the Vice President of Academic Affairs as a result of a formal grievance process, or by the Registrar or Registration Office in order to correct a clerical error or update the transcript in the event that a course is repeated.

Repeating a Course

Except as noted below, a student may retake any Linfield College course regardless of the grade already earned in that course, with the following proviso: the course must be repeated at Linfield. A course that has been repeated and for which the higher grade to date is C- or lower may not be repeated again except by successful petition to the Curriculum Committee. When a course is repeated, students receive the higher grade earned, but no additional credit. The cumulative GPA is recalculated and posted for the semester the course is repeated. Any lower grades are placed in parentheses ( ), and the course title is replaced with the repeat indicator as in the following example: course repeated: mm/dd/yy.

There are three exceptions: (a) Colloquium (IDST 007) and Linfield Entry Colloquium (IDST 008) may not be repeated, (b) INQS 125/126 Inquiry Seminar may not be repeated except in cases of a failing grade, and (c) a student may be refused permission to repeat a practice-based course in such fields as Nursing or teacher education when, in the judgment of the faculty of those programs, the student's previous work in the course sufficiently violated professional and/or ethical standards so as to expose the faculty or the institution to charges of professional irresponsibility were it to be repeated. Evidence in support of such a judgment may include adverse evaluations of the student's work by agency personnel in the practice setting.

Grade Reports

Grades are available to students online at the end of each grading period. Parents of students will be mailed grade reports

only if the student has provided the Registrar with a signed request. See FERPA information below.

Transcripts

Students may order a transcript of their Linfield academic record any time they are in good financial standing with the college. Official transcripts are ordered through the National Student Clearinghouse. Unofficial transcripts can be ordered through the Registrar or Registration Office. The college reserves the right to withhold transcripts if the student has unmet financial obligations to the college.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended deals specifically with the education records of students, and affords students certain rights with respect to those records.

This Act gives students upon reaching age 18 or attending postsecondary institutions the right to inspect and review their own education records. Institutions may not disclose information about students nor permit inspection of their records without their permission unless such action is covered by certain exceptions as stipulated in the Act. There are no rights guaranteed under the Act for parents of students attending a postsecondary institution.

Linfield College fully complies with this Act and provides to students: 1) annual notification of FERPA rights; 2) designation of public or "Directory Information" that may be disclosed by Linfield College; and 3) the right to withhold the disclosure of "Directory Information."

For detailed information about FERPA rights and procedures, refer to the FERPA information listed in the Student Handbook and the Linfield College Policy Handbook, or contact the Registrar or Registration Office or the Office of the Dean of Students.

Veterans' Educational Benefits

The Registrar or Registration Office certifies all veterans' benefits. All eligible students are requested to fill out necessary application and certificate documents prior to the start of classes. Any veteran receiving GI Bill® benefits while attending Linfield College is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit.

Other Policies and Procedures

Catalog Expiration

The Linfield College Course Catalog lists the requirements for all degrees offered by the college. Each catalog goes into effect at the beginning of the fall semester the academic year of issue and expires at the end of the summer term the seventh academic year after publication. The official catalog is published online and may be retrieved at www.linfield.edu/academics/catalog. The College reserves the right to make changes in its course offerings, degree requirements, regulations, procedures and charges. Any statement made in these publications is for current informational purposes only and is subject to change by the governing body of Linfield College or its duly authorized representatives.

In order to receive a degree, a student must have satisfied, at the time of graduation, each college requirement for the degree from an eligible catalog. These include requirements common to all bachelor's degrees and B.A. or B.S. requirements, as well as major and minor requirements. The catalog may be either the unexpired catalog in effect when the student was first admitted and enrolled at Linfield or any subsequent catalog in effect while the student was enrolled that has not yet expired. Students enrolled in programs that are accredited or licensed must meet the requirements most recently approved by the accrediting agency or licensing authority.

Former students who wish to complete graduation requirements more than 10 years after their initial enrollment at Linfield must apply for readmission and complete all the requirements in effect at the time of their re-enrollment.

Attendance

Requirements for attendance are established by individual instructors consistent with faculty policies for excused absences for field trips and for participation in athletics, forensics, musical performances, and the like. Students are expected to be prompt and regular in attendance at all scheduled class meetings.

Independent Study

Independent study allows students to explore academic areas of special interest not ordinarily provided by the existing curriculum. Independent study is carried out under the guidance of a qualified member of the faculty and must have the approval of the department from which the course is taken, as well as of the Curriculum Committee. Independent study normally is available to junior and senior students. (Students enrolled through DCE must have completed 10 credits at Linfield.) Students should have a GPA of at least 2.75 and have satisfied the necessary prerequisites for the proposed course of study. In general, no more than 20 semester credits of independent study may count toward graduation. Although independent study is conducted under the supervision of a faculty member, it is possible to arrange to do the work off campus, provided adequate reasons are given and satisfactory arrangements are made for faculty supervision of the work.

Students desiring to enroll in a course of independent study must obtain an independent study petition from the Registrar or Registration Office. This petition must be signed by the supervising instructor and the department head and submitted to the Curriculum Committee during the first five class days of the semester or by the end of the second day of the term. When approved by the committee, a copy of the petition will be returned to the faculty supervisor and the department head.

Tutorials

Schedule conflicts sometimes occur that prevent a student from taking a course required for graduation. In such instances, a student may petition to take the course as a tutorial. Tutorials are courses listed in this catalog that are taken by special arrangement with a qualified member of the faculty and carry the number, title, and credit specified in the catalog. Students enrolled in tutorial courses must meet frequently and regularly with the supervising faculty member.

Tutorials during fall, spring, and January term command faculty time and energy in a way that may be deleterious to regular teaching assignments. It is in the general interest of students to keep the number of tutorials to an absolute minimum. Accordingly, petitions for these tutorials must substantiate, under signature of the student's academic advisor: 1) that missing the course in question will preclude the student's graduation within the four years normally allotted to earn a Linfield degree, and 2) that other available options (for instance, an approved substitution of an alternative course) have been exhausted. Fall, spring, and January term tutorials will normally be granted only to students with senior standing. The preceding restrictions do not apply to Adult Degree Program or summer term tutorials.

Permission to take a tutorial may be obtained by submitting a petition, available from the Registrar or Registration Office, during the first five days of the semester or by the end of the second day of January term, to the student's academic advisor and then to the chair of the department in which the course is offered.

Following approval by the department head, the petition will be forwarded to the Registrar for submission to the Curriculum Committee. When approved, copies of the petition are returned to the department head and the faculty supervisor.

Internships

Opportunities of several kinds exist for students to earn academic internship credit while working in off-campus organizations. IDST 287, Career Exploration Internship, is offered by the Career Services staff and is designed, as the name implies, to assist students at early stages of thinking about career possibilities. Internships are also offered by a number of academic departments, some to help students explore possibilities for applying their major studies to the world of work, the majority to provide experience in the work world for students in the advanced stages of their majors. Departmental internships are available under course number 487 in the following departments or programs: Art and Visual Culture; Biology; Business; Computer Science; Economics; English; Environmental Studies; Health, Human Performance and Athletics; Mass Communication; Music; Political Science; Psychology; Religious Studies; Sociology and Anthropology; Theatre and Communication Arts. Because policies and procedures vary from program to program, students should consult with the department or program chair for specific guidelines. The above departments and Career Services can provide information about organizations that may be able to provide internship opportunities to Linfield students.

Concurrent and Subsequent Degrees

Students who possess a baccalaureate degree (earned at Linfield or another regionally accredited institution) may earn a second degree from Linfield by earning at least 35 additional credits in residence, including 15 credits in a second major in a field of study different from the first degree. The program must meet all requirements for graduation in the major in effect at the time of residence. (Requirements met by students in the course of obtaining their original degrees need not be met a second time.) Students seeking a second baccalaureate degree are assessed undergraduate fees. Upon completion of requirements, a diploma is awarded, and the transcript records the second degree and the major.

Special Student Status

Special student status is granted to students admitted under special provision of the Student Policies Committee. The eligibility of special students for re-enrollment in the college is reviewed by the committee at the beginning of each semester. Special students must petition the committee to be admitted to a degree program. A regular student who has been suspended for academic reasons may not normally be reinstated as a special student.

Progress Toward a Degree

Students are expected to make progress toward an academic degree. Progress is the completion of credits during each semester of enrollment. A full-time student is making satisfactory progress if he or she completes 24 credits during the prior two terms of attendance. A part-time student is making satisfactory progress if he or she completes 12 credits during the prior two terms of attendance. January term and summer terms count toward maintaining satisfactory progress. For further information about how satisfactory progress toward a degree affects financial aid eligibility, see the "Satisfactory Academic Progress" policy in the financial aid section.

Dean's List

The Dean's List identifies students whose term GPA places them within the top 10 percent of each class for a given semester or Summer Term. It is computed following the posting of grades at the end of each semester or Summer Term.

To be eligible a student must have earned at least 12 credits in courses with differentiated grades (A-F) and have received no incomplete (I) or in progress (IP) designations. Students bear responsibility for inquiring as to dean's list eligibility after grades have replaced their I's and IP's.

Candidacy for Graduation

To become a candidate for graduation, each student must file a degree application form (Intent to Graduate available online) with the Registrar or Registration Office of the appropriate degree program: the McMinnville Campus, Division of Continuing Education, or Portland Campus. All students must file by the end of the semester one year prior to the degree completion semester. Students pursuing a Teacher Licensure Program must file one semester earlier since the full-time student teaching semester effectively removes a student from the Linfield campus.

Filing an Intent to Graduate form by the appropriate deadline will provide students sufficient opportunity to make any necessary class schedule adjustments for timely completion of degree requirements. The above deadlines are also critical to: 1) the administrative processing necessary for correct presentation of the student's credentials and name at commencement; and 2) verification of the student's completed degree requirements. Failure to meet the deadline can potentially delay participation in graduation and/or timely receipt of the diploma.

In the event a student may not complete all degree requirements by the planned completion date, the student may be eligible to participate in the commencement ceremony. Students should submit a Petition to Participate in Commencement form to the Registrar or Registration Office for presentation to the Student Policies Committee by April 1st for participation in the spring commencement. Eligibility to participate is based on the policy explained below.

Students who have not met all requirements are eligible for participation in commencement if they lack only some combination of:

1. Credits in courses in which they are currently enrolled at Linfield or elsewhere (or)
2. Non-course requirements that can reasonably be expected to be satisfied prior to commencement (and)
3. No more than six credits to be earned.

Where non-Linfield courses are involved, written documentation of such enrollment must be provided. In cases where successful completion of current courses will not suffice to meet all requirements, evidence must be provided of the student's intention to enroll in the immediately following Linfield College summer term for the needed credits. Where non-course requirements have not been satisfied, appropriate evidence must be provided that they will be satisfied by commencement.

For any further inquiries about candidacy for graduation or eligibility to participate in commencement, students should contact the Registrar or Registration Office appropriate to their program.

Honors at Graduation

Latin honors designations are awarded to those baccalaureate degree candidates who have earned a minimum of 54 Linfield credits in courses with differentiated grades (A-F). The GPA calculation is based on all Linfield credit, including Linfield study abroad, and utilizes the Linfield repeat policy. The award levels are as follows:

Summa cum laude:	3.900 – 4.000
Magna cum laude:	3.800 – 3.899
Cum laude:	3.650 – 3.799

Academic Warning

A student whose cumulative Grade Point Average (GPA) is 2.00 or greater but whose semester (fall or spring, excluding January term and Summer term) GPA is less than 2.00 is issued an academic warning.

Academic Probation

A student is placed on academic probation when his or her cumulative GPA falls below the 2.00 minimum requirement, or when in two consecutive semesters (excluding the January term and summer term) the student's GPA falls below 2.00. The cumulative GPA for the three Linfield College programs is based on the following policies:

1. *Portland Campus students.* The cumulative GPA is evaluated at the end of fall and spring semesters, and summer term and students are notified of their academic status. Students on academic probation will have one semester in which to bring both the semester and the cumulative GPA to 2.00 or greater.
2. *Adult Degree Program (ADP) students.* The cumulative GPA is evaluated at the end of fall and spring semesters, Winter term, and summer term and students are notified of their academic status. Students on academic probation will have 12 semester credits (the equivalent of a full load) in which to bring both the semester and the cumulative GPA to 2.00 or greater.
3. *McMinnville Campus students.* The cumulative GPA is evaluated after posting the fall and January term grades. The cumulative GPA is also evaluated at the end of the spring semester but not after summer term. Credits earned in the summer are evaluated in the cumulative GPA after fall semester grades are posted. Students are notified of their academic status after the appropriate semester or term. Students on academic probation will have one semester in which to bring both the semester and the cumulative GPA to 2.00 or greater.

A cumulative GPA of 2.00 or greater is also the standard used to determine normal academic progress as defined by the Student Policies Committee. For any further inquiries about the academic probation policy, students should contact the Registrar or Registration Office appropriate to their program.

Applicants unable to meet the minimum admission standards set by the faculty may be provisionally admitted. Students who are provisionally admitted shall have one full year in which to establish good academic standing.

Academic Suspension

Each Linfield College program evaluates academic suspension at the end of the semesters or terms listed in the academic probation policy. As established by the Linfield College faculty, students shall be suspended from the college if they fail to bring both the semester and cumulative GPA to the 2.00 minimum requirement within:

1. One semester after being placed on academic probation for Portland Campus and McMinnville Campus students;
2. 12 semester credits for ADP students.

Further, any full-time student whose GPA is less than 0.50 after the first semester at Linfield shall be suspended immediately. Students are notified of their academic suspension status by mail immediately after the appropriate semester or term. For any further inquiries about the academic suspension policy, students should contact the Registrar or Registration Office appropriate to their program.

Academic Suspension Appeal

Suspended students shall have the right to a Student Policies Committee review provided they submit an appeal. Students may submit an academic suspension appeal letter via the Registrar or Registration Office appropriate to their program. In addition to the appeal letter, students may ask that any Linfield College faculty member or administrator submit a letter of support on their behalf. The support letters should be submitted to the Registrar or Registration Office appropriate to their program. The Linfield College Registrar will present student suspension appeal letters from all three programs to the Student Policies Committee for review. Each registration office will notify the student of the committee decision at the earliest possible date. For any further inquiries about the academic suspension appeal policy, students should contact the Registrar or Registration Office appropriate to their program.

Academic Integrity

Linfield College operates under the assumption that all students are honest and ethical in the way they conduct their personal and scholastic lives. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered a violation of academic integrity. Furthermore, a breach of academic integrity will have concrete consequences that may include failing a particular course or even dismissal from the college.

Violations of academic integrity include but are not limited to the following:

Cheating: Using or attempting to use unauthorized sources, materials, information, or study aids in any submitted academic work.

Plagiarism: Submission of academic work that includes material copied or paraphrased from published or unpublished sources without proper documentation. This includes self-plagiarism, the submission of work created by the student for another class unless he or she receives consent from both instructors.

Fabrication: Deliberate falsification or invention of any information, data, or citation in academic work.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another to violate the college's policy on academic integrity.

Faculty recognize their responsibility to help students understand academic integrity and how to conduct themselves with integrity in the classroom. To this end, faculty shall include a clear academic integrity policy within their syllabus.

In dealing with breaches of academic integrity, the instructor shall have discretion as to what penalty to impose regarding the course grade. Within ten days of the discovery of an offense, the instructor must submit in writing a description of the offense to both the student and the Dean of Students or designee. This description should include the course consequences for violations of academic integrity and the penalty given in the specific case. If the student disagrees with the accusation of a breach of academic integrity, the student will use the Academic Grievance process as outlined in the section entitled Academic Grievances. In addition, it is recommended that faculty issue an academic alert for any violation of the academic integrity policy.

The Dean of Students, or designee, will maintain a confidential list of students who are reported for violations of academic integrity in order to track repeat offenses. The dean will have discretion to refer a first time offender to the College Conduct Board; however, any subsequent violations by the same student will automatically be referred to the Conduct Board. This decision on referral will be communicated in writing to the student and to the instructor(s), who has (have) a legitimate educational interest.

The Conduct Board may impose college-level penalties upon the offending student. Fundamental fairness shall be in force for

all academic integrity proceedings, as outlined in the Policies and Procedures of the College Conduct Board (see the current Student Handbook).

Petitions

Petitions for exceptions to academic policies of the college may be submitted to the Registrar or Registration Office for presentation to the Curriculum Committee of the faculty. By definition, the petition must argue why a rule which otherwise applies to everyone should be set aside in the case at hand.

Academic Grievances

Academic grievances concerning teaching and learning should be settled as close to the level of student-faculty contact as possible. If students believe they have been treated arbitrarily or capriciously by an instructor in a grade assigned or other ways, they should first talk to the instructor. If the matter remains unresolved, they should speak with the chair of the instructor's department or, in the case of a nursing course, the appropriate semester coordinator. After this, if the matter is still unresolved, nursing students should speak with the Dean of Nursing; DCE students should speak with the Director of DCE. Finally, if the matter has not been resolved by the above means, students may discuss the matter with the Vice President for Academic Affairs or designee. All grievances concerning grades must be filed by the end of the next semester after the grade is posted. In the case that a student is studying abroad the next semester, the grievance must be filed by the end of the next semester after the student returns.

Student Behavior

Every faculty member and student has the right to conditions favorable to teaching and learning both in and out of the classroom. To foster and maintain such conditions, students have the responsibility to conduct themselves, individually and in groups, in a manner which promotes an atmosphere conducive to teaching, studying, and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, and to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior which is harmful to themselves, other persons, or property. Faculty have the right and responsibility to foster an environment conducive to teaching and learning, and should this be threatened by student behavior, faculty are authorized and encouraged to initiate the following steps:

1. A private discussion with the student during which the faculty member describes the unwanted behavior, explains why it is inappropriate, and specifies expectations for future student behavior.
2. Initiation of a formal meeting with the student, the student's academic advisor, and/or the Dean of Students or the dean's designee.
3. Request, through the Dean of Students, that the student be withdrawn from the class.
4. Initiation of other disciplinary action, in coordination with the Dean of Students, by means of the appropriate judicial processes.

The above faculty action steps may be taken in order, and/or initiated at any level. It is important for faculty to notify students of potential disruptive behavior consequences at each level throughout the faculty action step process. Consequences may include: progressive faculty action steps, student referral to counseling, and/or formal behavior contracting. Faculty are encouraged to resolve disruptive student behavior issues at the earliest step possible. Finally, as a further point of clarification, for the purposes of this policy, faculty are defined as any instructional personnel employed by the college.

Admission Policies

The admission policies below pertain to programs offered through the McMinnville and Portland Campuses. Applicants to Linfield's Division of Continuing Education (DCE) should consult the DCE section of the catalog, beginning on page 135, for DCE admission policies.

McMinnville Campus

Application Options For First-Year Students

Linfield College grants admission to students who are likely to grow and succeed in a personal and challenging liberal arts environment. Each applicant to the college is evaluated on individual merit. Although there is no formula for predicting academic success, an Admission committee evaluates applicants in a number of areas which commonly indicate academic potential. These include high school academic performance, writing sample, recommendations from teachers and counselors, and pre-college test results. Because participation in non-academic activities is important at Linfield, the committee also considers the depth and quality of an applicant's involvement in community and school activities. The committee reviews applications as they are completed (giving priority to those who meet the deadlines) and notifies applicants of their decision on a regular basis, selecting students who show the greatest likelihood of benefiting from and contributing to the Linfield community. Linfield reserves the right to deny students for non-academic reasons.

The best preparation for college is a solid academic foundation in high school. The Linfield admission committee strongly recommends that applicants have taken the following:

English	4 years	Social sciences	3-4 years
Mathematics	4 years	Natural sciences	3-4 years
Foreign language	2-4 years		

Candidates must acknowledge acceptance of an offer of admission by submitting a $400 matriculation fee on or before the universal reply date of May 1. This amount is not refundable after May 1. In order to enroll as a first-year student, a final high school transcript showing the graduation date and confirming the student's good standing with the high school must be provided. Home-schooled applicants must submit the Common Application Home School Supplement to the Secondary School report, available online at www.commonapp.org. Applicants without a high school diploma must provide an official copy of the GED showing an overall average score of 450 or a written statement from the parent (or other) home-school director explaining that their home-school program has met their state requirements (including the home-school requirement information from their state DOE), and transcripts of studies including grades for courses taken the freshman through senior years.

Application Procedure For First-Year Students to the McMinnville Campus

Linfield College accepts The Common Application. The Common Application can be submitted online (www.commonapp.org).

A complete application includes the following:

1. **The Common Application.**
2. Linfield's **Common Application Member Questions.** Please note that your short answer questions cannot exceed 200 words (or 1,000 characters including spaces and tabs).
3. **Essay** (submitted online with The Common Application).
4. **School Report** (from your high school counselor or other school official).
5. One **Teacher Recommendation** from an academic course (English, math, modern language, social science or natural science).
6. **Official High School Transcript** (sent or submitted directly from the high school). Home-schooled applicants must submit an official transcript from a national home-school agency, or if not from a national home-school agency, a detailed transcript with grades, course names and course descriptions from the home-school coordinator. A transcript template is available in the Common Application Home School Supplement to the School Report, which can be found online at www.commonapp.org. Home-schooled students are also strongly encouraged to visit campus and meet with an admission counselor.
7. **Official SAT Reasoning and/or ACT (writing optional) scores.** If more than one score is submitted, Linfield will use the higher score. Board scores will be considered official if sent from either the testing agency or high school. To have your scores sent directly from the College Board (SAT), include school code 4387 on your Registration form. For the ACT, include school code 3466. Board scores included on the Common Application cannot be considered official and will not complete a student's application. Students whose first language is not English may be required to take an English language exam during the first week of classes if they are admitted to and enroll at Linfield. Upon receiving testing results, they may receive assistance from Linfield's English Language and Culture Program (ELCP) for academic preparation before being admitted to a full load of academic courses.
8. **Mid-Year Report.** Early Action candidates should not submit the Mid-Year Report until after 7th semester or 10th trimester grades have posted.
9. **Final Official Transcript.** A final high school transcript, with graduation date, is required for all matriculating students. Registration and financial aid disbursement may be delayed if transcript is not received.
10. If applying for need-based financial aid, complete the FAFSA. The McMinnville campus code number is 003198.

Early Action

Students who have identified Linfield as a top choice institution may take advantage of the non-restrictive Early Action option. This allows students to resolve their college choice early in the senior year. Students may still apply to other colleges and are not committed to enrolling at Linfield under the non-restrictive Early Action policy guidelines.

Early Action Deadlines

September 1
Begin accepting Early Action applications

November 15
Application deadline for Early Action applicants; priority date for filing the FAFSA4caster form for an early estimate of financial aid

January 15
Admission notification and estimated financial aid offer

February 1
Priority filing date for FAFSA

May 1
Universal reply date ($400 matriculation fee due, non-refundable after May 1)

Regular Admission

Students seeking regular admission should have all required application materials sent to the Office of Admission postmarked by February 15. Candidates will be notified of the admission committee's decision on or before April 1. Students offered admission must reserve their place in the first-year class by the May 1 universal reply date. Priority for admission, scholarships, and financial aid will be given to students who meet these deadlines. Additional admission and financial aid decisions will be made for later applicants if space and funds are available.

Regular Admission Deadlines

Fall

September 1
Begin accepting regular decision applications

February 1
Priority filing date for FAFSA

February 15
Priority deadline for regular admission applications

April 1
Admission notification date and financial aid offer

May 1
Universal reply date ($400 matriculation fee due, non-refundable after May 1)

Spring

September 1
Begin accepting regular decision applications

December 1
Priority filing date for FAFSA
Priority deadline for regular spring admission applications

December 15
Admission notification date and financial aid award

January 15
Reply date ($400 matriculation fee due, non-refundable after January 15)

Early Admission

The college permits the admission of students who have completed their junior year of high school and have the written approval of the high school principal. Students must demonstrate outstanding academic potential and sufficient emotional maturity to adjust to the academic and social pressures of college life. Application procedures are the same as for regular first-year student applicants.

The Common Application

Linfield is a member of a national group of selective colleges that use a common application to reduce repetitive filings of similar applications. Linfield College accepts The Common Application in lieu of having our own form. Students may access The Common Application online at www.commonapp.org.

Coursework for High School Students

High school juniors and seniors may enroll in only one class and up to 5 credits per semester with the approval of the high school principal, the Linfield faculty member teaching the course, and the Linfield Director of Admission. High school juniors and seniors are not eligible for January term classes. Students who have graduated from high school or who have received their GED are not eligible for admission as a pre-college student. Enrollment in Linfield College courses is on a space available basis and students

must receive Linfield grades of "C" or better to continue taking Linfield courses.

Transferable college credit is given after the student has received a secondary school diploma. Cost per credit is $435 and there is a $40 one-time application fee. Students enrolled in more than 5 credits will pay the McMinnville Campus rate per credit hour over 5 credits.

Application process/requirements:

1. The Linfield College Pre-College Application Form is available through the Office of Admission or online at www.linfield.edu/admission/apply/pre-college-applicants.html
2. A one-time $40 application fee is required.
3. Students must have completed their sophomore year in high school.
4. An official high school transcript must accompany the Pre-College Application Form.
5. Students must have/maintain a cumulative 3.50 high school GPA in order to be considered for pre-college admission.
6. Adequate and progressive academic progress must be displayed in subject area of the Linfield course.
7. Placement exams may be required for some subjects.
8. A brief interview with either the Director of Admission and/or the Registrar will be required prior to acceptance as a pre-college student.

Transfer Admission Procedure

Linfield welcomes applications from students qualified to transfer from regionally accredited colleges and universities. Academic credit is awarded for work in courses corresponding to those offered at Linfield, and for which a grade of "C" or better has been earned. To be considered a transfer candidate, students must have successfully completed at least 12 transferable semester credits post high school graduation or receipt of GED; students who have less than 12 transferable semester credits may apply as a first-year applicant. Transfer applicants are evaluated on the same basis as first-year-students.

Students applying to the McMinnville campus must use the Common Application.

A completed application includes:

1. Common Application form.
2. Common Application Supplement.
3. Official transcripts from all colleges and universities attended.
4. One recommendation from either a college professor or a former high school teacher.
5. A high school diploma with an official final high school transcript or an overall average GED score of 450 or better if the candidate has completed fewer than two years full-time enrollment at either a community college or a four-year college or university at the time of application.
6. Candidates with less than two years full-time college enrollment must submit score reports from either the SAT Reasoning exam, or the ACT.
7. Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA). The college code number is 003198 for the McMinnville campus.

Transfer Admission Options

McMinnville Campus – Fall

September 1
Begin accepting transfer student applications

February 15
Priority filing date for FAFSA

April 15
Priority deadline for transfer student admission applications

May 15
Transfer student notification date

June 15
Transfer reply date ($400 matriculation fee due, non-refundable after June 15)

McMinnville Campus – Spring

September 1
Begin accepting transfer student applications

December 1
Priority deadline for transfer student admission applications; priority filing date for FAFSA

December 15
Transfer student notification date

January 15
Transfer reply date ($400 matriculation fee due, non-refundable after January 15)

Portland Campus

The Portland Campus is a transfer only campus. Students must complete specific prerequisites to be eligible for admission consideration. Requirements can be viewed at http://www.linfield.edu/portland/admission. See page 128 for additional information.

Application Procedure

1. Applicants to the nursing program must complete the NursingCAS common application online and submit supplemental application materials. A completed application for admission to the summer or fall cohorts must be submitted between November 15 and February 1. Application for the spring cohort must be submitted between June 1 and August 1.
2. Applicants must pay a $45 application fee to NursingCAS and a $20 supplemental application fee to Linfield College.
3. International applicants for whom English is a second language must take one of the English language exams listed under the International Student Admission Procedure section on page 21 and achieve the corresponding minimum score for admission consideration to the Portland Campus.
4. Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA). The college code is E00614 for the Portland Campus.

Portland Campus – Admission Deadlines

November 15
Begin accepting transfer student applications for summer and fall entry cohorts

February 1
Nursing application deadline for summer and fall entry cohorts

February 15
Priority filing date for FAFSA

April
Notification of admission to summer and fall cohorts

May 1
Transfer candidate confirmation reply deadline ($400 matriculation fee due, non-refundable after May 1)

June 1
Begin accepting transfer student applications for spring entry cohort

August 1
Nursing application deadline for spring entry cohort

October
Notification of admission to spring cohort

November 1
Transfer candidate confirmation reply deadline ($400 matriculation fee due, non-refundable after November 1)

All Campuses

Right to Rescind Admission Policy

A disciplinary matter or criminal conviction, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made, may affect the College's decisions regarding admission, enrollment, or course of study. Linfield College reserves the right to revoke admission or enrollment in such circumstances. In addition, because offers of admission and enrollment are based upon a record of academic achievement, Linfield reserves the right to revoke admission or enrollment upon receipt of a final high school transcript (or most recent college transcript) reflecting a significant decline in academic performance. Finally, if an application misrepresents any information, for any reason, admission or enrollment may be revoked at the College's discretion.

Readmission

A student from the McMinnville or Portland campus must apply for readmission if he/she wants to return to Linfield after being away from the college for a semester or more without taking an official leave of absence. A readmitted student is responsible for consulting his/her academic department regarding changes to the curriculum and also must meet the most recently approved requirements for any program that is accredited or licensed. The student must meet the graduation requirements from a single catalog for which the student is eligible and which has not expired at the time of the student's graduation. When degree, major and/or minor requirements have changed, the major department has the right to specify the catalog year(s) available to the student. The application for readmission includes:

1. A Readmission of a Former Student Application form available from the admission offices of the McMinnville and Portland campuses or online at www.linfield.edu/admission/apply/returning-students.
2. Submission of official transcripts from all colleges and universities attended after withdrawing from Linfield College.

In addition, a returning student who left the college on suspension status must appeal his/her academic standing with the Registrar or Registration Office prior to completing the readmission application. See policy on Academic Suspension Appeal on page 17.

A returning student who is requesting readmission to Linfield but to a new program with specific entrance requirements is not guaranteed admission to that program.

While the college typically reviews all applications for returning students, the priority application deadline is April 15.

Division of Continuing Education students should consult the DCE handbook for further information.

Non-Degree Students

A student wishing to register for only one course may do so with the permission of the faculty member teaching the course. A one-page information form is required and may be obtained from the Office of Admission or online at www.linfield.edu/admission/apply/non-degree-students.html. The Registrar or Registration Office will provide the class registration form. A non-degree student is not considered a degree candidate. Non-degree-seeking students may register after degree-seeking student registration is complete. Non-degree-seeking students will be required to complete an application for admission as a degree-seeking candidate at the completion of 30 Linfield semester-equivalent credit hours.

International Student Admission Procedure

Linfield College welcomes applications from international students. For the McMinnville Campus, the priority date to receive applications for admission is April 15 for fall semester and December 1 for spring semester. However, Linfield College will make every effort to accommodate applications beyond those dates. For the Portland Campus, international applicants must apply by the regular deadline dates noted in the Portland Campus section above and also available at http://www.linfield.edu/portland/admission.

International students should present certified copies of academic records. These may include official transcripts, mark sheets, high school diploma or school leaving certificates, examination results and letters of recommendation from a teacher, professor, school counselor or a high school principal.

International students may apply for enrollment in either Linfield's full-time degree-seeking program or in the English Language and Culture Program (ELCP). For international students whose first language is not English, evidence of the current level of English proficiency is required and a Test of English as a Foreign Language (TOEFL) score report is preferred. Linfield College also recognizes scores from other standardized tests such as IELTS, TOEIC and EIKEN.

International students must also submit a financial statement signed by a parent or other guarantor, accompanied by a certified recent bank statement. Either a personal letter from the parent or guarantor, or the International Student Financial Aid Application form from the College Board, or the Financial Statement form provided by Linfield will be accepted.

Degree-Seeking Students

To enter Linfield as a degree-seeking student without enrollment in the ELCP program, students must submit an official copy of one or more of the following exams and minimum scores:

- EIKEN (Grade Pre-1)
- IELTS (6.5 score, with a writing sub-score of 7.0)
- International Baccalaureate (IB) English A (score of 5 or higher)
- MELAB (minimum score of 77 with a writing sub-score of 87)
- SAT Critical Reading (630 minimum)
- TOEFL (550 paper-based score; 80 internet-based score with a writing sub-score of 24)
- TOEIC (750 score)

International students who meet Linfield's academic requirements, but whose language exam scores fall below any of the minimum scores listed above may be conditionally admitted to Linfield and required to concentrate their studies within the ELCP. To determine class placement in ELCP, all international students will take both a written and oral assessment during Linfield orientation.

Degree-seeking international students seeking enrollment in the ELCP must have a minimum TOEFL score of 450 (paper-based exam) or 45 (internet-based exam) or IELTS 4.0. Applicants must first be admitted to the college through the standard application and admission process.

To exit the ELCP and be fully admitted into the Linfield degree-seeking program, students must obtain both a grade of B- (2.7) in all required advanced level ELCP courses and approval of the ELCP Coordinator.

All international students who have been admitted to the college must submit an advance deposit and matriculation fee of $2,000 and show further evidence of financial responsibility before a Certificate of Eligibility I-20 is issued.

Intercampus Transfer

Between McMinnville and Portland campuses:

A student wishing to transfer from the McMinnville to the Portland campus or from the Portland to the McMinnville campus must:

1. Complete the Linfield College Intercampus Transfer form (available from the admission or advising offices at the McMinnville and Portland campuses).
2. For Portland to McMinnville, meet the priority deadline of April 15 for fall semester transfer and December 1 for spring semester transfer.
3. For the nursing program, submit the Intercampus Application for Nursing by January 2 for the summer and fall cohorts or August 1 for the spring cohort, and meet all requirements listed in the nursing section by the dates posted on the nursing application calendar.

Students wishing to transfer into programs with special requirements for admission (Athletic Training, Nursing) are not guaranteed acceptance as an intercampus transfer. Consultation with the admission office at the appropriate campus, academic advising, and with a faculty member from the major department is strongly recommended prior to completing the application for intercampus transfer.

From the Division of Continuing Education (DCE) to the McMinnville and Portland campuses:

A student wishing to transfer from the DCE program to either the McMinnville or Portland campus must:

1. Complete the Linfield College Intercampus Transfer form.
2. Meet the priority deadline of April 1 for fall semester transfer and November 1 for spring semester transfer. For the nursing program, the deadline is February 1 for the summer and fall cohorts, August 1 for the spring cohort.
3. Submit transcripts from all other colleges and universities attended.
4. Submit an essay as part of the application. (Essay topics and requirements are available from the McMinnville and Portland admission offices.)

To be considered an intercampus transfer to the McMinnville and Portland campuses, students must be enrolled with satisfactory academic progress as a Linfield DCE student for at least one semester and with twelve (12) Linfield credits completed (30 credits for intercampus transfer to Nursing).

Students wishing to transfer into programs with special requirements for admission (Athletic Training, Nursing) are not guaranteed acceptance as an intercampus transfer. Consultation with both the admission office at the appropriate campus and with a faculty member from the major department is strongly recommended prior to completing the application for intercampus transfer.

Campus Visits

The Office of Admission on the McMinnville Campus encourages prospective students to visit the campus. The best time to become acquainted with Linfield is during the week when classes are in session and students and faculty are most readily available. Campus tours are conducted by student admission representatives Monday through Saturday. Student representatives at the McMinnville Campus also host prospective students overnight and at lunch and dinner.

Campus visits are also encouraged on the Portland Campus. For campus visits contact:

McMinnville Campus

Office of Admission, Linfield College
900 S.E. Baker Street
McMinnville, Oregon 97128-6894
(Physical address: 450 Linfield Avenue)
(503) 883-2213 or 1-800-640-2287 • FAX (503) 883-2472
Email: admission@linfield.edu
Web: www.linfield.edu or www.linfield.edu/stopby

Portland Campus

Office of Enrollment Services
Loveridge Hall, Linfield College-Portland Campus
2215 NW Northrup Street
Portland, Oregon 97210-2918
(503) 413-8481 • FAX (503) 413-6283
Email: admission-portland@linfield.edu
Web: www.linfield.edu/portland

Any student visiting Linfield College, formally or informally, is expected to abide by the policies in the Linfield Student Policy Guide (see http://www.linfield.edu/policy). Any violation of the Policy Guide will be documented and placed in a student's application file should the student apply for admission to Linfield. Such matters may be considered in the admission decision process, and if the student is offered admission, may require the involvement of the Office of Student Affairs.

Costs

Tuition and other charges are shown for full-time students taking a 10-18 credit course load in various programs.

I. Undergraduate Students, McMinnville and Portland Campuses

Fall/Spring Semester

Item		Per Semester
Tuition (10 to 18 credits)		**$18,500**
Per-Credit Tuition (under 10 or over 18 credits)		**1,152**
Associated Student Body Fee - McMinnville		**130**
Associated Student Body Fee - Portland		**130**
Technology Infrastructure Fee		**43**
Health Insurance		**874**
Room (double occupancy) McMinnville		**2,805**
Room (double occupancy) Portland		**2,040**
Room (single occupancy) Portland		**2,355**
Board - McMinnville		
Unlimited	unlimited meals + $125 FLEX	2,360
Weekly	12 meals per week + $330 FLEX	2,305
Block	100 meals per term + $600 FLEX	2,200

Students who reduce their credit loads during fall or spring semester to below ten credits within 15 class days from the first day classes begin will be charged at the per-credit rate. After these dates, dropping a course will not reduce the charges for the course(s) dropped. Any student taking over 18 or less than 10 credits per semester will be charged $1,152 for each credit.

Full-time students matriculating on either campus may register for one course of up to four credit hours per semester on the other campus as part of their course load and retain their full-time status. No additional fee will be charged for cross registration. Scheduling and transportation are student responsibilities.

With the approval of their academic advisors, students enrolled full-time on the McMinnville or Portland Campuses may take a maximum of one course through the Adult Degree Program (ADP) as part of their regular course load of 18 hours maximum during the fall and spring semesters at no additional tuition. This policy does not apply to January Term or Summer Term. McMinnville and Portland Campus students wishing to enroll in ADP courses during January and summer must register through the DCE Office and pay normal ADP tuition and fees.

Full-time McMinnville or Portland Campus students who take an ADP course through Summer Term or Winter Term must pay the ADP tuition rate for these courses. Students may only enroll in January Term coursework from a single campus: Portland, McMinnville, or ADP. Students choosing this option will be levied the ASLC fee for January Term. Students who are members of the campus residential system must pay the appropriate January Term residential and board fees. Courses dropped after classes begin are governed by the ADP refund policy. No McMinnville or Portland Campus student is allowed to enroll in January Term for a first class at Linfield College.

With the exception of Summer Term and January Term, whenever a McMinnville or Portland campus student enrolls in an ADP class, tuition will be charged as follows: (1) If the total number of credits in fall or spring semester, including the ADP class, for which the student is registered is at least 10, but not more than 18, the student will be charged the residential tuition amount for that semester ($18,500), with no additional tuition charge for the ADP class. (2) If the total number of credits for which the student is registered is fewer than 10 or more than 18, the student will be charged the per-credit tuition that is applicable to McMinnville and Portland campus students ($1,152).

2015 January Term

Per-Credit Fee		**$219**
Associated Student Body Fee - McMinnville		**30**
Associated Student Body Fee - Portland		**30**
Room (double occupancy) McMinnville		**520**
Room (double occupancy) Portland		**510**
Board - McMinnville		
Unlimited	unlimited meals + $30 FLEX	535
Weekly	12 meals per week + $85 FLEX	520
Block	25 meals per term + $150 FLEX	495

2015 Summer Term

Tuition - McMinnville ADP (per credit)	**$450**
Tuition - Portland (per credit, under 10 or over 18 credits)	**1,152**
(10-18 credits)	**18,500**
Room (double occupancy) - McMinnville	**1,125 (or $220 per week)**
Room (double occupancy) - Portland (monthly)	**510**
Board - McMinnville - Wildcat Cash in increments of	**25**
Malpractice Insurance - Portland	**40**
Health Insurance - McMinnville	**359**
Health Insurance - Portland	**402**

II. Post-Baccalaureate Fee for Completing Student Teaching

Students who have earned a Linfield degree, have been charged full Linfield tuition for eight semesters, and have exhausted their eligibility for Linfield financial aid qualify for a special per semester fee of $9,875 to complete student teaching and seminar for student teaching. Eligible students enrolled for fewer than 10 credits will be charged $1,152 per credit. Eligible students enrolling for more than 18 credits will be charged $1,152 per credit for each credit above 18. Students who do not meet these conditions must pay full undergraduate tuition.

III. Undergraduate Students, ADP Program

The tuition charge for ADP coursework is $450 per semester credit.

ADP on-line charges of $50 per credit up to a maximum of $150 and other course related fees apply.

A fee is charged for the evaluation and award of credit for prior non-course learning, the amount depending on the number of credits requested.

See the Division of Continuing Education section for other fees specific to ADP students.

IV. English Language and Culture Program

Students who have been accepted into the English Language and Culture Program (ELCP) are eligible to receive a discounted tuition rate equal to 50% of the undergraduate tuition rate. For 2014-2015, this semester rate will be $9,250 but is contingent upon the following conditions:

1. Students must be enrolled for 12 to 16 credits
2. Students may not have more than 6 non-ELCP credits. Coursework must be approved by the ELCP Coordinator
3. It is anticipated students will remain in the English Language and Culture Program for 1 to 3 semesters
4. Students are not eligible for financial aid while in this program.

Students should check with the ELCP Coordinator in the Office of International Programs to determine their eligibility. If conditions are not met, students will be charged the regular undergraduate rate.

V. High School Juniors and Seniors

The tuition charge for high school junior and senior course work is $450 per semester credit. Students may enroll in only one class and up to 5 credits per semester. Students enrolled in more than 5 credits (with the approval of the director of admission only), will be charged the per-credit rate that is applicable to McMinnville and Portland campus students for each credit hour over 5 credits.

VI. Other Fees

Associated Students of Linfield Campus (ASLC) Fee

This fee, required of enrolled students each January Term and each semester of 6 credits or more, pays for student body-sponsored events and includes admission to most on-campus events, including all intercollegiate athletic contests. No ASLC fee charge is made for students enrolled for five credits or less in a semester.

Audit Fee

The non-refundable fee for auditing a course is $580 per credit for students enrolled through the McMinnville or Portland Campuses who are taking fewer than 10 or more than 18 credits and $225 per credit for students enrolled through ADP. In addition to the per credit fee for auditing, all students must pay course fees applicable to audited classes. There will be no audit fee for senior citizens (at least age 65), but senior citizens must pay applicable course fees. There is no discount for senior citizens for courses with transcripted credit.

Charges and Fines

Finance charges and/or fines will be levied on student accounts including but not necessarily limited to the following:

A $100 late clearing fee will be applied to a student account August 5 for fall semester and February 3 for spring semester for any student who has not followed the payment procedure date requirements of August 4 for fall semester and February 2 for spring semester.

A 1% per month finance charge will be applied to a student account balance beginning November 1 for fall semester and March 1 for spring semester.

A $25 late payment fee will be applied to a student account per each late payment per month on any prearranged payment plan or subsequent overdue amount or account. An account will be considered overdue beginning November 5 for fall semester and March 5 for spring semester on any account balance.

A $25 returned check charge will be levied for all returned checks.

Examination Fees

Any student may challenge for credit an existing Linfield course for a non-refundable flat fee of $580. This fee covers administrative costs and the preparation and evaluation of special examinations.

Matriculation Fee

Students seeking a McMinnville or Portland Campus degree, as well as those admitted as special students by the Director of Admission, are required to pay a $400 matriculation fee at the time of a Linfield offer to admission. The priority date to pay the $400 matriculation fee is May 1. The matriculation fee is non-refundable after May 1. November 1 is the matriculation fee deadline for Portland Campus students entering in the spring. Payment of the $400 matriculation fee may be made using credit/debit card at https://linfield.afford.com/PPT/MakeAPayment.

Late Registration Fee: Adult Degree Program

A late registration fee of $50 will be charged for any student who completes the registration process after the end of the first day of classes. Registration is not complete until payment is made of all fees for an academic term.

Music Fee

A. Applied Lesson Fee

For non-music majors and special students (non-degree candidates), fees for weekly half-hour applied lessons are charged at the rate of $580 per credit.

For students approved by the department as Music minors, Linfield College will reduce the $580 applied lesson fee to $290 per credit. Music minors must have concurrent registration in required music theory and/or music history courses with their applied lessons to ensure commitment to and timely completion of their minor.

For students approved by the department as Music majors, no extra fee is charged for applied lessons, but the student must pay tuition for each credit taken in excess of an 18-credit course load.

The following policy statements define the above students' responsibilities and obligations regarding applied lessons:

1. Students will be credited with a full refund if they meet the following two criteria:
   a) Drop applied lessons before the end of the first 10 class days of each semester; and,
   b) Have not made any arrangements with, nor taken any lessons from, the applied music instructor.
2. Students who withdraw from applied lessons during the 10 day time period listed above, but have taken one or more applied lessons, will receive credit for the full refund less $20 for each lesson taken. No refunds will be made after the first 10 class days of each semester have passed.
3. Students will be automatically billed for and must pay the full applied lesson fee if they have not dropped by the time period defined in 1.a above regardless of whether or not they have taken applied lessons that semester.

B. Usage Fee

The Music usage fee per semester for Music majors is $62 and for Music minors is $35. This fee is non-refundable.

McMinnville Campus Parking Permit

Any Linfield College student must register all vehicles using parking spaces within the Linfield Parking District (surrounding the McMinnville Campus) with College Public Safety. The Parking Permit Fee associated with registration is $85 per year.

Members of the Linfield community who park unregistered vehicles within the Linfield Parking District are subject to fines by Linfield College of up to double the registration fee. The

Parking Year runs from August 15 of one year through August 14 of the following year. The fee is assessed at the time the vehicle is registered, at the annual rate and is valid through the following August 14. The fee is non-refundable. Vehicles parked within the Linfield Parking District are subject to citation from the Oregon State Department of Transportation, the City of McMinnville and Linfield College. Any vehicle towed will be towed at the owner's expense.

Replacement ID cards may be obtained from the College Public Safety office for $20. One free replacement card will be given if the current broken ID card is presented.

Technology Infrastructure Fee

Students enrolled full time will be charged a $43 per semester technology fee ($28 if registered for fewer than 10 credits) to support campus-wide technology infrastructure.

Transcript Fee

The transcript fee is $7.25 for each official transcript request. The college reserves the right to withhold transcripts if the student has unmet financial obligations to the college.

Various Course-Related Fees

Students enrolled in certain courses may be charged a course, lab or studio fee for supplies. Other fees apply where appropriate.

VII. Other Information

Medical Insurance

Coverage and charges for the medical insurance program are for six-month periods so that eligible students are covered during vacations from the college. The medical insurance fee is required for all McMinnville and Portland students unless the student offers proof of adequate coverage by another company and completes an insurance waiver online no later than September 15 for fall semester, and March 2 for spring semester. International students cannot waive insurance.

A brochure detailing the program's coverage is available through the Student Accounts Office for both the McMinnville and Portland campuses (www.linfield.edu/student-accounts.html).

Student Health, Wellness and Counseling

Health care is provided by three licensed nurse practitioners using a Primary Care Model. Access to the Student Health, Wellness and Counseling Center is available to all McMinnville campus students, regardless of type of medical insurance they carry. Occasionally off-campus laboratory work and referrals to specialists may be necessary and insurance will be billed in those situations, so students are encouraged to bring their insurance information with them to appointments at the Student Health, Wellness and Counseling Center. There is a $10 office visit fee and most visits are handled by appointment.

Payment Procedure

The payment procedure necessary to finalize Student Account arrangements includes specific date requirements which must be met. Each student, without exception, must do one of the following each term:

1. Pay in full so that the account balance is zero by August 4 for fall semester and February 2 for spring semester, or,
2. Pay all cash due not included in the TMS (Tuition Management Systems) payment plan and not covered by accepted net financial aid by August 4 for fall semester and February 2 for spring semester AND electronically sign the Linfield Educational Services Agreement (LESA) available on WebAdvisor.

Payments may be made at the Student Accounts Office located in Melrose Hall on the McMinnville Campus or the Business Office on the Portland Campus. All checks should be made payable to Linfield College. Registration is not complete until payment is made of all fees for an academic term. Student bills which have not been paid before the start of the term, or any subsequent overdue amount, are subject to additional charges including but not limited to a 1% monthly finance charge, reasonable attorney fees, both on trial and appeal, other costs and charges necessary for the collection of any amount not paid when due, and cancellation of registration or withholding of services including but not limited to transcripts, grades and diploma. The school will report the amount of an overdue account to a national credit bureau as well as all other relevant information.

Statements for all registered students will be sent approximately one month before the start of an academic term. Typically, the statement for billed charges includes tuition, room, board, student body fee, and health insurance by the term. Payment of these billed charges may be made by various means as follows:

Deferred Tuition: A deferred tuition payment plan is offered through TMS (Tuition Management Systems). The amount of the plan is based on semester billed charges (include January term charges in your spring semester plan). Payments for fall semester may be made in 6, 5 or 4 installments beginning May, June, or July and ending in October. Payments for spring semester may be made in 6, 5, or 4 installments beginning November, December and January ending in April. TMS Applications must be received by TMS in Warwick, R.I., no later than August 1 for fall and January 30 for spring regardless of the first payment date. There is no interest charge if all payments are made as scheduled with TMS. However, if your TMS payment is late, TMS will assess a $50 late fee, and Linfield will assess a late fee of $25 per late payment per month, and a 1% per month finance charge for the remainder of the TMS plan. More TMS information is available in the Student Accounts Office.
A contract with TMS may be established by calling them at 800-722-4867 or at www.linfield.afford.com and paying the $40 semester plan fee.

Cash Payment: The portion of the term billed charges not included in the TMS payment plan and not covered by accepted net financial aid must be paid by check or money order directly to Linfield by August 4 for fall semester and February 2 for spring semester. Linfield College does not accept credit cards, however, Linfield has contracted with TMS and ECSI through their "Payment Gateway" program which allows payment to be made by MasterCard, American Express, VISA, or Discover. For this service, TMS and ECSI will charge a variable teleprocessing fee that varies with the amount charged. Please call TMS at 800-722-4867 or visit www.linfield.afford.com or ECSI at 888-549-3274 or visit www.ecsi.net/gateway/linfield.html to pay or for further information. Payment by credit card to TMS or ECSI must be made by August 4 for Fall Semester, and February 2 for Spring Semester.

Linfield College Educational Services Agreement: The Linfield College Educational Services Agreement (LESA) is designed to speed the clearing process for the student. Students may access and agree to the terms of the LESA on their WebAdvisor account. The LESA requires a co-signer if the student is under 18 years of age. Those students under 18 years of age must print a copy of the LESA from their WebAdvisor account and have their co-signer sign and then send the form to the college in hard copy format.

Net Financial Aid: All net financial aid except federal work study must be applied to the student account by October 31 for fall semester and by February 28 for spring semester. To ensure these dates are met, students and parents must submit the proper documentation to the Financial Aid Office in a timely manner.

Some financial aid cannot be applied to the student account until after classes begin.

Students are expected to complete financial arrangements before classes begin. The consequences of not adhering to these dates will range from financial fines set by the school up to and including cancellation of enrollment.

Refunds: Tuition – Withdrawals

Semester tuition and ASLC and technology infrastructure fee refunds for students at the McMinnville or Portland Campuses who withdraw from all courses during a regular semester before the end of the semester shall follow the printed schedule. The tuition refund is determined by the date the student notifies the college in writing in accordance with the college withdrawal procedures of his or her decision to withdraw, not by the date the student stops attending classes. Certain fees shall be exempt from this refund policy. These fees include various course-related fees (see Refunds: Various Course-Related Fees), and any other fees deemed appropriate by the college. All tuition and ASLC and technology infrastructure fees for a term will be refunded if the college is notified in writing before the beginning of classes for that term. Otherwise, for fall, spring, and summer, the following schedule is in effect if the college is notified in writing on or before:

Fall	Spring	Summer	Refund
Aug. 29, 2014	Feb. 13, 2015	June 5, 2015	100%
Sept. 5, 2014	Feb. 20, 2015	June 12, 2015	75%
Sept. 12, 2014	Feb. 27, 2015	June 19, 2015	50%
Sept. 19, 2014	Mar. 6, 2015	June 26, 2015	25%

There will be no tuition refunds after these dates. The college will return federal aid to the aid programs in accordance with the federal pro-rata policy, which may affect the final account balance for which the student is responsible. Cancellation or adjustment of financial aid may also affect the final account balance for which the student is responsible.

January Term withdrawal from all courses: The refund for January Term per-credit fee, and ASLC charges, if notified in writing by the end of:

The first day of class	100% Refund
The fifth day of class	70% Refund
The tenth day of class	50% Refund

There will be no tuition refunds after the 10th day of term.

January Term course fee for withdrawal from all courses: If notified in writing by the end of:

The first day of term	100% Refund
The fifth day of term	50% Refund

For January Term off-campus course estimated student fee: Withdrawal from a January Term off-campus course must be in writing and submitted to the International Programs Office. No refunds can be guaranteed. Any withdrawal will result in other charges incurred to cover the college's out-of-pocket expenses including but not limited to the cost of round trip transportation.

Refunds: Various Course-Related Fees for Drops and Withdrawals during a Semester

Refunds for various course-related fees will be issued if notified in writing on or before:

The first day of the semester/term	100% Refund
The last day to enroll in a course	50% Refund

Refunds: January Term Course Drop

Students who reduce their course load to one, i.e. drop one of two courses, during the first week of January Term will be refunded 100% of the per-credit fee for the course dropped. There will be no refund of the per-credit fee if the course is dropped after the first week of class. If a student withdraws from January Term, any refund would be based on the withdrawal policy.

Refunds: Study Abroad and January Term Off-Campus Programs

While the college will generally apply the refund policies outlined above, expenses the college has incurred on behalf of students on January Term off-campus courses and semester abroad programs will be deducted accordingly.

Refunds: Adult Degree Program

Official withdrawal must be made using the online add/drop form, and refunds are calculated by the date of submission. Students receive a 100% tuition refund if they drop an ADP class before the end of the first week of the semester or term or by the end of the first weekend of a weekend class. No refunds shall be issued after 60% of a period of enrollment has passed or after the second weekend of a weekend class. Fees for travel courses or computer-mediated course accounts are generally not refundable after the last day of registration.

Refunds: Board

Any board refund for fall or spring semester shall be pro-rated on a 15-week semester, and for January Term, a four-week term. If a student's flex dollars portion of their meal plan (see the semester charges section) has been used at a greater pace than the prorate calculation, then the student will be charged the difference.

Refunds: Residential Housing

Any room refund will be prorated as stated in the Residential Life Contract Agreement. For fall or spring semester this is generally based on a 15-week semester, and for January Term, a four-week term. If a student has a signed housing contract or has been assigned college housing there may be a contract cancellation penalty assessed if the student does not live in campus housing according to the following:

Prior to July 1: $300 contract cancellation fee.
July 1 to last day of classes spring semester:
$600 cancellation fee plus prorated fee for days of occupancy.

Major Academic Units, Programs, and Departments

While they share the common administrative and academic policies described on pages 5-26 of this catalog, the three main units of the college (McMinnville Campus, Portland Campus, and Division of Continuing Education) operate separate academic structures distinctive to their respective educational missions. Courses in all three units are offered through departments, non-departmental programs, and interdisciplinary programs. Majors are typically housed within single departments, their requirements delineated in the appropriate departmental sections.

This part of the catalog provides information on:

- **International Programs and January Term**, educational opportunities available to students on both the McMinnville and Portland Campuses.
- **Inquiry Seminars**, offered on the McMinnville Campus, taken by each first- or second-year student.
- **The McMinnville Campus**, including academic programs and student life opportunities.
- **The Portland Campus**, including academic programs and student life opportunities.
- **The Division of Continuing Education**, including specific policies and academic degree and certificate programs.

International Programs

Director
Shaik Ismail, Ph.D.

Associate Director
Sandy Soohoo-Refaei

Assistant Director
Michele Tomseth

A primary mission of Linfield College is to develop among its undergraduates an international perspective based on competence in foreign languages, encounters with other cultures, and knowledge of world issues.

For all tuition-paying students on a Linfield program outside of the continental U.S., Linfield provides the first round-trip air transportation from the Portland International Airport to one destination for one trip – for approved travel for semester, academic year, or January Term programs – for each student who meets program requirements. Students must pay airfare for subsequent trips arranged by the college unless a second trip is certified by the Registrar as necessary for completing a major or minor with a required study-abroad component. Students who are so certified are entitled to a second round-trip airfare provided by the college.

If international education on the undergraduate level is to be effective, it should take place over the entire four-year period. Thus, Linfield offers a comprehensive program which integrates study abroad with a stimulating international environment on the home campus. The goal is to awaken in students a concern with world affairs that will extend beyond their years at Linfield.

Linfield offers four types of study abroad opportunities to its students: semester, academic year, internships abroad, and January term programs. Each option provides a different kind of international experience.

The Semester Abroad Program

Semester abroad experiences are available in the following locations:

- Australia (several locations)
- Vienna, Austria
- Hong Kong and Beijing, China
- San Ramon, Costa Rica
- Quito and The Galapagos, Ecuador
- Nottingham, England
- France (several locations)
- Nürtingen, Germany
- Galway, Ireland
- Japan (several locations)
- New Zealand (several locations)
- Oslo and Bø, Norway
- Senegal (two locations)
- Seoul, South Korea
- Spain (several locations)
- Global internships (several locations)

The programs are designed to serve students who will return to Linfield to share their international experience with the on-campus community. The number of students for each program is limited and selection is competitive. On the basis of an application, supporting documents, and a personal interview, a selection committee judges each applicant in terms of motivation and preparation for a study abroad experience. A series of required orientation and re-entry meetings is held prior to departure and upon completion of the program. It is highly recommended that students take TCCA 230 Intercultural Communication: Global Perspectives before participation in the program.

The cost of participating in Linfield's Semester/Year Abroad Programs is set at the prevailing on-campus tuition, plus program fees which usually cover certain items such as housing, board (where provided) field trips and excursions (where applicable), insurance, and other study abroad processing charges. In most cases, students may apply their financial aid toward these costs. Passports and visa fees and related costs are the responsibility of each student. Linfield will help to facilitate the visa processes.

Students generally receive 15-18 Linfield credits per semester for their academic work abroad. All courses are taken for a letter grade unless otherwise indicated.

Study abroad course grades for all Linfield-sponsored semester programs and January term off-campus courses will be calculated into the student's cumulative GPA on the Linfield transcript. For all other (non-Linfield sponsored) study abroad courses and/or programs, the course grades will not be calculated into the student's cumulative GPA on the Linfield transcript.

In most of the programs, students may take regular university courses in addition to Linfield offerings listed below. To fulfill Linfield Curriculum (LC) requirements, students should carefully review the description of the LC on pages 6-9 and the description of the transfer credit policy on page 12 of this catalog. Students should try to identify courses that parallel courses approved for LC credit on the Linfield campus. In case of questions, consult the Registrar.

All participants are required to take IDST 031 Intercultural Communication: Departure and Reentry (1 credit). This course is graded on a Satisfactory/Unsatisfactory basis. All assignments (some conducted online) must be completed in order for students to receive a Satisfactory (S) grade.

Though the courses abroad may change, the following lists represent the most recent offerings at each location. For full catalog descriptions, consult the appropriate department sections of this catalog or contact the International Programs Office. Students accepted to a study abroad program must earn a "B" in the target language during the term immediately preceding departure.

AUSTRALIA *(Fall or spring semester)*

Students take courses either at Deakin University in Melbourne or James Cook University in Townsville or Cairns. Both campuses have multiple locations. Course listings are available at their respective websites: www.deakin.edu.au/international; www.jcu.edu.au.

AUSTRIA *(August term/fall semester)*

The program, offered in German and English, is located at the Amerika Institut (Austro American Institute of Education) in the heart of Vienna. Students may also take at least one German language course at the University of Vienna.

Track 1

German language students take two sessions of language, depending on language level. Courses offered in August:

MLGR 220 German Language Practice I – *3 credits.*
MLGR 320 German Language Practice III – *3 credits.*
MLGR 370 German Language Practice V – *3 credits.*

Courses taught in German taken during the regular semester:

MLGR 221 German Language Practice II – *5 credits.*
MLGR 321 German Language Practice IV – *5 credits.*
MLGR 371 German Language Practice VI – *5 credits.*
MLGR 206/HIST 206 Austrian Cultural History: Art, Literature and Society – *4 credits. (VP or GP)*
SOAN 244 The Other Europe – *4 credits. (IS or GP)*

Track 2

All courses taught in English:

MLGR 103 Survival German – Offered in Austria in August. *3 credits.*

Courses taken during the regular semester:

MLGR 101 Continuing German – Offered in Austria. *4 credits. (Course number appropriate to level.)*
MLGR/POLS 373 The Politics of European Integration – *4 credits. (GP)*
OR
MDLA/HIST 365 Ethnic Diversity in Eastern and Central Europe – Offered in Austria. *4 credits.*

Students on both tracks

MLGR 365 Austrian Politics and Society in a European Context – Taught in English. *3 credits. (GP or VP)*
SOAN 040 Community Service – The Institute helps coordinate a service learning project for each student, providing a link to the community. *1 credit. (S/U)(EL)*

CHINA - BEIJING *(Fall or spring semester)*

The program is located at the China Studies Institute, Peking University. Students take Chinese language and other content courses taught in English. Unpaid internships with Chinese and multi-national corporations and non-profit institutions are available. For further information and course listings, please visit their website: www.china-studies.net

CHINA - HONG KONG *(Fall or spring semester)*

Through an exchange relationship, Linfield students each year may participate in a semester exchange program at Hong Kong Baptist University (HKBU). Both fall and spring options are available. The academic program includes more than 200 elective courses taught in English. Course information is available at www.hkbu.edu.hk/.

COSTA RICA *(Fall semester)*

Students take classes especially arranged for Linfield College.

BIOL 225 Tropical Ecology in Costa Rica – *Prerequisites for Biology major credit: 210, 211. 3 credits. Conducted in Spanish. (NW or GP)*
IDST 275 Topics in Latin America: History and Culture of Costa Rica – *4 credits. (IS or VP or GP)*
MLSP 321 Spanish Language Practice III – *5 credits.*
OR
MLSP 371 Spanish Language Practice IV – *5 credits.*
MLSP 480 Independent Study – *1-5 credits.*
SOAN 040 Community Service – *1 credit. (EL)*

ECUADOR *(Fall or spring semester)*

Students can either take courses (all in Spanish) at the Universidad San Francisco de Quito or environmental studies courses (in English) at the university's center in the Galapagos. Course and program information available at www.usfq.edu.ec or http://www.usfq.edu.ec/galapagos/international_program/Paginas/default.aspx.

ENGLAND *(Fall semester)*

Students take courses at the University of Nottingham. The current course listing is available at www.nott.ac.uk/.

FRANCE *(Fall or spring semester)*

Several programs and locations are available. Students participate in a program of their choice, with approval of the International Programs Office in consultation with the French faculty. For more information, visit the following sites:

- www.uco.fr/
- www.aucp.org
- iaufrance.org

GERMANY

Students may study at the Nürtingen-Geislingen University (located in Nürtingen) during the fall term (mid-September to mid-February) or the spring term (early March to late July). This institution is particularly suitable for majors and minors in Business and Environmental Studies as well as majors in German. A listing of course offerings and other information about the university is available at www.hfwu.de/eng/.

IRELAND *(Spring semester)*

Students may study each spring at the National University of Ireland, Galway. They take courses primarily in the social sciences and humanities. Course information is available at www.nuigalway.ie/.

JAPAN *(Fall semester)*

Students take classes especially arranged for Linfield College by Kanto Gakuin University in Yokohama or courses offered by Rikkyo University and Aoyama Gakuin University in Tokyo or Doshisha University in Kyoto through an exchange relationship with these institutions. The Rikkyo program is for language majors only. For more information visit:

- www.kanto-gakuin.ac.jp
- www.rikkyo.ac.jp
- www.iec.aoyama.ac.jp
- www.doshisha.ac.jp

IDST 035 Perspectives on Japan – *1 credit. (EL)*
MLJP 230 Japanese Language Practice I – *4 credits.*
MLJP 231 Japanese Language Practice II – *3 credits.*
MLJP 232 Japanese Language Practice III – *3 credits.*
MLJP 306 Japanese Culture and Society – *3 credits.*
MLJP 307 Japanese Political and Economic Institutions – *3 credits.*
MLJP 330 Japanese Language Practice IV *– 3 credits.*
MLJP 331 Japanese Language Practice V – *3 credits.*
MLJP 332 Japanese Language Practice VI – *3 credits.*

KOREA *(Fall or spring semester)*

Through an exchange relationship, each year Linfield students may study at Yonsei University in Seoul, South Korea. Courses are taken within the university's International Division, which was established to provide English-language study opportunities in Asian Studies for non-Korean students. Students are encouraged to study Korean language. Those already qualified in the Korean language may also, with permission, elect courses taught in Korean. For up-to-date course information, check www.yonsei.ac.kr/ (English section).

NEW ZEALAND *(Fall or spring semester)*

Students may select from among three locations in New Zealand to do their course work: University of Canterbury in Christchurch, www.canterbury.ac.nz; University of Otago in Dunedin, www.otago.ac.nz; and University of Waikato in Hamilton, www.waikato.ac.nz/international.

NORWAY *(Fall or spring semester)*

Students attend Oslo University College (OUC) in the downtown area of Bislett or at the Telemark University College in Bø. Students will have access to many courses taught in English in economics, business, public administration, social work, teacher education, journalism, library and information science.

SENEGAL *(Fall semester)*

This program, offered at the Baobab Center in Dakar and at the Gaston Berger University in St. Louis, is available for majors and minors in Francophone African Studies. Minors will do all their coursework (organized specifically for Linfield) at the Baobab Center for the fall semester. Majors will begin coursework at the Baobab Center and will relocate to St. Louis in November for the remainder of their academic year. Certain qualified minors may resume their studies at Gaston Berger University in the fall following a one-month preparation/intensive program at the Baobab Center. Students will select courses at Gaston Berger in consultation with Linfield faculty in the French Department.

- www.baobabcenter.org
- www.ugb.sn

SPAIN *(Year-long)*

Several programs and locations are available for Spanish majors only. Students may enroll at the three locations administered by the Center for Cross Cultural Study; namely, Alicante, Barcelona, and Seville.

For further information and course listings, please visit their respective websites: www.unav.edu; www.spanishstudies.org.

IE3 Global Internships

Through a partnership with the Oregon University System's IE3 Program, Linfield students can earn academic credit (up to 122 hours per semester) while gaining professional experience abroad. Full-time internships are available in a variety of private-sector companies, nonprofit organizations and educational institutions around the world. This program is jointly administered by the International Programs Office and the Office of Career Development. Offered fall or spring.

Language Major Academic Year Abroad

The college requires language majors to spend an academic year in a study abroad program. The Department of Modern Languages and the International Programs Office will assist students in identifying appropriate institutions and programs where this requirement might be fulfilled and approve the final selection.

January Term Abroad

Linfield offers four-week January term courses at various locations abroad. For further information, please see page 31 of this catalog.

Language Minors

Requirements for the minor in Chinese, French, Francophone African Studies, German, Japanese, or Spanish are found in the Modern Languages section of the catalog. All language minors are required to spend at least one semester in a study abroad program approved in advance by Modern Languages and International Programs.

Asian Studies, European Studies and Latin American Studies Minors

Several international area studies minors, in Asian Studies, European Studies, Japanese Studies, and Latin American Studies, are described on pages 82. All international area studies minors are required to spend at least one semester in a study abroad program approved in advanced by Modern Languages and International Programs.

English Language and Culture Program

The English Language and Culture Program (ELCP) provides an academic preparation program in language and culture studies for non-native speakers of English who are applying for full enrollment in Linfield's degree program. Students may count up to 29 credits in ELCP toward the 125 required for graduation. ELCP also offers special programs: one semester, one year, January and summer term courses in English language and culture.

Students must demonstrate evidence of their current level of English proficiency. The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores are preferred. Applicants with TOEFL scores of 550 (paper)/80 with writing subscore of 24 (iBT), or IELTS 6.5 and IELTS academic writing subscore 7.0, can gain full admission to Linfield College provided all other admission requirements are met. Students will be required to participate in the English Language Culture Program (ELCP) written and oral assessment during orientation. Minimum English proficiency requirements for degree-seeking students entering the ELCP academic preparation program are: TOEFL 450 (paper)/45 (iBT) or IELTS 4.0.

ELCP courses are offered at low-intermediate to advanced levels in a series of skills-based and theme-based courses specifically

designed to prepare degree-seeking students for undergraduate work. Courses in the English Language and Culture Program are described on page 63 of this catalog.

To exit the ELCP and be fully admitted into the Linfield degree-seeking program, students must obtain both a grade of B- (2.7) in all advanced level ELCP courses and approval of the ELCP coordinator.

Students taking ELCP courses will not be allowed to take courses in the Adult Degree Program (ADP) as part of their minimum 12 hour commitment to be considered full-time students.

International Activity on Campus

Students from other cultures study at Linfield College. At present, approximately 100 international students and scholars from 30 countries attend Linfield yearly. Our international students and scholars bring a rich cultural dimension to the Linfield community, allowing for meaningful dialogue in our classrooms.

To encourage international student enrollment, Linfield has established a number of special scholarships. In addition, the International Programs Office provides a broad range of services to international students. Among these are orientation, academic advising, individual counseling, visa and immigration assistance, a friendship family program, fieldtrips and excursions, and liaison with campus offices and departments.

To promote interaction between international students and American students and faculty, and to foster international awareness and understanding on campus and in the larger community, Linfield sponsors a rich variety of co-curricular activities. Films, lectures, and symposia revolving around international themes are widely attended and have become a permanent and natural part of campus life. Recent activities include class field trips to the Portland Art Museum and Chinatown, the Oregon coast, a series of international dinners, and various symposia. The International Club, Asian Culture Club, French Club, German Club, African Club, and Hawaiian Club, all active student organizations on campus, plan and carry out many activities.

International students at Linfield are encouraged to develop leadership skills and to take on leadership roles such as Resident Advisors, Peer Advisors, and student government positions.

During some vacation periods, international students are offered the opportunity to travel on escorted trips. Some of the popular destinations are the Oregon Coast, Central Oregon, Seattle, San Francisco, and Vancouver, B.C.

Linfield College Study Abroad Policy on Transfer of Credit and Financial Aid

Linfield students who study abroad on Linfield programs maintain their enrollment as Linfield students. Language majors, who are required to spend a year abroad, will also maintain their enrollment as Linfield students through participation in a Linfield administered program. All other students wishing to study abroad through other institutions must take a leave of absence (Section I, below).

Regarding transfer of credit for study abroad, there are two different types of approval necessary: approval of the program itself (e.g., the University of Minnesota program in Montpellier), and approval of individual courses for transfer credit. The process for obtaining these two types of approval is outlined in the sections that follow. While approval of the program itself generally implies that all courses successfully completed will transfer as elective credit, students wishing to receive credit toward a major or minor, or toward the Linfield Curriculum, must follow the policy and procedures as explained in Section II, below.

The college requires that all students who wish to take part in non-Linfield programs apply for pre-approval of the program itself and, to the extent possible, of individual courses. Importantly, no financial aid or financial aid services can be provided unless the program itself is approved in advance of participation (by November 1 for spring programs and April 1 for fall programs).

I. Leave of Absence

Students taking a leave of absence to study abroad through another institution must fill out a Leave of Absence form in the Office of the Registrar and the Permit to Study Abroad Through Another Institution form.

1. Those wishing to receive pre-approval for programs offered by a recognized regionally accredited American university will:
   - obtain authorization from the Director of International Programs for participation in the program. The Director will give approval by signature on the Leave of Absence Form and the Permit to Study Abroad Through Another Institution form and, if the student wishes to apply for federal financial aid or financial aid services, on the Financial Aid Consortium Agreement Form (available in the Office of Financial Aid).
   - be eligible to apply for federal financial aid, be able to use financial aid processing services from the college, but will not be able to receive Linfield aid or paid airfare.
2. Those wishing to study at a foreign university not regionally accredited in the U.S. will:
   - be subject to the policy and procedures outlined above.
   - additionally, upon return, provide at their own expense a course-by-course evaluation of all credits sought to be applied to their Linfield transcript. The evaluation can be obtained through an external evaluation agency approved by the college and must be submitted to the Registrar. Information on the evaluation agency is available from the Office of the Registrar.

II. Transfer for Major/Minor and Linfield Curriculum Credit:

To obtain credit toward a major/minor or toward the LC, students must complete the Permit to Study Abroad Through Another Institution form and provide documentation – course syllabi and/or course descriptions – to the appropriate offices.

For the major/minor, review is conducted only by the chair of the relevant department. For the LC, review is conducted by the Registrar. Students must also follow the procedures outlined in the transfer credit policy on page 12 of this catalog.

January Term

Directors

J. Christopher Gaiser, Ph.D. (on-campus courses)
Shaik Ismail, Ph.D. (off-campus programs)

In the four-week January term, students and faculty undertake intensive study either on campus or at off-campus sites in the U.S. and abroad. January Term is designed to foster global awareness, develop insights into major issues of our time, and deepen understanding of American society. It offers participants unique opportunities for innovative learning experiences beyond the standard curriculum.

During January Term, students concentrate on a single academic course of 2-5 credits. With permission of the instructor of that course, a one-credit paracurricular class may be added. More information is available in the Off-Campus – International section below.

Off-Campus – International

January Term off-campus courses are planned and led by Linfield faculty. They are usually limited to 10-12 students for each site chosen through a competitive interview selection process. Students cannot participate in both a Semester Abroad and January Term off-campus international program in the same academic year without special permission from the International Programs Office.

For all students, regardless of their major or minor, Linfield provides the first round-trip air transportation from the Portland International Airport to one destination outside the continental U.S. for one off-campus program – for approved travel for semester, academic year, or January Term programs – for each student who meets program requirements. Students who have already taken one program at college expense must pay airfare for subsequent programs arranged by the college unless a second program is certified by the Registrar as necessary for completing a major or minor with a required study-abroad component. Students who are so certified are entitled to a second round-trip airfare at college expense.

Students participating in an off-campus January Term course pay a program fee to cover the cost of the program and their living expenses such as accommodations, entrance into museums and land transportation.

- The program fee varies according to location and format.
- Course costs and estimates are subject to change.
- $219 per credit is charged for all January Term courses, both abroad and domestic.
- Passports and visa fees are the responsibility of each student. Linfield will help to facilitate the visa processes and students' accounts will be charged accordingly.

Students are responsible for any meal costs incurred during course days on campus prior to departure or after return. Meal provisions for the periods spent off-campus vary for each course. Depending on location, student should plan on spending approximately $600-900 for meals and personal expenses.

The following courses will be offered during January term 2015:

AAVC 398 Vienna 1900: Modern Art, Freud and Wittgenstein – This course examines the epochal cultural fervent known as "Vienna 1900." A study of an influential generation of Viennese artists, scholars, doctors, musicians and architects from the late 19th century through the 20th century. *Prerequisite: Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014. 4 credits. (CS or IS)*

ECON 398 Island Economics: Economic Development in Samoa – Examine the economic development paths and experiences of American Samoa and Independent Samoa, with special emphasis on natural resources, tourism, and food systems. Compare how the economies of American Samoa and Independent Samoa diverged during the colonial era and how these differences affected the evolution of the region's economy. Explore how integration into the global economy affected the Samoan culture and assess the positive and negative effects of that integration. *Prerequisites: ECON 210. Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014. 4 credits. (QR or GP)*

ENGL 398 Creative Writing in the UK – Living a writer's life: paying focused attention, writing daily, learning and refining writers' techniques, and forming a community of shared interest and effort. Instruction and experience in writing a significant collage travel essay. Completion of prompts in fiction and poetry as stimulated by exposure to cities and sites of literary, historical, and cultural significance. In-class writing and critiques. Explore cultural and historical similarities and significant differences between the US and the UK. Site visits to places associated with Jane Austen, William Wordsworth, and others; to places of historical interest, including Winchester College (circa 1394), Stonehenge, Tintern Abbey, Hampton Court Palace and others. Stays in the south west (Winchester, Bath, and others) with significant time in London. *Prerequisites: INQS 125. Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014. 4 credits. (CS)*

HHPA 398 Health Care in Kenya – Off-campus service learning experience focusing on health care outreach in rural areas of Eldoret, Kenya, under the auspices of Open Arms International. In addition to health promotion activities, students will gain cultural insights and understanding through collaboration with local partners; visit historical, environmental, and health care sites; and engage in integrative group discussions. This course is designed for nursing students who will be on the Portland campus Fall 2014. *Prerequisite: Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014 or consent of instructor. 4 Credits. (GP or IS)*

MLSP/HIST 398 Citiscapes & Cultural Encounters: Andalusian Spain and Morocco – Study of the cross-cultural exchanges and common history of various cultural groups in the greater Andalusia region covering Spain and portions of Morocco. Examining the city as a space of interaction, cultural development and political dominance, especially during periods of conquest and colonization. Exploration of identity politics of multi-cultural societies dealing with issues of migration. *Prerequisite: Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014. 4 credits. (GP or VP)*

MSCM 398 Mass Media in the European Union – Contemporary issues in mass communication within the European Union, primarily through the examination of the mass media institutions of EU nations. Students engage in field studies of mass media governance, content production, distribution, and regulation in EU nations, with a particular focus on the United Kingdom and Belgium. Studies examine the structures and functions of national and transnational governing agencies, a variety of media institutions and practices in each nation, and the influence of political, economic, and social forces on media content, consumption patterns, and social movements. Students produce content for conver-

gent media and audio channels. Students who have taken one or more of the following courses have preference: MSCM 011/111, 012/112, 150, 275, 320, 322, 325, 329, 333, 337, 375, 378, POLS 210, POLS 362, ECON 331, TCCA 230. *Prerequisite: Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014. 4 credits. (GP or IS)*

NURS 298 Health Care in New Zealand – Examination of the health care system in New Zealand with emphasis on delivery of care in various settings. Impact of history, economy, policies, culture and religion on health care. Study of nursing and other health-related provider roles in selected health care agencies. *Prerequisite: Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014. 4 credits. (IS or GP)*

PHIL/RELS 398 Religion and Socio-political Philosophy in the Himalayas – Situated amongst the highest mountains in the world, Nepal and Bhutan remain somewhat on the cusp of the modern world. Both countries have only very recently (Nepal in 2008; Bhutan in 2006) begun to transition from monarchies to parliamentary-style democracies. Given Bhutan's much stronger monarchy and more homogenous culture, its transition has been far smoother than Nepal's. Both countries sit between the ancient civilizations of India and Tibet and both have extremely long and complex histories, which must be taken into account in any analysis of present sociopolitical circumstances. We will travel in Nepal and Bhutan in order to conduct research toward a comparative sociopolitical "Tocqueville-style" study of the nature and challenges facing these new democracies. We wish to evaluate the changes taking place in light of traditional religion and culture, as well as modern developments, such as the influx of Tibetan refugees into Nepal and Bhutan since 1959. In addition, we will critically reflect on the comparisons between these newly democratic cultures and our own U.S. culture(s) and democratic system. *Prerequisites: At least one PHIL or RELS course. Students will be required to enroll and participate in IDST 098 Orientation for International Study (1 credit) in Fall 2014. 4 credits. (UQ or GP)*

For Further Information

Students interested in any of the above programs should consult with the International Programs Office, Melrose Hall, Linfield College, McMinnville, Oregon 97128. Telephone: (503) 883-2222 or email ipo@linfield.edu. Linfield reserves the right to cancel or change the provisions of the program at any time.

Inquiry Seminars

Director of Writing
David Sumner, Ph.D.

At the center of Linfield's general education program stands the Inquiry Seminar, which is taken by all new first- and second-year students. Each Seminar provides an in-depth exploration of a compelling topic chosen because it is of passionate interest to the instructor and prompts significant questions for which there are no clear or absolute answers. Discovering the complexity of such topics is the essential mission of the Inquiry Seminar, which initiates students into the dynamic, collaborative exchange that is college learning at its best.

Fall 2014

INQS 125 Complementary Healing Methods – In the United States, there is an increasing use of complementary and alternative medical techniques in the treatment of various illnesses. Some of these methods have their origins in other cultures. Examine the efficacy of complementary healing methods such as intercessory prayer, humor, and animals as well as exploring healing methods used in other cultures around the world. *4 credits.*

INQS 125 Demons in Our Midst: The Dead and the Un-Dead: The Rise of the Literary Vampire from Folklore to Stoker – Study the evidence presented in folklore descriptions of the dead who were assumed to be Vampires. Trace the evolution of that folklore creature through several Romantic and Victorian incarnations, and consider the rise of this figure in the enlightened West and our continued fascination with its descendants. *4 credits.*

INQS 125 Four Novels of the American West – In this seminar we'll read and discuss three more or less conventional historical novels of the American west, and one science fiction version that —we'll have to decide—may or may not relate to the first three. What novels, you ask? They are, in the order that we'll read them, *Fools Crow*, a novel immersed in Native American culture just as its way of life is threatened by white settlement, written by Native American author James Welch; *Little Century*, by Linfield's own Anna Keesey and focusing on an orphaned teenager who journeys from Chicago to her cousin's town in central Oregon; *The Jump-Off Creek*, Molly Gloss's novel of a woman determined to find her own independence along a creek in eastern Oregon high country; and Ursula LeGuin's classic sci-fi novel, published in 1971 and set in a fictional Portland, Oregon, some thirty years later, *The Lathe of Heaven*. What stories make our cultural history? What does it matter to know some of them? How do such stories inform the present? We'll discuss these and similar questions by paying close attention to the fictional lives we'll encounter in these four quite compelling books. *4 credits.*

INQS 125 The Genius of East Asia: An Introduction to the Cultures of China, Korea and Japan – An introduction to the philosophical foundations of East Asian culture and examines the cultural highlights of the three major civilizations in East Asia: China, Korea and Japan. Examine the visual arts, music and literature of these three civilizations. All works will be read in English translation and no background in an Asian language is required. *4 credits.*

INQS 125 History of Mexican Immigration to the U.S. – An introduction to the nature of U.S. cultural, political, and economic relationships with Mexicans and Mexican Americans via an exploration of Mexican immigration to the U.S. Examine both the historical context of this process, as well as contemporary issues surrounding the immigration debate. Explore the historical importance of Mexican immigrants to the U.S. economic and political system, as well as the role Mexican immigrants have played in the shaping of U.S. cultural identity. *4 credits.*

INQS 125 In Search of the Good Life – What is the "good life"? This is perhaps the deepest human question. It is not only a question recipients of a liberal arts education should ask, but also a question that permeates film and literature. Looking at thinkers as ancient as Aristotle and films as contemporary as "Food, Inc.", this class will discuss and evaluate different conceptions of a good life and provide a place for students to engage in their own inquiry. *4 credits.*

INQS 125 Language Matters – Study American English and examine the influence of other languages (e.g. German and Spanish) on the development of the American idiom. Examine the role of dialects and slang in constant linguistic renewal. The course's main text is an informal history of the United States as seen through a linguistic lens, illuminated musically through introduction of American folk songs, the texts of which often shed important light on our social and linguistic past. *4 credits.*

INQS 125 Living Well, Living Long – Students will investigate factors contributing to longevity, with an emphasis on culture, lifestyle, and spiritual influences. Examine personal lifestyle choices and behavior change theory as they relate to health and well being in the present and for the future. *4 credits.*

INQS 125 Meditation: From Monks to Modern Times – What is meditation? How does it affect the brain, behavior, and general well being? And how can we know? Increasingly, techniques for cultivating mindfulness drawn from Buddhism and other religious traditions are being studied scientifically and applied in many different contexts. Focusing primarily on the study of Buddhist techniques, students will explore the topic of meditation, its apparent effects on the brain, and the various contexts in which its practice has entered the mainstream of our modern, globalized culture. *4 credits.*

INQS 125 Multicultural America – Students will develop a deeper understanding of both the concept of pluralism and multiculturalism and the impact these ideas have on our lives. Define the term multiculturalism, and negotiate its meaning within the context of our own geographical, sociological, economic, and political frameworks. *4 credits.*

INQS 125 Reimagining the Other – Explore cultural encounters between Spaniards and natives in the Americas and the subsequent (mis)representations of indigenous others in the writings and art of the colonial period. Focus on conquest and colonization as an on-going process. Study the ways in which native peoples strive to preserve remnants of their culture. Sources include film, art, travel narratives, historical accounts, critical essays, and literature. *4 credits.*

INQS 125 Rock 'n' Roll – Say rock 'n' roll, and people think of songs, bands, or artists. Rock 'n' roll is also about politics, society, and ways of living. Rock 'n' roll shows people how to talk, dress, and interact with others and the world. Rock 'n' roll showcases free expression, youth culture, and civil disobedience. Rock 'n' roll is also a multi-billion dollar industry that manifests cultural conformity and economic dominance. This class examines rock 'n' roll as music, expression, and cultural subversion, and explores how rock'n'roll products drive the engines of commerce. *4 credits.*

INQS 125 Russian Writers and Political Violence – This course explores how Russian writers have represented political violence. We will read a variety of fictional and non-fictional texts and focus on how writers have understood, depicted—and, in some cases, experienced—three forms of violence that have been recurrent features not only of Russian history, but of the history of much of the world in the nineteenth and twentieth centuries: the bloody interface between the imperialist state and its colonial subjects, which for Russia played out (and continues to play out) most dramatically in the Caucasus mountains; the terrorist campaigns of revolutionary insurgents, which Russian radicals pioneered in the 1870s and to which they turned periodically through the first decades of the twentieth century; and the mass murder perpetrated by a dictatorial state against its own citizens, which took the lives of millions of people in the Soviet Union under Joseph Stalin in the 1930s and 1940s. *4 credits.*

INQS 125 The Tragic Side of Life – What is specifically tragic about a tragedy? How is "tragic" different from "very sad" or "dramatic"? Through discussion of the ascription of the name "tragedy" to several plays, from "Oedipus Tyrannus" to "Exit the King," students will speculate about what they have to say about suffering, transcendence and fate, as well as society and gender, and more generally, about human self-understanding. Students will also explore the presence of a tragic dimension in other creative venues. *4 credits.*

INQS 125 What is Good Citizenship – What is a Good Citizen? Explores ideas about and commitments to citizenship. Is being a good citizen more than the occasional paying of taxes and casting of ballots? Has the concept of citizenship changed over time? Are the duties, obligations and privileges of US citizenship peculiar to its borders? Has technology undermined nationalism and dissolved borders? This class will consider these questions and more as well as outline many forms of civic engagement taking insights from philosophy, political activism and history. Using literature, film, and classroom debate, students will be challenged to create their own critical assessments and agendas for wider community engagement. *4 credits.*

INQS 125 What to Listen to in the World – Music is the product and expression of all humanity. Is all sound music? Why should we listen to music? How should we listen to music? Where is music performed and for what reasons? What impacts our listening choices? Who makes music and who should support the creation of music and why? What effect does music have on us as we listen? How do other cultures of the world perceive, produce, and organize music and how are their listening choices similar to and different from ours and why? How does music connect us with our friends, family, and the rest of the world? In this Inquiry Seminar, we will explore the sounds and music of our own culture and others in the world. Regardless of a student's music background, this INQS will help to develop a music vocabulary to understand and to convey in both writing and speaking the various properties of music and its impact on diverse cultures of the world. Through thoughtful research and contemplation, students will consider and discuss the human response to music from physical, emotional, intellectual, and spiritual directions. Through engaged inquiry, students will draw conclusions about the value music has for the connection of people within their own and other cultures. *4 credits.*

INQS 125 Women's Voices: Demanding the Vote – Explore why and how individuals in the late nineteenth and early twentieth centuries created new opportunities for women to speak in public, forged the Woman Suffrage Movement, and campaigned for an amendment to the U.S. Constitution that guarantees women the right to vote. Investigate the life, work and speeches of Susan B. Anthony, Carrie Chapman Catt, Abigail Scott Duniway, Elizabeth Cady Stanton, Sojourner Truth, and others. *4 credits.*

INQS 125 Women Writing War – Going to war has long been considered the foundational initiation rite of manhood, and yet women's lives have been deeply affected by it for just as long, both directly and indirectly. In this Inquiry Seminar we will explore literary and cinematic texts by women that document war and the legacies of war across a wide spectrum of experience: combat itself, familial impacts, civilian trauma, and long-term consequences of war both on the home front and in the combat zones war devastates. *4 credits.*

Spring 2015

INQS 125 Globetrotters – Students will explore a variety of ways that people encounter, and experience, other cultures: in their own families, through study abroad, international travel, immigration/emigration, pioneering, business, love, etc. Students will read travel writing, journal articles, a historical novel, and other texts; create oral histories (including family interviews), and host international guests. *4 credits.*

INQS 125 Illness, Healers and the Writing Life – Few fields have transformed contemporary life as much as modern medicine.

As the medical capacity to rescue the human body from its frailties has expanded, those who enter contemporary healing professions face escalating moral, ethical and metaphysical challenges. Not surprisingly, a rich literature has been created about the healing enterprise, often written by healers themselves. Explore the literary treatments of medicine that range across genres (fiction, non-fiction, poetry, film) and examine how medical personnel function in radically different contexts. In the process we will look closely at own perspectives on the intersections of science, suffering, healing, and culture in our lives. *4 credits.*

INQS 125: Literary Adaptation – What meaning do centuries-old plays and novels hold for us today? How have literary works been adapted to fit the interests of different audiences? What do adaptations reveal and what do they conceal? What standards should we use to judge them? We will consider cases ranging from the works of Shakespeare and Jane Austen to contemporary film and digital media, with an emphasis on close reading and contextual research. *4 credits.*

INQS 125 Nuclear Society – Nuclear technologies are ubiquitous, and they influence energy policy, foreign policy, religious debate, pop culture, and contemporary medicine. Examine the underlying science and history of nuclear technology in order to explore the variety of issues it raises. From the discovery of radioactivity, the creation of the atomic bomb, to the development of nuclear power and other modern nuclear technologies, students will explore the fundamentals of nuclear science and investigate its impact upon their world. *4 credits.*

INQS 125 War! Ecological and Cultural Perspectives – What is "war", and why is it so much a part of human experience? Ecological, archaeological and anthropological perspectives on origins, causes, nature, and effects of war on human societies and cultures. *4 credits.*

DCE & Portland Courses

INQS 126 – For ADP students only. Topics vary according to faculty availability and interest. *4 credits.*

McMinnville Campus

Majors Offered at the McMinnville Campus

Linfield offers baccalaureate degrees at the McMinnville Campus with the standing majors listed below. Host departments are noted in parentheses when a given major does not take its name from that department.

B.A. or B.S. Accounting (Business)
B.A. or B.S. Anthropology (Sociology and Anthropology)
B.A. or B.S. Applied Physics (Physics)
B.A. or B.S. Athletic Training (Health, Human Performance and Athletics)
B.A. or B.S. Biochemistry and Molecular Biology
B.A. or B.S. Biology
B.A. or B.S. Business
B.A. or B.S. Chemistry
B.A. only Communication Arts (Theatre and Communication Arts)
B.A. or B.S. Computer Science
B.A. only Creative Writing (English)
B.A. or B.S. Economics
B.A. or B.S. Education
B.A. or B.S. Electronic Arts
B.A. only English
B.A. or B.S. Environmental Studies
B.A. or B.S. Finance (Business)
B.A. only Francophone African Studies (Modern Languages)
B.A. only French (Modern Languages)
B.A. only French Studies (Modern Languages)
B.A. only German (Modern Languages)
B.A. only German Studies (Modern Languages)
B.A. or B.S. Health Education (Health, Human Performance and Athletics)
B.A. only History
B.A. or B.S. Human Performance: Exercise Science (Health, Human Performance and Athletics)
B.A. or B.S. Human Performance: Physical Education (Health, Human Performance and Athletics)
B.A. or B.S. Human Performance: Physical Activity and Fitness Studies (Health, Human Performance and Athletics)
B.A. only Intercultural Communication (Theatre and Communication Arts)
B.A. or B.S. International Business (Business)
B.A. only International Relations
B.A. only Japanese (Modern Languages)
B.A. only Japanese Studies (Modern Languages)
B.A. only Latin American/Latino Studies (Modern Languages)
B.A. only Literature (English)
B.A. or B.S. Management (Business)
B.A. or B.S. Marketing (Business)
B.A. only Mass Communication
B.A. or B.S. Mathematics
B.A. only Music
B.A. only Philosophy
B.A. or B.S. Physics
B.A. only Political Science
B.A. or B.S. Psychology
B.A. only Religious Studies
B.A. or B.S. Sociology (Sociology and Anthropology)
B.A. only Spanish (Modern Languages)
B.A. only Studio Art (Arts and Visual Culture)
B.A. only Theatre Arts (Theatre and Communication Arts)

The requirements for these major programs are found in the appropriate departmental listings within this section of the catalog. Interdisciplinary majors involving several departments have their own sections listed alphabetically by name of major. A minimum of 15 credits in any major program must be earned at Linfield College.

Minors Offered at the McMinnville Campus

Linfield offers baccalaureate degrees at the McMinnville Campus with the standing minors listed below. Host departments are noted in parentheses when a given major does not take its name from that department.

Anthropology (Sociology and Anthropology)
Asian Studies (International Studies)
Biology
Business
Chemistry
Chinese Studies (Modern Languages)

Coaching (Health, Human Performance and Athletics)
Communication Arts (Theatre and Communication Arts)
Computer Science
Creative Writing (English)
Economics
Education
English
Environmental Studies
European Studies (International Studies)
Francophone African Studies (Modern Languages)
French Studies (Modern Languages)
Gender Studies
German (Modern Languages)
German Studies (Modern Languages)
Health Education (Health, Human Performance and Athletics)
History
Human Performance: Physical Education (Health, Human Performance and Athletics)
International Relations
Japanese (Modern Languages)
Latin American Studies (Modern Languages)
Law, Rights and Justice
Literature (English)
Management (Business)
Mathematics
Mathematics Education (Mathematics)
Media Studies (Mass Communication)
Music
Philosophy
Physics
Political Science
Psychology
Religious Studies
Sociology (Sociology and Anthropology)
Spanish (Modern Languages)
Sports Management
Studio Art (Arts and Visual Culture)
Theatre Arts (Theatre and Communication Arts)
Visual Culture (Theatre and Communication Arts)

The requirements for these minor programs are found in the appropriate departmental listings within this section of the catalog. Interdisciplinary minors involving several departments have their own sections listed alphabetically by name of minor. A minimum of 10 credits in any major program must be earned at Linfield College.

Teacher Licensure Programs

In addition to a major, Linfield students enrolled at the McMinnville Campus may elect to complete a teacher licensure program in elementary or secondary education. Several courses may be double-counted toward such a program and the student's major. A music major may focus within the major on music education. See the Education section of this catalog.

The McMinnville Campus: Academic Departments and Programs

What follows is a detailed description of each academic department found on the McMinnville Campus, along with several cross-disciplinary majors and minors. Courses only offered through the Division of Continuing Education or on the Portland Campus are identified in the shaded portion ending most departmental sections.

Within this catalog and in each semester's registration materials, the following abbreviations are used to identify specific departments, major programs, and offerings:

Art and Visual Culture	AAVC
Biochemistry and Molecular Biology	BCMB
Biology	BIOL
Business	BNSS
Accounting	BNAC
Finance	BNFN
Management	BNMG
Marketing	BNMK
Chemistry	CHEM
Computer Science	COMP
Economics	ECON
Education	EDUC
Electronic Arts	EART
English	ENGL
English Language and Culture	ELCP
Environmental Studies	ENVS
Gender Studies	GENS
Health, Human Performance and Athletics	HHPA
Health Sciences	HSCI
History	HIST
Interdepartmental Studies	IDST
Mass Communication	MSCM
Mathematics	MATH
Modern Languages	MDLA
American Sign Language	MLSL
Chinese	MLCH
French	MLFR
Francophone Studies	MLFA
German	MLGR
Japanese	MLJP
Latin	MLLA
Spanish	MLSP
Music (including Dance)	MUSC
Philosophy	PHIL
Physics	PHYS
Political Science	POLS
Psychology	PSYC
Religious Studies	RELS
Sociology and Anthropology	SOAN
Anthropology	ANTH
Sociology	SOCL
Theatre and Communication Arts	TACA
Communications Arts	TCCA
Theatre	THTR

Art and Visual Culture

Faculty

Ronald Mills, M.F.A.
Elizabeth M. Obert, M.F.A. (on sabbatical fall 2014)
Brian Winkenweder, Ph.D. (Chair)

Gallery Director

Cristopher Moss, M.F.A.

Curriculum and programming in the Department of Art and Visual Culture emphasizes and fosters the integration of (a) creative and expressive instincts (b) intellectual, communicative and critical skills and (c) competent studio practices and techniques. In the tradition of developing one's education through Liberal Arts, courses offered in the art and visual culture department are designed to orchestrate a fundamental understanding of visual thinking. In this endeavor, the art and visual culture department is committed to exploring and teaching inextricable links between images, texts, and critical thinking. The earliest recorded examples of human expression consisted of abstract, graphic representations of the visible world. Humans are, at their essence, visual beings who develop and harness skills of mark-making which enables both written and visual expression. Historically, as pictographs morphed into alphabetic systems, the inherent connection between text and image tended to be subordinated; however, in today's media-saturated climate, the ability to negotiate between text and image has once again emerged as a vital skill. In the modern world, more than ever we are consumers of visual information. As a result, those skilled in managing images fluently are sought after in all career pathways. Visual literacy is like a language with its own unique syntax and grammatical structures that can be learned. Our curriculum seeks to teach that special language. Studying art prepares one for a world fully dependent on visual fluency. In today's information-based societies, there are no occupations that do not benefit from visual management skills.

The Linfield art and visual culture department has a history of successfully preparing students for immediate entry into the world of commerce or for acceptance in prestigious graduate programs. Recent graduates have successfully completed studies at renowned art schools and have gone on to viable careers in the visual arts.

Goals for the Major

Students who successfully complete a major in studio art will: demonstrate technical skills in at least one studio medium;

- produce a coherent, cohesive body of work accompanied by an artist statement;
- create and present works of art through visual, verbal and oral means;
- develop research, analytical and critical skills; and
- demonstrate understanding of major trends in the history of art and visual culture.

Requirements for Majors and Minors

The Studio Art major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major in Studio Art: 46 credits, 100, 101, 110, 120, 242, 310, 319, 390, 391, 395 and three studios, two of which are in the same medium. Students seeking to declare a major in Studio Art shall have completed at least 100 or 101 and be currently enrolled in a third foundation course (110 or 120). Portfolio reviews for those declaring the major will be scheduled each semester. Major standing requires students to maintain an overall 2.50 GPA and a cumulative 3.00 average in AAVC courses.

For a major in Studio Art (Thesis-track) (Advised for all majors who intend to attend graduate school or pursue a career in the visual arts): all requirements for the studio major plus 490, 491 and one additional visual culture class. Such students will have automatically completed a minor in visual culture, and may qualify for departmental honors.

For a minor in Studio: 20 credits, including 100, 101, 110, 120 and one additional studio elective. Minors must achieve a grade of C or better in all required courses.

For a minor in Visual Culture: 20 credits, including 110, 310, 319 and one additional visual culture course, plus one of the following: 100, 101 or 120. All courses must be completed with a grade of C or better.

For Oregon Initial Teaching Licensure in Art: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Student Organizations

The Department of Art and Visual Culture encourages interested students to join the Art Students Society and/or Ceramic Club, Linfield organizations which promote and support student involvement in the creative arts.

Courses

AAVC 100 Introduction to Studio – Image management, design, critical approaches and creative studio practices in a variety of media. $50 lab fee. *4 credits. (CS)*

AAVC 101 Studio Practices – Multi-dimensional design, critical approaches and creative studio practices in a variety of media. $50 lab fee. Prerequisite: 100. Offered spring. *4 credits.*

AAVC 110 Introduction to Visual Culture – Introduction survey examining critical approaches to interpreting imagery in diverse cultural contexts throughout history. Intended to develop an awareness of the power of visual materials, such as propaganda and advertising, within the socio-cultural, political, philosophical and economic forces that encode imagery with meaning. $25 lab fee. *4 credits. (CS or IS)*

AAVC 120 Drawing I – Fundamentals of gesture, value, contour, and perspective drawing in various media. Expressive, critical and thematic development. $50 lab fee. *4 credits. (CS)*

AAVC 130 Ceramics I – Fundamentals of clayworking with exposure to the wheel, handbuilding, glazing and firing (gas, salt and wood). $50 lab fee. *4 credits. (CS)*

AAVC 210 Survey of Non-Western Visual Cultures – Introductory survey covering non-European visual cultures. Intended to develop an awareness of diverse cultures through analysis of art works in various media. $25 lab fee. *Offered fall. 4 credits. (CS or GP)*

AAVC 217 History of Graphic Design – Survey examines typographic traditions, aesthetic theories and innovative technologies used by graphic designers throughout history regarding interactions between texts and images from cave paintings to the internet. Emphasis on major movements, such as Arts and Crafts, the Bauhaus, and the New York School. $25 lab fee. *4 credits. (CS or VP)*

AAVC 218 History of Photography – Study of the history of photography from its invention to its prominence in the contemporary art world. Emphasis on photography as a form of artistic expression but also considers photojournalism and documentary uses of photographs. Emphasis on major movements such as pictorialism, new vision, and postmodernism. $25 lab fee. *4 credits. (CS or VP)*

AAVC 220 Approaches to the Figure – Expressive, technical, critical and thematic development working from the human figure in a variety of media. May be repeated for credit. $50 lab fee. *Prerequisite: 120 or consent of instructor. Offered spring. 4 credits. (CS)*

AAVC 231 Ceramics II – Intermediate work in either handbuilding or wheel. Emphasis on glaze calculation and firing techniques. May be repeated twice for credit. $50 lab fee. *Prerequisite: 130 or consent of instructor. 4 credits. (CS)*

AAVC 232 Ceramic Sculpture – Intermediate clay work with emphasis on sculptural concepts. Investigation into the creative range of the medium. May be repeated twice for credit. $50 lab fee. *Prerequisite: 130 or consent of instructor. Offered spring. 4 credits. (CS)*

AAVC 240 Photography I – Basics of creative black and white photography: camera operations, principles of exposure, darkroom technique, visual elements of design, and introduction to historical and contemporary trends. May be repeated once for credit. $50 lab fee. *Prerequisite: 100 or consent of instructor. Offered fall. 4 credits. (CS)*

AAVC 242 Digital Media in the Visual Arts – Introduction to basic graphic composition through use of digital programs such as Photoshop and Illustrator. Principles of image capture, basic web design and printing. Emphasis placed on an approach of using the computer as an expressive tool. $50 lab fee. *Prerequisite: 100 or consent of instructor. Offered fall. 4 credits. (CS)*

AAVC 243 Digital Color Photography – Basics of creative digital color photography: camera operations, principles of exposure, digital editing, printing, composition and an introduction to historical and contemporary trends in color photography. $50 lab fee. *Prerequisite: 100 or consent of instructor. Offered spring. 4 credits. (CS)*

AAVC 244 Digital Video – Introduction to industry standard audio and video programs. Exploration of video practices and techniques from concept to completion including camera operations, subject matter, and writing story boards. May be repeated once for credit. $50 lab fee. *Prerequisite: 100 or consent of instructor. Offered spring. 4 credits (CS)*

AAVC 245 Book Arts – Introduction to creating artist books, bookbinding, digital layouts and basic typography. $50 lab fee. *Prerequisite: 100 or consent of instructor. 4 credits. (CS)*

AAVC 250 Sculpture I – Beginning studio investigation into a variety of sculptural practices and media. $50 lab fee. *Prerequisite: 100. 4 credits. (CS)*

AAVC 260 Painting – Painting techniques and studio practices in aqueous media (acrylic) attending to distinct approaches and modalities. Thematic and critical development. $75 lab fee. *Prerequisites: 100 or 101, 120 or consent of instructor. 4 credits. (CS)*

AAVC 280 Glassworks – Studio approaches in glassworking. May be repeated once for credit. $300 lab fee. *Prerequisites: 100 or 101; 120 recommended. Offered spring. 4 credits.*

AAVC 281 Alternative Media – Studio in mixed and non-traditional art media and related theory, critical analysis and practices. Studio projects may include performance, installation and electronic art forms. $50 lab fee. Repeatable for credit. *Prerequisite: 100 or consent of instructor. 4 credits. (CS)*

AAVC 310 Modern Art: 1863-1945 – The development of visual arts from Realism to Surrealism. Emphasis on major movements such as Impressionism, Cubism, Dada. $25 lab fee. *Prerequisite: INQS 125. Offered fall. 4 credits (CS or VP or GP, MWI)*

AAVC 316 Topics in Visual Culture – Selected topics, such as Power in the Ancient World, Pre-Columbian Visual Symbolism, European and African diaspora, or the imagery of commerce. Topics will vary from year to year. May be repeated with different content. $25 lab fee. *Prerequisite: INQS 125. 4 credits. (CS or VP)*

AAVC 319 Art since 1945 – The development of the visual arts from late Modernism to the present day. Emphasis on major movements such as Abstract Expressionism, Minimalism and Conceptual Art. $25 lab fee. *Prerequisites: 110 and INQS 125. Offered spring. 4 credits. (CS or VP or GP)*

AAVC 325 Scientific Illustration (also listed as HSCI 325) – Application of the scientific method of the artistic process to increase visual awareness of scientific subject matter. $30 lab fee. *Prerequisites: 120 and BIOL 210, or consent of instructor. Offered spring of odd-numbered years. 3 credits. (CS)*

AAVC 339 Advanced Studio: Sculpture – Advanced studies of technical skills in sculpture involving a variety of forming methods, firing techniques, and calculation of chemical interactions of ceramic glazes and their formation. May be repeated for credit. $50 lab fee. *Prerequisites: 130, 231, or consent of instructor. Offered spring semester. 4 credits.*

AAVC 342 Digital Media II – Intermediate techniques in graphic design and emerging technology in the visual arts through a semester long independent project. May be repeated once for credit. $50 lab fee. *Prerequisites:101 and 242. Offered fall. 4 credits. (CS)*

AAVC 349 Advanced Studio: Photography – Advanced studies of critical and technical skills in digital and analog photography. May be repeated for credit. $50 lab fee. *Prerequisites: 240 or 243 or MSCM 322, or consent of instructor. Offered spring semester of alternating years. 4 credits.*

AAVC 350 Sculpture II – Intermediate studio investigation into sculptural concepts, culminating in a major project. May be repeated twice for credit. $50 lab fee. *Prerequisite: 250 or consent of instructor. Offered spring. 4 credits. (CS)*

AAVC 369 The Painter-Printmaker – Integrative portfolio development in painting, drawing and printmaking. May be repeated for credit. $75 lab fee. *Prerequisites: 100, 101, 120, 260, or consent of instructor. 4 credits.*

AAVC 381 Alternative Media II – Advanced studio practice in non-traditional art media. Student-designed projects may include performance, installation, site-specific/earthworks, conceptual art, video, and digitized imagery or mixed media. May be repeated twice for credit. $50 lab fee. *Prerequisite: 281. Offered spring. 4 credits.*

AAVC 390 Portfolio I – Portfolio development in any medium or combination of media. Emphasis on critical development, studio practices, visual, oral and written coherence toward a unified body of work. Students seeking entrance must present a portfolio in advance to a panel of art professors. $25 lab fee each semester. *Prerequisites: 100, 101, 110 and 120 plus at least two 200-level studios and one 300-level intermediate studio, which may be taken concurrently. Offered fall. 2 credits.*

AAVC 391 Portfolio II – Portfolio development in any medium or combination of media. Emphasis on critical development, studio practices, visual, oral and written coherence toward a unified body of work. Students seeking entrance must present a portfolio in advance to a panel of art professors. $25 lab fee each semester. *Prerequisites: 100, 101, 110 and 120 plus at least two 200-level studios, and one 300-level intermediate studio which may be taken concurrently. Offered spring. 2 credits.*

AAVC 395 Gallery Management and Curatorial Practices – Introduction to the standard concepts and techniques of business gallery management and curatorial practices which include: curating and mounting exhibitions, coordinating press, working with artists and serving as a docent. May be repeated once for credit.

$25 lab fee. *Prerequisite: 100 or consent of instructor. Offered spring. 2 credits*

AAVC 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or studio. Focus on course content and pedagogy. May not be repeated for credit. *Prerequisite: Application and consent of instructor. 3 credits. (S/U) (EL)*

AAVC 480 Independent Study – Program of directed tutorial reading or studio project relating to the special interests of the student and supervised by a department faculty member. *Prerequisites: 100 or 101 and consent of instructor. 1-5 credits. Lab fee adjusted to credit load.*

AAVC 487 Internship – Supervised work at an agency, gallery, or other establishment using technical or organizational skills related to the visual arts. *Prerequisite: department consent. 1-5 credits. (EL)*

AAVC 490 Thesis I – Elective integrative seminar for majors planning post-graduate work in studio art. Students produce a cohesive body of work and related critical papers and artist statements. Gallery practice assisting the director. $25 lab fee each semester. *Prerequisites: 390 and 391, consent of instructor plus 242 and one additional visual culture course. Offered fall. 2 credits.*

AAVC 491 Thesis II – Elective integrative seminar for majors planning post-graduate work in studio art. Students produce a cohesive body of work and related critical papers and artist statements. Gallery practice assisting the director. $25 lab fee each semester. *Prerequisites: 390 and 391, consent of instructor, plus 242 and one additional visual culture course. Offered spring. 2 credits.*

January Term Off-Campus Courses

AAVC 198, 298, 398, 498 Special Topics in Jan Term Travel – Topics vary according to faculty availability and interest. Past topics have included European Baroque Art; Mexico Drawing Expedition; French Realism and Impressionism; Visual and Theatre Arts in New York. Offered only as student interest and college resources permit. *May be repeated once for credit with a different topic. 4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

AAVC 150 Design: Two Dimensional *3 credit version of 100. (CS)*

AAVC 160 Drawing *3 credit version of 120. (CS)*

AAVC 180 Survey of Western Art *3 credit version of 202. (CS)*

AAVC 182 Modern Art: 1880-1945 *3 credit version of 310. (CS, VP or GP)*

AAVC 201 Art Survey: Prehistoric Middle Ages – Introductory survey covering painting, sculpture and architecture. Intended to develop an appreciation/knowledge of the international socio-cultural, political and economic forces that shaped its development from the Paleolithic era though the Middle Ages. $25 lab fee. *4 credits. (CS)*

AAVC 202 Art Survey: Renaissance-Contemporary – Introductory survey covering painting, sculpture and architecture. Intended to develop an appreciation/knowledge of the international socio-cultural, political and economic forces that shaped its development from the Renaissance to contemporary times. $25 lab fee. *4 credits.*

AAVC 382 Creative Development Studio – Develop art or craft form through mentored work, critical thinking. Intended for DCE online students. *Prerequisite: Consent of instructor. 4 credits. (CS)*

Asian Studies

See International Studies

Biochemistry and Molecular Biology

Faculty

J. Christopher Gaiser, Ph.D. • Biology
Brian Gilbert, Ph.D. • Chemistry
Anne Kruchten, Ph.D. • Biology (Coordinator)
Megan L. Bestwick, Ph.D. • Chemistry

Biochemistry and Molecular Biology, as the intersection of the disciplines of Chemistry and Biology, applies the understanding of interplay of energy, atoms, and molecules to the intricate processes which occur within a living cell. Attentive to the curriculum recommendations of the American Society for Biochemistry and Molecular Biology, pertinent course offerings are coordinated from the Departments of Chemistry and Biology to provide the framework of integration. The degree requires a sequence of courses which provide a background for research in biomolecular sciences, for employment at the bachelors level, or for graduate training in related areas. It also provides preparation for students wanting to enter professional training programs in medicine, dentistry, pharmacy, or other health professions.

Goals for the Major

A student who successfully completes a major in Biochemistry and Molecular Biology will possess the ability to:

- demonstrate an understanding the fundamentals of chemistry and biology and the key principles of biochemistry and molecular biology;
- obtain, evaluate, and use information from the scientific literature;
- dissect a question into its key features, design experiments, and interpret results (both quantitatively and qualitatively);
- think in an integrated manner and look at questions from different perspectives; and,
- communicate effectively, both orally and in writing, to both scientific and non- scientific communities.

Requirements

The biochemistry and molecular biology major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 49 credits including 486; CHEM 210, 211, 321, 322, 361, and 440; BIOL 210, 211, 400, and 441; and an additional 7 credits from courses that count toward either the Chemistry major or the Biology major. PHYS 210, 211 and MATH 170, 175 are prerequisites.

No more than a total of 2 credits from the following may apply towards a Biochemistry major: BIOL 220, 480, 485, 487, 490, CHEM 381, 382, 383, 480 and 490.

Courses

BCMB 486 Senior Capstone – Senior capstone course emphasizing breadth of knowledge in foundational biology and chemistry and depth of knowledge in integrated biochemistry course work. Coursework may include discussions of primary literature, oral presentations, and written and oral exams. *Prerequisite: senior standing. 1 credit.*

Biology

Faculty

Bonnie Bolkan, Ph.D. (Visiting)
J. Christopher Gaiser, Ph.D.
Anne Kruchten, Ph.D. (Chair)
Catherine Reinke, Ph.D.
John Syring, Ph.D. (on sabbatical fall 2014)
Chad Tillberg, Ph.D.
Cecilia Toro, Ph.D. (Visiting)
Jeremy Weisz, Ph.D.
Isaac Winkler (Visiting)

Affiliated Faculty

Nancy Broshot, Ph.D. • Environmental Studies
Deborah Canepa, Ph.D. • Health, Human Performance and Athletics

Laboratory Coordinators

Kenneth Kebisek, M.S.
Heather Long, B.S.

Biology courses offer studies to those who wish to major in Biology and continue in graduate study, research, or teaching. They also provide preparation for students wanting to enter medicine, dentistry, or other health professions. In addition, classes familiarize students in other areas of the liberal arts with the vital role that environmental factors play in the lives of all people, and guide them to an appreciation of the intricacy and beauty of the world. The program is enhanced by field study at various locations, including the Malheur Field Station near Burns, The Siskiyou Mountains, and the California redwoods. January term courses are offered occasionally in different localities such as Hawaii, Central America, South America, and Europe.

Goals for the Major

In successfully completing a major in biology, students must demonstrate:

- an understanding of the basic principles and concepts of biology;
- an advanced level of competence in four areas of biology: 1) Hereditary biology; 2) Cell biology; 3) Ecology; and 4) Evolutionary biology;
- the ability to think critically and quantitatively;
- the ability to synthesize information from a variety of different sources; and
- the ability to write and speak in the discipline.

Requirements

The biology major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 38 credits. 210 and 211, 270, 285,400, 450, 486, and nine additional BIOL credits from courses numbered 220 or higher. In addition, CHEM 210, 211, 321 and 322.

For a minor: 20 credits in the department, including 210, 211 and at least three additional courses numbered 220 or above.

No more than a total of 5 credits from the following may apply towards a Biology major or minor: 220, 480, 485, 487, and 490.

For either a major or a minor, students with an AP Biology test score of 5, or with a score of 5 or higher in the International Baccalaureate subject exam in biology, receive 5 elective credits of Biology. They are not exempt from taking BIO 210 and 211.

For Oregon Initial Teaching Licensure in Biology: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Courses

BIOL 100 Topics in Biology – Specialized focus on new developments or subjects of current interest in biology. *3 credits. (NW)*

BIOL 104 Genetics: A 20th Century Science – Examination of the changing concept of the gene from 1900 to the present. The advent and the future of molecular biology. Consideration of topics from historical and biological perspectives. Study of the scientific method and its application to the gene concept. *3 credits. (NW)*

BIOL 105 Human Biology and Evolution (also listed as ANTH 105) – Principles of human Biology and evolution, dealing with the genetics, physiology, and behavior of humans and other primates. Study of the relationships between biology and culture. Emphasis on the theory of evolution, its application to humans, and recent discoveries in the field of human prehistory. Lecture, readings, films, essays, and discussion. *3 credits. (NW)*

BIOL 106 Microbes and Man – Role of microorganisms in nature and their importance to human welfare. Stimulation of an understanding of such contemporary issues as genetic engineering, cancer and its causes, infectious diseases, and the quality of the environment. For the non-science major; assumes no biology or chemistry. *3 credits. (NW)*

BIOL 107 Animals in Action – Course explores animal behavior at multiple levels of biological organization from genetic and neurophysiological underpinnings of behavior to resulting behavioral interactions of animals with environment and other organisms. Special emphasis given to relating course concepts to relevant current topics in human health and society, evolution, and biological conservation. Topics include: behavioral genetics, hormones and behavior, mating behavior, parent-offspring interactions, habitat selection, navigation, foraging, self defense, communication, learning, cognition, sociality, and behavior and conservation. Course for non-majors intended to promote scientific literacy and quantitative reasoning. *3 credits. (NW)*

BIOL 108 Ecology of Ecosystems – Examination of the diversity and complexity of ecosystems plus critical processes, including nutrient cycling, productivity, and energy flow. Analysis of human impacts on these ecosystems, with considerations of ecosystem resilience and restoration efforts. *3 credits. (NW or QR)*

BIOL 109 The Life and Death of Cancer – Introduction to basic Biology and pathogenesis of cancer. Overview of many types of cancer with description of statistics regarding prevalence and survival rates. Consideration of economic and social implications of cancer, treatments, and research and drug development. Designed for non-majors. *3 credits. (NW)*

BIOL 210, 211 Principles of Biology – An introduction to the fundamental principles of Biology including the origin and diversity of living things; the molecular, cellular, and genetic bases of life; the structure and function of organisms, their evolution and ecology. Lecture and laboratory. Required for Biology majors. Completion of 210 is a prerequisite for enrollment in

211. $60 lab fee. *Recommended: Concurrent or completed CHEM 210. 4 credits each semester. (NW)*

BIOL 212 Human Anatomy – A systemic approach to structure and basic functions of cells, tissues, and organs of the human body. Lab exercises include cat dissection, microscopic examination of tissues and organs of the body and utilization of human cadaver prosections. Lecture and laboratory. $60 lab fee. *Prerequisites: Completion of one full semester of college. One year of Principles of Biology or General Chemistry is strongly recommended. 4 credits. (NW)*

BIOL 213 Human Physiology – Functioning of human body systems relating to organization and structure; support and movement; internal communication; integration, coordination, and sensation; internal transport; energy acquisition and metabolism; fluid regulation; and reproduction. Lecture and laboratory. $60 lab fee. *Prerequisite: 212 or consent of instructor. Offered fall and spring. 4 credits. (NW)*

BIOL 220 Research Methods – Instruction and practice in techniques used in research laboratories. May be repeated for Biology major or minor elective credit. *Prerequisite: consent of instructor. 1 credit. (EL)*

BIOL 225 Tropical Ecology in Costa Rica – Introduction to tropical ecosystems and to the relationship between humans and those environments. Field trips to several tropical ecosystems including humid, dry, and cloud forests and to agricultural or biological research stations. Conducted in Spanish. *Prerequisite: 211. Offered fall. 3 credits. (NW or GP)*

BIOL 235 Field Methods in Biology and Environmental Science – A hands-on exploration of the methods used to gather and analyze data taken from the field, including quantification of the diversity and distribution of plant, animal, and fungal species, populations, communities, and ecosystems, of hydrology and water quality, and of GIS software. Lecture, laboratory, and field trips. $60 fee. *Prerequisites: 211, MATH 140 recommended. 4 credits.*

BIOL 250 Plant Growth and Development – Study of the basic structure and function of the cells, tissues, and organs of higher plants. Detailed exploration of the genetic and molecular bases of processes such as flowering and embryogenesis. Emphasis on current models of plant development using scientific papers from the primary literature. Lecture and laboratory. $60 lab fee. *Prerequisites: 211. 5 credits.*

BIOL 260 Plant Diversity and Ecology – Study of the evolution and systematics of plants, including mosses, ferns and fern allies, gymnosperms, and angiosperms; the global and regional distribution and ecology of plant communities and ecosystems; and the interrelationships between plants and humans. $60 lab fee. *Prerequisites: 211 or ENVS 201, 203. 4 credits. (NW)*

BIOL 270 Genetics – Fundamental principles of heredity from viruses to man, with emphasis on chromosomal mapping, gene regulation, and modern concepts of DNA manipulation. Lecture and laboratory. $60 lab fee. *Prerequisites: 211, CHEM 210. 5 credits.*

BIOL 275 Introduction to Microbiology – Introductory course covering the basic concepts of microbial world, beginning with a review of biological and chemical concepts. Focus on the prokaryotic and eukaryotic organisms with clinical and industrial importance. Meets the prerequisites for students planning to major in Nursing. $60 lab fee. *Prerequisite: 211 or CHEM 211. 4 credits.*

BIOL 285 Principles of Ecology – Introduction to structure and functions of ecosystems, communities, and populations with emphasis on terrestrial and fresh water environments. Introduction to science of laboratory ecology and field research. Quantitative field techniques, basic statistical tools, and independent research study. $60 lab fee. *Prerequisite: 211 or ENVS 201. 5 credits. (NW or QR)*

BIOL 290 Plants and Society (also listed as ANTH 290) – An interdisciplinary study of past, present and future uses of plants, the products made from them, the sociocultural contexts in which the plants are used, their impact on the development of human societies, and the impact of humans on plant populations worldwide. Three hours of lecture per week plus field trips. $60 lab fee. *Prerequisites: 211, ANTH 111, or ENVS 203. Offered fall of even-numbered years. 4 credits. (NW)*

BIOL 295 Sophomore Seminar in Biology – Career planning and skills in biology. Career guidance, networking, ethics, problem solving, scientific exploration, resume and/or CV writing, informational interviews, attendance at and summary of several Science Colloquium meetings, and class presentations. *Prerequisite: sophomore standing. 1 credit. (S/U)*

BIOL 300 Topics in Biology – Specialized focus on new developments, advanced topics, or subjects of current interest in biology. Lecture/lab, lecture/field work, or seminar format. May be repeated once for credit with different content. $60 lab fee. *Prerequisites: 211 and junior standing. 3 credits.*

BIOL 330 Insect Biology – Explore the evolution, diversity, anatomy, physiology, reproduction, development, ecology, and behavior of the most abundant animal form on planet earth – the insects. Class meetings will be a mixture of traditional lecture with frequent in-class discussions and activities. The laboratory will include experimental and experiential investigations of material coordinated with the lecture. Students assemble and curate an insect collection. $60 lab fee. *Prerequisites: 211 and junior standing, or consent of instructor. 4 credits.*

BIOL 335 Human Embryology – An examination of human developmental anatomy, beginning with an analysis of early embryonic development and an overview of the fundamental principles of developmental biology, and continuing with a description of the development of each of the systems of the human body. *Prerequisite: 212. Offered every other or every third spring. Not available for Biology major or minor. 3 credits. (NW)*

BIOL 350 Biology and Identification of Woody Plants – Intensive field and lecture course for identification of tree, shrub, and vine species prominent in Oregon ecosystems. Biogeographic history, landscape and disturbance ecology, ecological specialization, evolutionary history, and impacts of global warming and other anthropogenic environmental changes. Lab trip to the Redwoods. $60 fee. *Prerequisite: 211. Offered fall of odd-numbered years. 4 credits.*

BIOL 361 General Microbiology – The Biology of the major groups of microorganisms with emphasis on bacteria and viruses. Microorganisms in human disease, the environment, and applied microbiology. Lab techniques for isolating and identifying bacteria. Three lectures and one laboratory per week. $60 lab fee. Appropriate for biology and exercise science majors. *Prerequisites: 211, CHEM 210. 4 credits.*

BIOL 380 Marine Ecology – The physical and biological factors in the marine ecosystem and their interrelationships, emphasizing the rocky intertidal, sandy beach, and deep abyss environments. Lecture, laboratory, field work, and projects. $60 lab fee. *Prerequisite: 285. 4 credits.*

BIOL 385 Plant Systematics – Evolutionary perspective of diversity and adaptations of vascular plants. Special emphasis given to vascular plant classifications, recognition of family-level traits, and plant nomenclature. Collection and identification of ferns, gymnosperms, and flowering plants in Oregon. Lecture, lab, and field trips. $60 lab fee. *Prerequisites: 211 and junior standing. 270 strongly recommended. Offered spring of odd-numbered years. 5 credits.*

BIOL 390 Vertebrate Physiology – Physiological principles in vertebrates, with emphasis on mechanisms of integration and homeostasis at cellular, organ, and system levels. Lecture and laboratory. $60 lab fee. *Prerequisites: 211, CHEM 211. 5 credits.*

BIOL 395 Junior Seminar: Topics in Biological Literature –

Detailed investigation of selected topics in the biological literature via discussion and critique of current research papers. Student oral presentation. *Prerequisites: 211 and junior standing. Offered spring semester. 1 credit.*

BIOL 400 Molecular Cell Biology – Study of the molecular mechanisms of fundamental biological processes such as transcription, translation, and DNA replication; molecular cell biology of eukaryotic organisms. Concepts introduced at the beginning of the course applied to the molecular biology of complex multicellular processes such as development, immune response, and cancer. $60 lab fee. *Prerequisites: 211, CHEM 211 and junior standing. 5 credits. (MWI)*

BIOL 410 Animal Behavior – Concepts in animal behavior at multiple levels of biological organization. Perspectives range from genetic and neurophysiological underpinnings of behavior to resulting behavioral interactions of animals with their environment and other organisms. Topics include behavioral genetics, hormones and behavior, mating behavior, parent-offspring interactions, habitat selection, navigation, foraging, self defense, communication, learning, sociality, and behavior and conservation. Laboratory includes experimental hypothesis testing in field and lab; data collection, analysis, and presentation; and grant proposal. $60 lab fee. *Prerequisites: 211 and junior standing. 4 credits. (MWI)*

BIOL 420 Animal Development – Study of the early development of vertebrates and selected invertebrates, with emphasis on genetic, biochemical, and physiological processes influencing formation and growth of organ systems. Lecture and laboratory. $60 lab fee. *Prerequisites: 211, CHEM 211. BIOL 270 strongly recommended. 4 credits.*

BIOL 432 Immunology – The nature of antigens, lymphocytes, immunoglobulins, and the regulation of the immune response. Applications to infection, hypersensitivity, tumor immunity, transplantation, and autoimmunity. Three lectures per week. *Prerequisites: 211, CHEM 211, 321. 3 credits.*

BIOL 433 Immunology Laboratory – Laboratory techniques in basic hematology, serology, cell culture, and experimental immunology. $60 lab fee. *Prerequisite: 432 concurrent. 1 credit.*

BIOL 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. *Prerequisites: junior standing; application and consent of instructor. 1-2 credits. (S/U) (EL)*

BIOL 441 Biochemistry and Molecular Biology – Study of the biochemical and molecular processes within a cell. Consideration of the role of lipids, amino acids, carbohydrates, and nucleic acids in the fundamental cellular processes of replication, transcription, translation, signaling, and transport. $60 lab fee. *Prerequisites: 211, CHEM 211, and junior standing. 4 credits.*

BIOL 450 Evolution – Historical development of modern synthetic theory; sources and maintenance of variation, population differentiation, origin of species; applications to conservation and human welfare. Lecture and field trips. $60 lab fee. *Prerequisites: 211 and junior standing. 270 strongly recommended. 5 credits. (MWI)*

BIOL 480 Independent Study – Supplemental work for students with advanced standing in biology. *1-5 credits, with a maximum of 5 credits applied to the major.*

BIOL 485 Seminar – Group study and discussion of contemporary problems, research issues, and ideas in biology. Oral presentation. *Prerequisite: one year of college biology. 1 credit.*

BIOL 486 Senior Comprehensive Examination – Preparation for oral examination emphasizing breadth of knowledge in general Biology and depth of knowledge in areas of course work. *Prerequisite: senior standing. 1 credit.*

BIOL 487 Internship – Opportunity to gain practical experiences, e.g. at a field station, with a health care professional, in a business, or with a governmental agency. Written report. One credit per 40 hours of experience. *Prerequisite: consent of department. Maximum 5 credits may be applied to the major. (EL)*

BIOL 490 Independent Research – Field or laboratory research on topics of interest to student. Library work and extensive written report. For advanced, self-reliant students. *Prerequisite: consent of instructor. 2-5 credits. Maximum 5 credits applied to the major.*

BIOL 198, 298 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. May be repeated for credit with different topics. *4 credits.*

January Term Off-Campus Courses

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

BIOL 201 Concepts in Marine Ecology – Physical, chemical and biological factors in the marine environment, examination of organism types and adaptations, major offshore and coastal ecosystems, and consideration of human impacts. Offered spring of odd-numbered years. *3 credits. (NW)*

BIOL 204 Introduction to Ecology – Introduction to the basic principles of general ecology. Aspects of organismal, ecosystem, population and community ecology will be covered. Emphasis on terrestrial ecosystems. Lecture and required field trip. *Prerequisite: MATH 105 or equivalent, or consent of instructor. 3 credits. (NW)*

BIOL 245 Plant Systematics – Basic concepts of modern plant systematics. Includes synthesis of modern evolutionary theory with plant classification systems. Will cover historical and modern methods of developing classification systems, characteristics of common plant families, and common plants in the Pacific Northwest and their ecological significance. Students will also learn to use keys. *Prerequisite: 211 or consent of instructor. 3 credits.*

BIOL 255 Principles of Microbiology – Biology of microorganisms including viruses and bacteria. Principles of microbial disease, pathogenicity and immunology. Lab covers microbiogical techniques, isolation and identification of microorganisms and environmental microbiology. *Prerequisites: CHEM 210, 211 or BIOL 210, 211. 4 credits. Offered fall and spring semesters.*

BIOL 265 Principles of Genetics – Basic concepts of modern genetics including the structure and function of genes; the inheritance of genes; genetic recombination; genetic components of normal cell growth and development; genetic components of cancer; and population and evolutionary genetics. *Prerequisite: 211 or 255. 4 credits.*

BIOL 266 Principles of Genetics Laboratory – Student investigations and experimentation regarding the inheri-

DCE & Portland Courses, continued

tance of genetic traits in living organisms, and introduction to techniques of modern genetic analysis. *Corequisite: 265. 1 credit.*

BIOL 306 Anatomy – Basic structures and functions of the cells, tissues, and organs composing the systems of the human body, and analyzing the relationships between organs, systems, and groups of systems. Lecture and laboratory. $55 lab fee. *Prerequisites: CHEM 210, 211 or BIOL 210, 211. 5 credits. Offered fall semester.*

BIOL 307 Physiology – Functions of organs and systems of mammals. Emphasis on regulatory mechanisms necessary for normal homeostasis. Lecture and laboratory. *Prerequisites: 306, CHEM 210, 211, MATH 140. Offered spring semester. 5 credits.*

BIOL 313 Classification of Plants and Plant Communities – Principles and methods of classification and identification of plants and plant communities. Focus on identification of major flowering plant families and ecoregions in Oregon or other geographic area. Field observation and laboratory examination of plants. *3 credits.*

BIOL 315 Pharmacology – Theories of drug actions, physiological processes mediating drug actions, variables affecting drug actions, and unusual responses to drug therapy. Major drug classes and examples of drugs in current use. $8 lab fee. *Prerequisites: 306, 307, CHEM 224, 225. 3 credits. (NW)*

BIOL 324 Pathophysiology I – Processes involved in disease at the cellular and organ system levels. Emphasis on underlying chemical, biophysical, and physiological mechanisms that form the bases of disease Discussion of specific diseases to illustrate concepts. Topics covered include: general pathology, respiratory, cardiovascular and renal pathophysiology. *Prerequisites: 306, 307, and CHEM 224, 225. BIOL 255 recommended. 3 credits. (NW)*

BIOL 326 Pathophysiology II – A continuation of Pathophysiology I. Topics covered include genetics, endocrine, neuro and GI pathophysiology along with disturbance in fluid, electrolyte, and acid-base balance. *Prerequisites: 324 or consent of instructor. 3 credits. (NW)*

BIOL 345 Essentials of Immunology – Principles of immunology including structure and function of antibody molecules; the nature of antigens; development and function of B and T lymphocytes; humoral and cell mediated reactions with antigen in vivo and in vitro; and immunologic disorders. Lecture. *Prerequisites: 306, CHEM 224, 225 or consent of the instructor. 3 credits. (NW)*

BIOL 355 General Ecology – The study of the principles of ecology. Organismal, ecosystem, population, community, landscape, and global ecology will be covered. Focus on how the planet functions in both an evolutionary and ecological framework. Not for Biology major credit, but acceptable for Biology. Lecture and laboratory. *Prerequisites: 210, 211 and MATH 140, or consent of the instructor. 3 credits.*

BIOL 375 Field Zoology – Field techniques and principles used to study populations of birds and mammals, emphasizing those of the Pacific Northwest. Includes identification and classification, population ecology, adaptations to the environment, field techniques, and preparation of museum specimens. Not for Biology major credit, but acceptable for Biology minor. Lecture and laboratory. *Prerequisites: either 210/211, or 306; MATH 105 or equivalent. 3 credits. (NW)*

BIOL 405 Selected Topics in Pathophysiology – Current topics and advances in pathophysiology, such as shock, drugs used in heart disease, ventilation-perfusion mismatching in the lungs, and determination of anion gap. Seminar discussions and student presentations. $8 lab fee. *Prerequisite: consent of instructor. 3 credits. (NW or QR)*

BIOL 415 Advanced Topics in Anatomy – A regional approach to anatomy designed to allow a student to pursue an in-depth study of one area of the human body. Lecture, discussion and laboratory. May be repeated for credit on another topic. *Prerequisite: 306. 2 credits.*

Business

Faculty

Virlena Crosley, M.P.A. (Visiting)
Richard Emery, M.B.A., C.P.A.
Denise Farag, J.D.
Malcolm Greenlees, Ph.D., C.P.A.
Michael Jones, M.B.A., C.P.A.
Tyler Laird-Magee, D.B.A.
Michelle Nelson, Ph.D. (on sabbatical fall 2014)
Madeleine Romero, M.B.A. (Visiting)
Sharon Wagner, Ph.D. (Chair)

The mission of the Business Department is to equip students with critical knowledge and skills to enter professions and graduate study in business. The department's courses and programs provide students with a sound education in business within the context of a liberal education.

Students may pursue a major in Accounting, Finance, International Business, Management, or Marketing. The department also offers a minor in Management and houses an interdisciplinary minor in Sport Management. Graduates from this department typically enter graduate study or professional careers in business, government, or non-profit institutions.

Goals for Business Core Curriculum

In successfully completing a major in the Department of Business, students must:

- Appreciate ethical, legal, and global aspects of business,
- Apply knowledge of the management and strategy of organizations,
- Demonstrate literacy in accounting,
- Understand the role of marketing, and
- Demonstrate competency in financial analysis.

Requirements

Majors in business are available as bachelor of arts or bachelor of science degrees, as defined in the section on degree requirements for all majors in this course catalog.

Students may earn only one major within the Business Department (accounting, finance, management, marketing, or international business). The management minor is open to all Linfield students except those who complete the management major.

For a major in Accounting: Completion of ECON 210; BNAC 260, 261, BNMG 301, BNMK 321, BNSS 340, BNFN 341, BNAC 361, 362, BNSS 495, and three courses selected from the following: BNAC 461, 466, 468, and 469.

For a major in Finance: Completion of ECON 210; BNAC 260, 261, BNMG 301, BNMK 321, BNSS 340, BNFN 341, 441, 444, 447, BNSS 495.

For a major in International Business:

(a) ECON 210, BNAC 260, 261, BNMG 301, BNMK 321, BNSS 340, BNFN 341, BNSS 495.

(b) Three of the following: BNMG 410, BNMK 426, BNSS 435, BNFN 443, BNSS 480, 487; ECON 331 or 333. The location and topic for BNSS 487 must be approved in advance for IB major credit. Only one of the two ECON courses may count toward this requirement.

(c) At least one upper-division course focused on history, culture, politics or religion relevant to the modern era in a country or region outside the U.S.: HIST 314, 315, 320, 322, 360, 361, 362, 364, 400, 463; POLS 362, 370, 372, 385, 390; RELS/HIST 310; RELS 380, 383; or other course taken domestically or abroad when approved in advance by the IB coordinator.

(d) Foreign language proficiency through the first-year level (American sign language proficiency does not apply). International business majors are strongly encouraged to minor in a foreign language.

(e) Successful completion of a study abroad experience of at least one semester in length approved in advance by the IB coordinator, preceded by either one semester of foreign language at the intermediate level (or higher), or TCCA 230.

International students who have come to the United States expressly to attend Linfield College upon their arrival must either: (1) participate in a Linfield study abroad experience; or (2) take six credits from outside the Department of Business which are designated as U.S. Pluralisms (US) courses. These six credits must be in addition to the requirements of the Linfield Curriculum.

For a major in Management: Completion of ECON 210; BNAC 260, 261, BNMG 301, BNMK 321, BNSS 340, BNFN 341, BNMG 405, BNSS 495, and two courses selected from the following: BNMG 407, 410, 415, 423, 436 (may be repeated for credit with different content), BNSS 440, 480, 485, 486 (if the topic is closely related to management as determined by the supervising instructor), 487 (if the internship is closely related to management as determined by the supervising instructor), TCCA 340. Only one of BNSS 480, 485, and 486 may count toward the major.

For a major in Marketing: Completion of ECON 210; BNAC 260, 261, BNMG 301, BNMK 321, BNSS 340, BNFN 341, BNSS 495, and three courses selected from the following: BNMK 420, 421, 426, 427 (may be repeated for credit with different content), BNSS 480, 485, 486 (if the topic is closely related to marketing as determined by the supervising instructor), 487 (if the internship is closely related to marketing as determined by the supervising instructor). Only one of 480, 485, and 486 may count toward the major.

For a minor in Management: Completion of 20 credits consisting of BNSS 250, BNMG 301, 405, and two of the following: BNMG 407, 410, 415, 423, 436, BNSS 440, or TCCA 340. Students who complete a major in accounting, finance, marketing, or international business may not count BNSS 250 toward their minor and must substitute a course from the "two of the following" list. International Business majors may not count BNMG 410 toward the minor.

Departmental Policy on Prerequisites and Residency

The department presumes that students will have taken the applicable prerequisite(s) when registering for courses. However, all courses have the option of consent of instructor. Prerequisites will be waived when the instructor deems that a student's background or other extenuating circumstances render the applicable prerequisite(s) unnecessary. If the instructor of the course is an adjunct faculty member, permission of the department chair must also be secured.

For purposes of meeting the college's residency requirement, the Business Department requires that 15 credits in the major be in courses numbered 341 and above.

Sport Management Minor

The Sport Management minor is housed in the Business Department. The minor is interdisciplinary, with requirements in Business; Health, Human Performance and Athletics (HHPA);

Economics; and Philosophy. Refer to page 120 for further information and requirements.

Honors

The Department of Business Academic Achievement Award recognizes the extraordinary academic achievement of a graduating senior in business.

The Harold C. Elkinton Award, commemorating the founder of the Business Department, is given annually for high academic achievement in conjunction with active contributions to the Linfield community.

The Oregon Society of Certified Public Accountants (OSCPA) Outstanding Accounting Student Award is made annually to an outstanding accounting graduate based on scholarship and potential for contribution to the public accounting profession.

The Outstanding Finance Student Award, Outstanding International Business Student Award, Outstanding Management Student Award, and Outstanding Marketing Student Award are granted annually to recognize an exceptional graduating senior in each of these majors.

Student Organizations

Delta Mu Delta-Epsilon Psi Chapter. This national honor society in business installed Linfield's chapter in 1992.

Accounting Club. This organization consists of students who have an interest in or who have selected an Accounting major in the department.

Internships

The department's internship program is one of the oldest and most successful in the Pacific Northwest. It gives students hands-on experience in areas as diverse as merchandising, manufacturing, banking, export trade, accounting, and investment securities. In order to be eligible for an internship, business students need to meet three requirements. First, students need to be of junior standing. Second, students must have an overall GPA of 3.00 or higher in their major courses. Students who do not meet these two requirements may want to explore an internship with the Career Development. Finally, students need approval of the internship coordinator and their regular academic advisor prior to beginning their internship. Approximately 25-30 students work as interns each year. They make their own arrangements (experience in job hunting being one of the benefits of the program) and work with Linfield faculty advisors and the participating businesses to establish a contract for the internship. Michelle Nelson is the coordinator.

Courses: General Business

BNSS 041 Personal Finance – Techniques for managing personal financial affairs. Personal budgeting, taxes, credit, bank services, life and health insurances, social security and retirement annuities, property and liability insurances, residential real estate, stock and bond markets, and estate planning and settlement. Not applicable toward a major. *1 credit. (EL)*

BNSS 098 Senior Tutoring – Service as tutors and review-session leaders for introductory courses and other projects by senior students with sufficient course backgrounds and superior academic achievements. *Prerequisites: 3.00 GPA overall, 3.50 GPA in major, and selection by the department chair. 1 credit. (EL)*

BNSS 141 Business Topics – Special topics in business. Course credit may not be applied to a business major. *2-4 credits.*

BNSS 250 Contemporary Business – American business in contemporary society. Business environments, management, production, marketing, accounting, and finance. Not open to students with 8 or more credits in Business Department courses. *4 credits.*

BNSS 340 Business Law I – The legal environment of business, torts and crimes, contracts and e-contracts, and property law. An introduction to business entities. *Prerequisites: BNAC 260, ECON 210, completion of 30 credit hours at time of registration, and 45 credits by the start of class. 4 credits.*

BNSS 350 The Management of Sport – Marketing, financial, legal, and ethical principles for field of sport management. *Prerequisite: BNSS 250 or BNAC 260. Offered fall. 4 credits.*

BNSS 380 Industrial Organizational Psychology – Role of psychological principles in personnel selection, testing, human engineering, employer/ employee relations, production, efficiency, training, and safety. *Prerequisite: BNMG 301 or PSYC 101 or 188. 3 credits.*

BNSS 435 International Business Law – Fundamental concepts, principles, and rules of law that apply to international transactions. The study of contracts, financial instruments, trade laws including GATT and European Union, criminal law, and laws relating to transportation of cargo by sea and air, intellectual property law, political risk and international environmental issues. *Prerequisite: Junior standing or consent of instructor. 4 credits.*

BNSS 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. *Prerequisites: senior standing, application and consent of instructor. 1-4 credits. (S/U) (EL)*

BNSS 440 Business Law II – Sales and lease contracts, negotiable instruments, creditors' rights and bankruptcy, agency and employment law, business organizations, and government regulation. Particular attention will be paid to provisions of the Uniform Commercial Code ("UCC"). *Prerequisite: BNSS 340. 4 credits.*

BNSS 480 Independent Study – Advanced study in a particular topic of business chosen by the student and supervised by a departmental teacher. Repeatable as long as the subject matter is different. *Prerequisites: cumulative GPA of at least 2.75 and approval of both the supervising instructor and the department chair. 1-5 credits.*

BNSS 485 Seminar – Selected topics using small group discussion. Student participation. Open to advanced students. May be repeated for credit with a different topic. *Prerequisite: consent of instructor. 2-5 credits.*

BNSS 486 Interdisciplinary Seminar (also listed as IDST 486) – Selected topics using small group discussion. Student participation. Open to advanced students. May be repeated for credit with a different topic. *Prerequisite: consent of instructor. 2-5 credits.*

BNSS 487 Internship – Intensive learning experience in a business firm or other organization using accounting, business, and finance techniques. *Prerequisites: GPA of at least 3.00 or higher in business major courses; junior standing with 12 credits in the Business Department completed or in progress; approval of advisor, department chair, and departmental internship coordinator. 2-5 credits. One internship of at least 3 credits may be counted toward a business major. (S/U) (EL)*

BNSS 490 Research – Individual research, reading, and study in field of accounting, business, or finance under the guidance of a faculty member. Open to advanced students. *Prerequisites: approval of the supervising instructor and the department chair. 2-5 credits.*

BNSS 491 Thesis – Written report of research or study on a problem in the student's major field. To be completed during the final year before graduation. *Prerequisites: approval of the supervising instructor and the department chair. 3-5 credits.*

BNSS 495 Strategic Management – Integrated study of strategy formulation and implementation in a variety of industry and competitive settings. Builds on required functionally-oriented business courses. *Prerequisites: Senior standing with all other required business courses completed. 4 credits. (MWI)*

Courses: Accounting

BNAC 260 Financial Accounting – Introduction to the basic concepts and methods of financial reporting, including basic financial statements, accounting cycle, asset valuation, income determination and essential accounting records. *4 credits.*

BNAC 261 Managerial Accounting – Basic concepts and methods of managerial accounting, including manufacturing accounting, cost accounting, budgeting, and responsibility accounting. *Prerequisites: BNAC 260. 4 credits.*

BNAC 361 Intermediate Accounting I – Accounting principles, conventions and rules as reflected in the pronouncements of leading professional and accounting research organizations. Valuation of assets and current liabilities and the impact of valuation procedures on income determination. *Prerequisites: BNAC 261, MATH 140, 160, and junior standing. 4 credits.*

BNAC 362 Intermediate Accounting II – Continuation of BNAC 361. Liabilities, shareholders' equity, dilutive securities, and investments. Issues related to income determination and the preparation and analysis of financial statements. *Prerequisite: BNAC 361. 4 credits.*

BNAC 461 Cost Accounting – Accounting to meet internal management needs for planning and control. Cost accounting systems and procedures, analyses of costs and variances, and the integration of cost accounting into the overall accounting system. *Prerequisites: BNAC 261, MATH 140, 160. 4 credits.*

BNAC 463 Taxes for Business and Investment Planning – The federal income tax system and its impact on management in the decision-making environment. *Prerequisites: BNAC 261, ECON 210, MATH 140, 160. 3 credits.*

BNAC 464 Governmental and Not for Profit Accounting – Essential characteristics of financial operations and accounting for state and local governments, voluntary health and welfare organizations, health care organizations including hospitals, and college and university accounting. Includes audit and financial management requirements of these entities. *Prerequisite: BNAC 361. 3 credits.*

BNAC 466 Advanced Accounting – Advanced topics in financial reporting, including partnerships, business combinations, consolidated financial statements, foreign exchange transactions (including hedging of foreign exchange risk), translation of foreign statements, segmental and interim financial reporting. *Prerequisite: BNAC 362. 4 credits.*

BNAC 467 Accounting Topics – Special problems in accounting, including foreign operations, segmental and interim reporting, insolvency, partnerships, and not-for-profit entities. May be repeated for credit with different content and approval of the instructor and faculty advisor. *Prerequisite: varies by topic. 3 credits.*

BNAC 468 Federal Income Tax – Theory, policies, and procedures regarding federal taxation of individuals, corporations, partnerships, and fiduciaries. *Prerequisite: BNAC 362. 4 credits.*

BNAC 469 Auditing – Introduction to the field of auditing. Essential characteristics of the business and legal environment of auditing, the recognition and assessment of audit risk, and the detail process of audit execution and reporting of the results of the audit. *Prerequisite: BNAC 362. 4 credits.*

Courses: Finance

BNFN 341 Financial Management – Financial management analytical techniques for financial decision-making. Formulation of financial objectives and policies; financial analysis, planning and control; asset management; securities valuation; capital budgeting; and capital structure strategies. *Prerequisites: BNAC 261, ECON 210, MATH 140, 160. 4 credits.*

BNFN 441 Financial Institutions – Financial intermediaries, the money and capital markets, determination of interest rates, bank asset/liability management, non bank financial institutions, and the regulation of financial markets. *Prerequisite: BNFN 341. Offered spring. 4 credits.*

BNFN 443 International Finance – Application of analytical techniques to financial decision making for multinational firms. Managing transaction exposure, trade finance techniques, short- and long-term financing, capital budgeting, strategic financial planning. *Prerequisite: BNFN 341. 4 credits.*

BNFN 444 Financial Theory – Financial theory using case problem-solving and spreadsheet modeling to: assess and manage risk; value stocks and bonds; forecast financial need; to make decisions regarding long term asset acquisition and financing; and to evaluate dividend policy. *Prerequisite: BNFN 341. Offered fall. 4 credits.*

BNFN 447 Investments – Formulation of investment policies, security analysis, and portfolio strategy with focus on examination of equity and fixed income investing. Consideration of mutual funds and alternative assets. *Prerequisite: BNFN 341. Offered fall. 4 credits.*

BNFN 449 Topics in Finance – Selected topics in finance using small group discussion. Open to advanced students. May be repeated with consent of instructor when the finance topic is substantially different. *Prerequisites: BNFN 341 and consent of instructor. Offered yearly. 2-5 credits.*

BNFN 452 Principles of Real Estate – Social and economic impact of real estate and real estate markets; property rights and contract law; property taxes, property insurance, financial real estate, brokerage operation, appraisal and zoning, and building codes. *Prerequisites: ECON 210, MATH 140, 160. 3 credits.*

BNFN 456 Insurance and Risk – Insurance institutions, life and health insurance, property and liability insurance, and government regulation of the insurance industry. *Prerequisites: ECON 210, MATH 140, 160. 3 credits.*

Courses: Management

BNMG 301 Management – The key decision-making role of managers in modern organizations. Includes the study of organizations, management styles, and selected administrative problems. *Prerequisites: BNSS 250 (for majors outside the Business Department) or BNAC 260, and 30 credits at time of registration. 4 credits.*

BNMG 405 Human Resource Management – Techniques for administering the personnel function. Organizing, staffing, recruiting and placement, performance appraisal, training and development, wage and benefit administration, labor relations, and auditing manpower requirements. *Prerequisites: BNMG 301, MATH 140. 4 credits.*

BNMG 407 Organizational Behavior – The individual in the organization. Participation, leadership, motivation, communication, decision-making, team development, conflict resolution, and adaptation to change. *Prerequisite: BNMG 301. 4 credits.*

BNMG 410 International Management – Examination of cross-cultural issues in the management of the multinational firm. Sociocultural context, broad environmental issues, legal and political aspects, operational and strategic considerations, social responsibility and ethical issues. *Prerequisite: BNMG 301. 4 credits. (GP)*

BNMG 415 Business, Ethics, and Society – Ethical concepts relevant to resolving moral issues in business. Analytic skills for applying ethical concepts to business decisions. Moral issues in management related to social and environmental issues. $20 fee. *Prerequisites: BNMG 301 and BNSS 340. 4 credits.*

BNMG 423 Entrepreneurship – Understanding the skills and motivation required for entrepreneurial success. Examination of start-up requirements; organization structure; legal, financial and human resources considerations. Emphasis on formulation of an effective business plan in a small business environment. *Prerequisites: BNMG 301, BNMK 321, and MATH 140. 4 credits.*

BNMG 436 Topics in Management – Selected topics in management designed to provide a more detailed examination of a specific facet of management studies. Course uses small group discussion and intensive class participation. Open to juniors and seniors pursuing a major or minor in business. May be repeated with consent of instructor when the management topic is substantially different. *Prerequisite: BNMG 301. 4 credits.*

Courses: Marketing

BNMK 321 Marketing – The elements of marketing emphasizing the managerial considerations in planning market strategies. Target markets, buyer behavior, product parameters, price, promotion, and distribution. $20 fee. *Prerequisites: BNAC 261, ECON 210, completion of 30 credit hours at time of registration, and 45 credits by the start of class. 4 credits.*

BNMK 420 Sales and Sales Management – Introductory study in sales management, exploring the variables of sales motivation and performance to specify their interrelationships. *Prerequisites: BNMK 321, MATH 140, 160. 4 credits.*

BNMK 421 Promotions Management – Examines all the tools within the promotional mix – advertising, public relations, sales promotion, direct marketing, internet and sales channels. Analysis of the pros/cons of each and how the creation and execution of consistent brand development throughout the promotional mix is key to building and maintaining brand equity. *Prerequisites: BNMK 321, MATH 140, 160. 4 credits.*

BNMK 426 International Marketing – International marketing for multinational enterprise; economic, political, and cultural environments; international marketing research, product adaptation, pricing strategies, communications and distribution channels; international logistics, promotion, organization and control; marketing services and countertrade. *Prerequisites: BNMK 321, MATH 140, 160. 4 credits. (GP)*

BNMK 427 Topics in Marketing – Selected topics in marketing using small group discussions. Student participation. Open to juniors and seniors pursuing a major or minor in business. May be repeated with consent of instructor when the marketing topic is essentially different. *Prerequisite: BNMK 321. 4 credits.*

January Term Off-Campus Courses

BNSS 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Japanese Management Practices; Seminar in Securities Markets; The European Union; and China – One Country, Two Systems. Offered only as student interest and college resources permit. *May be repeated for credit with different topics. 4 credits.*

DCE & Portland Courses

The Department of Business regularly offers many of the above classes through programs offered by the Division of Continuing Education. Descriptions of those programs appear in the DCE section of this catalog.

Chemistry

Faculty

Elizabeth J.O. Atkinson, Ph.D.
Megan L. Bestwick, Ph.D.
James Diamond, Ph.D.
Brian Gilbert, Ph.D.
Thomas Reinert, Ph.D. (Chair)

Laboratory Coordinator

Amy Wolcott, B.S.

The rise of modern science is coupled with the development of chemistry. Chemistry is the study of matter and its interactions, and its development provides one of the most exciting chapters in the history of the human intellect. An inherent beauty exists in the theoretical structure of matter which is sufficient in itself as an area of study. But the opportunities for application of the principles of chemistry are limitless. The chemist is called upon with growing frequency to provide solutions to the difficult problems created by increasing environmental pressures and increasing demands for food and resources.

The Department of Chemistry offers a sequence of courses to provide a solid background for employment as a professional chemist or for graduate training in the various branches of chemistry. Courses are organized so that certain parts of the sequence can provide a foundation of chemical knowledge for preprofessional students or for majors in departments requiring chemistry.

Goals for the Major

A student who successfully completes a major in chemistry will be able to:

- demonstrate knowledge of chemistry in four of the five traditional subdisciplines (analytical, biochemistry, inorganic, organic, physical)
- obtain, evaluate, and use information from the scientific literature
- communicate effectively, both orally and in writing, in genres appropriate to the discipline
- ask questions, design experiments, and interpret results
- demonstrate safety consciousness and safe work habits
- work productively while exhibiting high ethical standards, both as an individual and as a team member

Requirements

The chemistry major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog. Since the department's curriculum is approved by the Committee on Professional Training of the American Chemical Society (ACS), a student may select the specific set of courses that leads to an ACS-certified major. Students also have the option of meeting the major requirements with courses that more closely reflect their particular interests and more optimally prepare them for certain advanced fields of study. A chemistry major may also elect to complete a series of education and certification courses and teach chemistry at the high school level following graduation.

For a major: At least 40 credits, including 210, 211, 321, 322, 330, 335, 340, 361, 362, and either 350 or 440 with the remaining credits from: 351, 381, 382, 383, 480 or 490. PHYS 210, 211 and MATH 170, 175, 200 and 210 are prerequisite or recommended for several upper-division chemistry courses.

For a minor: 20 credits, including 210, 211, 321, 322, and at least 4 additional credits in the department from courses numbered 335 or higher.

For ACS certification: 321, 322, 330, 335, 340, 350, 361, 362, 440 and either 351 or BIOL 441; must complete a minimum of 400 laboratory hours.

For Oregon Initial Teaching Licensure in Chemistry: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Student Recognition

Each year in May, the Chemistry Department grants to appropriate students:

- The Albert Stout Award (to an outstanding current junior)
- The Lois Gunning Fry Award (to a current sophomore or junior who has done outstanding research and shows promise of a successful professional career in chemistry or biochemistry)
- The D.S. and E.Z. Taylor Scholarship (to current sophomores or juniors who need financial assistance and possess qualities desired by the department in its students).

Paracurricular Courses

CHEM 035 Research Participation – Participation in the department research programs. Open to interested sophomores and juniors. *Prerequisite: consent of instructor. 1-2 credits.*

CHEM 050 Research Methods – Introduction to computer based research methods in chemistry. Use of spreadsheets, symbolic mathematics, and techniques for searching chemistry databases. *Prerequisite: consent of instructor. May be repeated once. 1 credit.*

Courses

CHEM 100 Concepts in Chemistry – Basic concepts of chemistry including the periodic table; chemical bonding; nomenclature; molecular geometry; simple qualitative aspects of energy, thermodynamics and kinetics; and the relation between chemical structure and reactivity. Concepts covered using one common theme, such as nutrition, atmospheric sciences, environmental sciences, or another topic of faculty and student interest. *Prerequisite: MATH 105 or equivalent, or consent of instructor. Offered January term. 3 credits. (NW)*

CHEM 120 Chemistry in the Atmosphere – Basic concepts of chemistry in the atmosphere including the periodic table, chemical reactivity, and spectroscopy, with particular emphasis on the study of pollution, the formation of the ozone hole, global warming, and the relationship between human activity and atmospheric chemistry. Not applicable to Chemistry major or minor. *Prerequisite: MATH 105 or equivalent, or consent of instructor. Offered spring. 4 credits. (NW)*

CHEM 170 Introductory Topics in Chemistry – Exploration of how chemistry applies to professional activity in areas relevant to course title focus. Descriptive introductions to basic chemistry concepts essential to understanding each area, leading to applications of this knowledge to historical and/or hypothetical situations. Not

for chemistry majors. *Prerequisite: MATH 105 or equivalent. Offered fall or spring. 4 credits. (NW)*

CHEM 210, 211 General Chemistry I and II – Principles of chemistry, including stoichiometry; gases, liquids, and solids; atomic and molecular structures; solutions; equilibrium; thermodynamics and reaction kinetics; properties of selected elements, including introduction to transition metals. Quantitative and inorganic qualitative analysis in the lab. Lecture, lab. $60 lab fee per semester. *Prerequisites: MATH 150 completed or concurrent. (For 211: 210 or equivalent with grade of C- or better.) 210 offered fall; 211 offered spring. 4 credits each semester. (NW)*

CHEM 285 Seminar – Group study and discussions about current topics in chemistry. Current research and development, interaction of chemistry with other disciplines. Repeatable four times. *Prerequisite: consent of instructor. Offered fall, spring. 1 credit.*

CHEM 300 The Art and Science of Brewing – Academic approach to the production and critique of brewed beverages. Malting, brewing, fermentation and bottling/kegging. Historical development of brewing science. Human health aspects related to brewing and the consumption of fermented beverages. $50 lab fee. *Prerequisites: completion of an NW, MATH 105 or equivalent, plus 21 years of age or older by the first day of class. Application and interview required. Offered January term of even-numbered years. 4 credits (NW)*

CHEM 321, 322 Organic Chemistry – The chemistry of carbon, including preparation, properties, and reactions of important classes of aliphatic and aromatic compounds. Emphasis on reaction mechanisms, synthesis, and analysis. Lecture/discussion, lab. $40 lab fee, $10 voluntary fee per semester. *Prerequisites: For 321: 211 with a grade of C or better. For 322: 321 with a grade of C or better. Offered fall, spring. 4 credits each semester.*

CHEM 330 Writing in Chemistry – Introduction to the genres of scientific writing, emphasizing writing and library skills in scientific research. Completion of a collaborative research project prior to enrollment in CHEM 330 is encouraged. *Prerequisite: 322 or consent of instructor. Offered fall. 4 credits. (MWI)*

CHEM 335 Quantitative Analysis – Principles of analytical chemistry, emphasizing applications of equilibrium. Three hours of lecture, three hours of lab and discussion. $50 lab fee. *Prerequisite: 211 with a grade of C or better. Offered January term. 4 credits.*

CHEM 340 Instrumental Methods of Analysis – Introduction to the theory and principles of instrumental methods of chemical analysis. Emphasis on spectrophotometry, electrochemistry, chromatography and electronics. Lecture, discussion, lab. $50 lab fee. *Prerequisite: 335 with a grade of C or better. Offered spring. 4 credits.*

CHEM 350 Inorganic Chemistry I – Periodic properties of elements, including descriptive chemistry of the main group elements and coordination compounds of the transition metals. Emphasis on basic chemical bonding in molecules, an introduction to symmetry with term symbols, and acid/base reactions. Lecture/discussion. *Prerequisite: 211 or equivalent. Offered fall. 4 credits.*

CHEM 351 Inorganic Chemistry II – Presentation of theoretical and descriptive material on inorganic chemical compounds, synthetic and reaction strategies for important transformations including structures and bonding models, inorganic reaction mechanisms, transition metal chemistry, electron deficient compounds, organometallic compounds, and the main group elements. Laboratory experiments illustrate common synthetic and characterization processes for inorganic compounds. Lecture/discussion/lab. *Prerequisite: 350 or equivalent. Offered spring. 4 credits.*

CHEM 361 Physical Chemistry I – Chemical thermodynamics, kinetics and molecular spectroscopy. Applications including thermochemistry and calorimetry; bulk properties of pure substances; methods of describing the properties of solutions; reaction rates; mechanisms of chemical reactions; transition state theory; spectroscopic determination of molecular structure. Lecture/lab. *Prerequisites: 211 or equivalent; PHYS 211 (may be taken concurrently); MATH 175; or consent of instructor. Recommended: MATH 200. Offered fall. 4 credits.*

CHEM 362 Physical Chemistry II – The quantum mechanical description of matter with emphasis on atomic structure and chemical bonding. Introduction to statistical mechanics. Four hours of lecture. *Prerequisites: 361 or equivalent; MATH 175; PHYS 211; or consent of instructor. Recommended: MATH 200, 210. Offered spring. 4 credits.*

CHEM 370 Advanced Topics in Chemistry – Selected advanced chemistry topics not regularly offered at Linfield. *Prerequisite: 321 or consent of instructor. Offered fall. 4 credits.*

CHEM 381 Research in Molecular and Advanced Materials – Collaborative research experience in molecular and advanced materials. Discussion of current readings, experience with research methodology, experimental design, data collection and analysis. May be repeated twice. *Prerequisite: 210 or consent of instructor. Offered spring. 1-3 credits.*

CHEM 382 Research in Basic and Applied Nanotechnology – Introduction to basic and applied research in nanotechnology. Weekly meetings include seminars, discussions of research methods, review of current scientific research, experimental design, and ethical issues in chemistry. Each student prepares independent research proposal and oral presentation, and carries out research. May be repeated twice. *Prerequisite: 210 or consent of instructor. Offered spring. 1-3 credits.*

CHEM 383 Research in Basic and Applied Quantum Chemistry – Introduction to basic and applied research in quantum chemistry. Weekly meetings include seminars, discussions of research methods, review of current scientific research, experimental design, and ethical issues in chemistry. Each student prepares independent research proposal and oral presentation, and carries out research. May be repeated twice. *Prerequisite: 210 or consent of instructor. Offered spring. 1-3 credits.*

CHEM 384 Research in Biochemical Transcription Regulation and Analysis – Collaborative research experience in biochemistry focusing on transcriptional regulation and analysis using an in vitro system. Research methods, review of current scientific research, experimental design, and ethical issues in chemistry. Preparation of independent research proposal and oral presentation; implementation of research. *Prerequisite: 210, or consent of instructor. Offered spring. 3 credits.*

CHEM 440 Biochemistry – Chemical and physical properties of substances of biological origin and their interactions in living systems. Relationships among various metabolic pathways and how molecular traffic along these pathways is regulated. Recommended for pre-professional students. Lecture/discussion, lab. $60 lab fee. *Prerequisite: 322 or equivalent. Offered fall. 4 credits.*

CHEM 480 Independent Study – Supplemental work for students with advanced standing in chemistry. *Prerequisite: consent of instructor. 1-5 credits.*

CHEM 490 Research or Thesis – Individual investigative project culminating in a comprehensive written report or a baccalaureate thesis. *Prerequisite: advanced standing in chemistry. 1-4 credits.*

Computer Science

Faculty

Martin Dwomoh-Tweneboah, Cand. Scient. (Chair)
Daniel Ford, M.S.

Linfield College is proud of its tradition of integrating computer skills into its educational programs. Computer experience is increasingly required to succeed in an ever more technological world. For the Computer Science major, deep and continuing exposure to a wide variety of computer-related concepts, skills, and machines is a career preparation path that offers the industrious student an active role in today's computerized society.

The Computer Science major is designed to meet the growing demand for broadly-educated individuals with fundamental computer related problem-solving skills. The experience gained in this department prepares the student either for graduate study or for immediate employment in a wide range of businesses and industries that utilize computers. Computer Science at Linfield is future-oriented and innovative. The Computer Science major receives a liberal arts education while building a significant record of experience with modern computing techniques, concepts, and machinery. The student learns standard as well as emerging programming languages and operating systems. Students are encouraged to take an applied internship as part of their learning experience, and research opportunities are available through the department. The Computer Science program relies on firm support from the Department of Mathematics. It seeks to produce adaptable, computer-fluent, up-to-date problem-solvers who can write clearly, communicate effectively, and speak easily in public.

A Computer Science major builds a solid base in the study of computing with emphasis in the following areas: programming, software engineering, databases, networks and communications, systems administration, and computer graphics.

Goals for the Major

In successfully completing a major in Computer Science, a student will demonstrate:

- understanding of the fundamental principles and concepts of computer science;
- in-depth knowledge of software development, networks and systems development and administration, and information management;
- ability to plan, design, implement, and maintain a hardware, software, or networked project both individually and as part of a group;
- ability to work in multiple programming environments, software development languages, and design paradigms;
- ability to orally present information and write clearly;
- ability to develop in-depth understanding of at least one specialty area of computer science through independent research and, wherever possible, internships;
- ability to understand and function well in an industrial or commercial environment through attachments or internship; and
- ability develop personal skills, planning and time management skills, problems solving and decision-making skills.

Requirements

The computer science major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 40 credits in Computer Science including 160, 161, 260, 262, 263, 305, 330, 370, 375, 377, 490 (Capstone Project) and 6 credits in 485 with different topics. MATH 170, 230 and one course from the following: 175, 220, and 250 are required. Students are encouraged to take these mathematics courses as early as possible because they provide a theoretical background for many COMP courses. While COMP 121 and 131 may not be counted toward the major, these courses are highly recommended. Students are strongly encouraged to take 480 Independent Study and 487 Internship.

For a minor: At least 20 credits in including 160 and 161 and at least 14 credits from courses numbered 200 or higher.

For an Adult Degree Program major or certificates in Business Information Systems, see the Division of Continuing Education section.

Student Recognition

The Senior Science Prize was established to encourage students in the natural sciences and mathematics to plan for graduate study and eventual careers in the field of pure and applied science and mathematics. The prize is awarded to students scoring in the 90th percentile on the Graduate Record Examination in chemistry, mathematics, or physics; in the 95th percentile in biology, computer science, or engineering.

Each year the Department of Computer Science makes two awards, Outstanding Senior Award and Outstanding Service to the Department Award.

Courses

COMP 121 Introduction to the Internet and World Wide Web – Introduction to the internet through the World Wide Web. Emphasis on the social and cultural implications of the emerging information and communication technologies. Techniques of web-page creation. $30 lab fee. *Offered fall. 4 credits.*

COMP 131 Computers in Modern Society – Impact of computers on present and future society. Benefits and problems of computer technology. History of computing and computers. Ethical and legal basis for privacy protection; technological strategies for privacy protection; freedom of expression in cyberspace; international and intercultural implications. Information security and crime. Social, ethical, political and technological implications and effects of computers in the modern world. $30 lab fee. *Offered spring. 4 credits. (IS)*

COMP 160 Introduction to Programming: Functions – Introduces the basic concepts of programming: reading and writing unambiguous descriptions of sequential processes. Emphasizes introductory algorithmic strategies and corresponding structures. $30 lab fee. *Prerequisite: MATH 105 or equivalent. Offered fall. 3 credits. (QR)*

COMP 161 Beginning Programming: Objects – Extends the introduction of programming begun in COMP 160 to include object-oriented programming and basic data structures – linked lists, stacks and queues – and related algorithms. $30 lab fee. *Prerequisites: 160 and MATH 150 or consent of instructor. Offered spring. 3 credits. (QR)*

COMP 260 Database Management Systems – Information systems design and implementation within a database management system environment. Topics include conceptual, logical, and physical data models and modeling tools; mapping conceptual schema to relational schema, entity and referential integrity, relational algebra and relational calculus. Database query languages (Structured Query Language (SQL)). Relational database design, transaction processing, and physical database design

(storage and file structures). Database implementation, including user interface and reports. $30 lab fee. *Prerequisite: 152 or 160. Offered fall. 3 credits*

COMP 262 Intermediate Programming: Data Abstraction – Adds data abstraction, intermediate data types and related algorithms to the beginning programming techniques learned in COMP 161. $30 lab fee. *Prerequisites: 161 and MATH 230 completed or concurrent. Offered fall. 3 credits.*

COMP 263 Intermediate Programming: Algorithm Design and Analysis – Adds the concept and related tools of asymptotic complexity bounds to the foundational techniques developed in MATH 230. Applies these tools to the design and analysis of intermediate level algorithms with an aim toward efficiency. $30 lab fee. *Prerequisites: 262 and MATH 230. Offered spring. 3 credits.*

COMP 305 Software Engineering – Analysis, design, implementation, and testing of a medium-scale software system as a member of a project team. Significant real-world group projects covering all the phases of software development life cycle using high-level automated analysis and design tools. Experience with other important skills such as fact-finding, communications, and project management. $30 lab fee. *Prerequisite: 260. Offered spring. 3 credits. (MWI)*

COMP 330 Operating Systems and Networking – Operating systems design and implementation. Topics include overview of components of an operating system, mutual exclusion and synchronization, implementation of processes, scheduling algorithms, memory management, and file systems. Net-centric computing, network architectures; issues associated with distributed computing. $30 lab fee. *Prerequisite: 161. Offered fall of even-numbered years. 3 credits.*

COMP 370 Advanced Topics in Algorithms, Complexity and Intelligent Systems – Topics may include: distributed algorithms, complexity classes P and NP, automata theory, algorithmic analysis, cryptographic, geometric or parallel algorithms, compression and decompression, search and constraint satisfaction, knowledge representation and reasoning, agents, natural language processing, machine learning and neural networks, artificial intelligence planning systems and robotics. $30 lab fee. *Prerequisite: 263. Offered fall. 3 credits.*

COMP 375 Computer Graphics and Animation – Fundamental principles and techniques of interactive 3D computer graphics implemented through an industry standard application programming interface (API) such as OpenGL. Extensive hands-on experience based on lab projects requiring programming. $30 lab fee. *Prerequisite: 161. Offered spring of odd-numbered years. 3 credits.*

COMP 377 Computer Architecture – Concepts of the fundamental logical organization of a computer (its parts and their relationship) and how it actually works; exposure to a central processor's native language, and to system concepts. Topics in computer hardware, architectures, and digital logic. $30 lab fee. *Prerequisite: 161. Offered spring of even-numbered years. 3 credits.*

COMP 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. $30 lab fee. *1-3 credits.*

COMP 485 Advanced Topics in Computer Science – Topics of current interest in computer science. May include: advanced software engineering, human computer interaction, advanced networking and systems administration, advanced database systems, computer animation and simulation, finite automata and languages, and intelligent systems. $30 lab fee. *Prerequisite: varies with topic. Offered spring. 3 credits.*

COMP 487 Software Engineering Internship – Practical on-site work experience in a computer-intensive operation with academic oversight. Experience with a variety of programming languages, operating systems, applications, and machines. *Prerequisite: 20 credits in Computer Science. 1-3 credits.*

COMP 490 Capstone Project – Research or software application development on some topic or problem within the discipline relating to the special interests of the student. $30 lab fee. *Offered fall. 4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

COMP 101 Fundamentals of Information Systems Technology – Broad overview of computer science. Topics include basic concepts in hardware, operating systems and networks, algorithmic problem solving, introduction to the object-oriented paradigm, and an overview of the social context of computing. No background in computer science is assumed or expected. *3 credits.*

COMP 120 Microcomputer Applications – Introduction to useful problem solving, using current software on PC-compatibles and Apple Macintoshes. Major operating systems, word processing, file creation, database management, data communications, electronic spreadsheets, form letters, idea processing, business graphics, sorting, searching, printing, and integrated software systems. Not for credit toward the Computer Science major or minor. $50 lab fee. *3 credits.*

COMP 152 Programming and Object Structures – Concepts of object-oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications. Programming in visual development environment that incorporate event driven and object-oriented design. $30 lab fee. *Prerequisite: 101. 4 credits.*

COMP 250 Database Program Development – Application program development in a database environment using a host language. Data structures, file organizations, models of data storage devices, data administration and data analysis, design and implementation. $30 lab fee. *Pre- or co-requisite: 152. 3 credits.*

COMP 302 Software Engineering – Analysis, design, implementation, and testing of a medium- scale software system as a member of a project team. Significant real-world group projects covering all the phases of software development life cycle using high-level automated analysis and design tools. Experience with other important skills such as fact-finding, communications, and project management. $30 lab fee. *Prerequisite: 250. Offered spring. 5 credits. (MWI)*

COMP 310 Networks and Web Application Development – Modern applications software in business environments. Topics include: Enterprise web application development and security, web service, and XML in the enterprise. Hands-on experience using current technology to build business-to-business (B2B) and business-to-

DCE & Portland Courses, continued

computer (B2C) applications. $30 lab fee. *Prerequisite: 250. 3 credits.*

COMP 382 Management Information Systems – Real world applications of information systems concepts. The value and uses of information systems for business operation, management decision making, and strategic advantage. $20 lab fee. *Prerequisites: 301, MATH 140, 160. 3 credits.*

COMP 400 Applied Software Development Project – Comprehensive systems development project. Team approach to analyze, design, and document realistic systems of moderate complexity. Project management methods, scheduling and control, formal presentations, and group dynamics in solving systems problems. Development of a database. $30 lab fee. *Pre- or co-requisites: 302 and 310. 3 credits.*

COMP 404 Operations Management – Methods for managing production and distribution of manufacturing and service systems. Capacity determination, operating systems design, operating procedures analysis, and control systems development. *Prerequisites: BNMG 301, MATH 140, 160. 3 credits.*

COMP 450 Advanced Database Concepts – Database administration, technology, selection of database management systems. Practicum in data modeling and system development in a database environment. Trends in data management. $30 lab fee. *Prerequisite: 250. 3 credits. (MWI)*

COMP 484 Operations Research – Quantitative techniques for managerial decision-making. Linear programming, markov analysis, queuing models, network analysis and simulation. *Prerequisite: 404. 3 credits.*

Economics

Faculty

Randy Grant, Ph.D.
Eric Schuck, Ph.D.
Jeffrey Summers, Ph.D. (Chair)
Brittany Teahan, Ph.D.

The mission of the Department of Economics is to promote and foster economic education by building both on the knowledge of content and the development of critical thinking skills. Economics is a social science that shares an affinity with other social sciences and with mathematics. To this end, the department encourages its students to take classes in those fields.

Students who complete a major or minor in Economics will be well prepared to continue their studies of economics or of other social sciences in graduate school, or to begin the study of law. They will also be in a strong position to begin developing careers in a variety of private, public, or non-profit organizations. Perhaps most importantly, they will find that their understanding of economics provides them with an adaptable frame of reference that can be used to think critically throughout their lives about a wide variety of personal, social, and public policy issues.

Goals for the Major

In successfully completing a major or minor in Economics, a student will:
- develop a command of existing economic knowledge;
- utilize economic knowledge to explain economic issues; and
- create new economic knowledge.

Requirements

The economics major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 36 credits, including 210, 411, 412, 416, and 417. The remaining courses must be selected from among 321, 322, 331, 332, 333, 341, 342, 351, 352, 361, 371, and 461, and no more than eight credits from 439, 480, 487, and 490.

For a minor: 20 credits, including 210, 411, and 412. The remaining courses must be selected from among 321, 322, 331, 332, 333, 341, 342, 351, 352, 361, 371, 416, and 461.

Departmental Quantitative Requirements

Students enrolling in economics courses must demonstrate the following quantitative prerequisites:

1. To enroll in 210 a student must have done one of the following:
   (a) scored 550 or higher on the mathematics portion of the SAT;
   (b) scored 24 or higher on the mathematics portion of the ACT; or
   (c) completed any mathematics course at the level of MATH 105 or higher, or the equivalent.
2. To enroll in courses numbered 411, and above, a student must:
   (a) complete MATH 160 or above or the equivalent with a grade above a C-;
   (b) complete MATH 140 or 340 or the equivalent with a grade above a C-.

Departmental Policy on Prerequisites and Residency

The Economics Department presumes that students will have taken the applicable prerequisite(s) when registering for courses. However, all courses have the option of "consent of instructor." Prerequisites will be waived only when the instructor and the department chair deem that a student's background render the applicable prerequisite(s) unnecessary.

For purposes of meeting the college's residency requirement, the department requires that 20 credits in the major and 12 credits in the minor be completed at Linfield.

For Oregon Initial Teaching Licensure in Social Studies: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Honors

The Linfield Economics Award is given annually to a graduating senior majoring in the department for recognition of academic achievement and service.

Student Organizations

Omicron Delta Epsilon-Oregon Beta Chapter. This international economics honorary fraternity recognizes Economics majors and minors on the basis of their academic achievement.

Internships

The department encourages students to work with a departmental faculty member, the department chair, and the Office of Career Services to make arrangements for internships in private and public organizations, and to establish a contract for the internship. Students must have completed 16 credits including 411 and 412, and have a cumulative GPA of at least 3.00, to qualify for economics internship credit.

Courses

ECON 210 Principles of Economics – Survey of micro- and macroeconomic theories, institutions, and methods, emphasizing the operation of market systems in the allocation of resources and the distribution of income. Fiscal and monetary theories and policies for achieving economic stability and growth in the national economy. *Prerequisite: completion of the relevant portion of the department's quantitative requirements. Offered fall and spring. 4 credits. (IS or QR)*

ECON 271 Economics of Star Trek – Application of economic concepts to issues raised by the Star Trek television series and motion pictures. Economic problems of population, environmental degradation, discrimination (race, gender, sexual orientation), aging and death, animal rights, genetic engineering, and the impact of technology. Not applicable for Economics major or minor. *Offered January term. 4 credits. (IS or US)*

ECON 321 Economics of Sports – Application of economic analysis to professional and amateur sports. Analysis of industry market structures and labor markets, including the role of discrimination. Public policy issues such as Title IX and stadium financing. $40 fee. *Prerequisite: 210. Offered fall. 4 credits. (IS or US)*

ECON 322 Economics of College Sports – Application of economics analysis to intercollegiate sports. Analysis of the NCAA as a cartel and the labor market for college coaches. Role of the media in the commercialization of college sports. Issues of discrimination and Title IX. Public policy questions such as paying college athletes and reforms to improve balance between academics and athletics. $40 fee. *Prerequisite: 210. Offered spring. 4 credits. (IS or US)*

ECON 331 International Economics – Study of international trade theory and policy. Causes and consequences of international trade, commodity composition of trade, tariff and non-tariff barriers to trade, regional and multilateral trade agreements. *Prerequisite: 210. 4 credits.*

ECON 332 Development Economics – Analysis of the theory and history of growth processes in lower income economies. *Prerequisite: 210. 4 credits. (GP)*

ECON 333 International Monetary Economics – Study of international monetary theory and policy, balance of payments and exchange rate determination and adjustment, exchange rate systems, macroeconomic policy in the open economy, and selected international banking issues. *Prerequisite: 210. Offered spring. 4 credits.*

ECON 341 Environmental Economics – Analysis of the effects of economic activity and policy on the natural environment. Responses to environmental problems such as population, energy, and pollution, and the impact of these responses on economic policy and performance. *Prerequisite: 210. 4 credits. (QR or IS)*

ECON 342 Natural Resource Economics – Optimal management of natural resources such as land, water, minerals, fisheries, rangeland and forests over time. Balancing the tension between the value of natural resources as productive inputs in the present against their potential value in the future. *Prerequisite: 210. 4 credits. (IS or QR)*

ECON 351 Public Sector Economics – Taxing and spending activities of government and their effects on the allocation of resources. Efficiency of government economic policy decision making processes. *Prerequisite: 210. 4 credits.*

ECON 352 Economics of the Law – Application of economic analysis to traditional areas of legal study, such as contracts, property, torts, and criminal law. Use of a "rational choice" framework to analyze the purpose, effect, and genesis of laws. The effect of legal structures on economic efficiency. *Prerequisite: 210. 4 credits.*

ECON 361 Topics in Economic History – Changes in economic structure and performance over time. Causes of economic change and the impact on society, including marginalized groups. May be repeated for credit under different topics. *Prerequisite: 210. Offered fall. 4 credits. (IS or QR)*

ECON 371 Experimental Economics – Analysis of economic behavior through the methodology of experimental economics. Topics include markets with price controls, markets for trading assets, auction markets, funding public goods through voluntary contributions, conspiracies in markets, lobbying, bargaining, trust, and labor market reciprocity. *Prerequisite: 210. 4 credits. (IS or QR)*

ECON 411 Intermediate Microeconomics – Marginal utility, market demand, elasticities, production and cost, product pricing and output, market structure, pricing and employment of resources, income distribution, general equilibrium, and welfare economics. *Prerequisites: 210, MATH 140 or 340, and 160 or 170. Offered spring. 4 credits.*

ECON 412 Intermediate Macroeconomics – National income accounting, consumption theories, investment theories, balance of foreign payments, business fluctuations, economic growth, fiscal theory and policies, and monetary theories and policies. $30 fee. *Prerequisites: 210, MATH 140 or 340, and 160 or 170. Offered fall. 4 credits. (QR)*

ECON 416 Econometrics – Application of economic theory, mathematics, and statistical inference in the formulation and testing of economic hypotheses. Development of skills associated with generating, interpreting, and reporting results of empirical research in economics. $10 fee. *Prerequisites: 411, 412. Offered fall. 4 credits. (QR)*

ECON 417 Senior Seminar in Economics – Selected topics in economics using small group discussion. Student participation, daily writing assignments, and a semester research project. Open to senior majors or minors in economics. $25 fee. *Prerequisites: 411, 412, 416. Offered spring. 4 credits. (MWI)*

ECON 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. *Prerequisites: Application and consent of instructor. 1-4 credits. (S/U) (EL)*

ECON 461 History of Economic Thought – Evolution of ideas about economic matters and methodology from antiquity to the present. Evolution of "Economic Man." *Pre- or corequisite: 411 or 412. 4 credits. (UQ or VP)*

ECON 480 Independent Study – Advanced study in a particular topic in economics chosen by the student in consultation with a supervising departmental faculty member. *Prerequisites: GPA of at least 2.75, and approval of advisor and department chair. 1-4 credits.*

ECON 487 Internship – Applied economics learning experience in a public or private sector organization. *Prerequisites: GPA of at least 3.00, completion of at least 20 credits in ECON courses including 411 and 412, and approval of advisor and departmental chair. 1-4 credits. (EL)*

ECON 490 Economics Research – Individual research, reading, and study in economics under the supervision of a departmental faculty member. *Prerequisites: approval of supervising faculty member and departmental chair. 1-4 credits.*

January Term Off-Campus Courses

ECON 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included D-Day Economics in France and England, and Aboriginal and Environmental Economics in Australia. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

The Department of Economics regularly offers 210 Principles of Economics, as well as selected other courses, through the Division of Continuing Education.

Education

Faculty

Kena Avila, Ph.D.
Steven Bernhisel, Ph.D.
Nancy Drickey, Ph.D.
Genevieve Harris, Ph.D. (Chair)
Mindy Legard Larson, Ph.D.
Robert McCann, Ph.D.
Pamela Pearson, Ph.D.

Linfield Pre-Kindergarten

Leslie Copeland, M.A., Lead Teacher
Angie Gurley, M.S., Director, Lead Teacher

Linfield's Teacher Education Program prepares students within the context of a strong liberal arts tradition that promotes a culture of engagement and excellence; integrated teaching and learning; global and multicultural understanding; and experiential learning. Linfield's education faculty prepare teacher education candidates who understand and apply multiple theories of learning and content knowledge; develop dispositions and strategies for advocating for all learners; and reflect and act on their own behaviors and on the teaching and learning process. Candidates are prepared for service in educational settings within Oregon, across the nation, and throughout the world.

Candidates choose to prepare for two of the four authorization levels offered by the State of Oregon's Initial Teaching License, in the following combinations:

- Early Childhood (age 3 to grade 4) and Elementary (grades 3-8) – EC/EL
- Elementary (grades 3-8) and Middle Level (grades 5-9) – EL/ML
- Middle Level (grades 5-9) and High School (grades 7-12) – ML/HS.
- For High School, Linfield is approved to recommend candidates for endorsements in the following subject areas: art, biology, chemistry, French, German, health education, language arts (English), mathematics, music education, physical education, physics, social studies (anthropology, economics, history, political science, psychology, sociology), and Spanish.

The Linfield College Teacher Education Program is accredited by the Teacher Standards and Practices Commission of Oregon (TSPC), which expects Linfield students to understand and abide by the TSPC administrative rule concerning The Ethical Educator (OAR 584-020-0035), which states in part, "The ethical educator in fulfilling obligations to the profession will maintain the dignity of the profession by respecting and obeying the law [and] exemplifying personal integrity and honesty." In addition, students are expected to meet Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Linfield Education Department Professional Characteristics throughout the program. Concerns will be documented and acted upon, as needed, via a Plan of Assistance. Requirements for licensure are subject to changes mandated by TSPC. Students should work closely with Education Department faculty in planning their program of study and must meet with their education advisor every semester prior to registration. Failure to do so may result in being administratively withdrawn from education courses. Decisions regarding a student's official status in the Teacher Education Program may be appealed through the College Academic Grievance Process. Students may request special consideration for education requirements by completing an Education Department Petition. Students applying for teaching licenses in states other than Oregon are themselves responsible for obtaining requirements in those states.

Goals for the Major

1. Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis.
- Use varied, engaging content pedagogy, including multiple modes of representation and communication including the purposeful use of technology and media.
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards.
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

2. Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.
- Collaborate with school and community resources, including families, to meet the needs of all learners.
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn.
- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners.

3. Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs.
- Demonstrate self-awareness and growth in professional characteristics.
- Seek opportunities for professional development by engaging in research and collaborating with colleagues and other professionals.

Requirements

For an Elementary Education major (EC/EL) with teaching authorizations in early childhood and elementary education: 41 credits including EDUC 150, 230, 240, 270, 302, 305, 401, 402, 448, 449, 450; 275 or MUSC 312 or HHPA 381. Additional requirements for an Oregon Initial Teaching License: Math 135 and 136, EDUC 491, 492, 496, 497; TSPC required exams, OSP/FBI criminal history clearance, Education Department requirements.

For an Elementary Education major (EL/ML) with teaching authorizations in elementary and middle level education): 37 credits including EDUC 150, 230, 240, 290, 302, 305, 402, 448, 449, 450; 275 or MUSC 312 or HHPA 381. Additional requirements for an Oregon Initial Teaching License: four courses in content area; Math 135 and 136; EDUC 492, 493, 496, 497; TSPC required exams, OSP/FBI criminal history clearance, Education Department requirements.

For an Oregon Initial Teaching License with authorizations in Middle Level and High School Education (ML/HS): Completion of one of the following Linfield majors: anthropology, art, biology, chemistry, economics, English, French, German, health education, history, mathematics, music education, physical education, physics, political science, psychology, sociology, or Spanish; EDUC

150, 230, 240, 290, 302, 305, 430 (not required for art, health, music or physical education), 493, 494, 496, 497; TSPC required exams, OSP/FBI criminal history clearance, Education Department requirements.

For a Minor in Education: 20 credits including 150, 230, 270 or 290, 302; an additional six credits in education courses selected from 205, 240, 305, 398 or approved education-related courses.

For an ESOL Endorsement: complete an appropriate major/minor; all Oregon Initial Teaching License requirements for EC/EL, EL/ML, or ML/HS; EDUC 245, 250, 340; NES ESOL exam; and specific ESOL Student Teaching requirements.

Teacher Education Program Requirements

General Requirements

- No grade lower than a C in major and professional education coursework
- Minimum 2.75 GPA in cumulative, major, and professional education coursework
- Ongoing recommendation from the Linfield College Education Department
- Adherence to the Linfield College Education Department Professional Characteristics

Pre-Admission

- EDUC 150 Foundations of Education; scores of 3 above on related field experience
- EDUC 230 Educational Psychology
- Completion of a Basic Skills Test

Admission

- EDUC 270 Becoming an Early Childhood Teacher (EC/EL) **or** EDUC 290 Content Literacy and Development in Adolescence (EL/ML; HS)
- OSP/FBI criminal clearance investigation

Requirements Prior to Part-Time Student Teaching

- Ongoing major coursework
- Ongoing professional education coursework
- Completion of the Civil Rights Test
- Approved Application to Part-Time Student Teaching

Requirements Prior to Full-Time Student Teaching

- Major coursework
- Professional education coursework
- Completion of the Multiple Subjects Test (EC/EL/ML)
- Completion of appropriate NES Subject Area Test (ML/HS; ESOL)
- Recommendation for Full-Time Student Teaching

Student Teaching and Seminar

Student teaching consists of two semesters of classroom experiences taken concurrently with a Seminar for Student Teaching during which the student is assigned to a state approved school that cooperates with Linfield College in teacher preparation. The student teacher shares the teaching role with the classroom teacher and completes a work sample at each level of authorization. Students in both Part-Time and Full-Time Student Teaching are observed weekly by college faculty. Students must provide their own transportation to assigned schools.

Oregon Initial Teaching License Requirements

- Bachelor's degree in an approved major
- Part-time and Full-time Student Teaching
- Two teacher work samples for the appropriate authorization levels and content areas
- Passing scores on TSPC required exams
- Minimum 2.75 GPA in cumulative, major, and professional education coursework
- No grade lower than a C in major and professional education coursework
- Recommendations from Linfield College supervisors and mentor teachers
- Recommendation from Linfield College Education Department

Honors

The James B. Conaway Award

The James B. Conaway Award was established in 1989 to recognize Mr. Conaway's lifelong commitment to public education and to the teachers who exemplify the highest ideals for the profession. Each year one Linfield education student from each of the four authorization levels (early childhood, elementary, middle level and high school) is honored for extraordinary ability as a student teacher during his/her full-time student teaching experience.

Kappa Delta Pi

Linfield's Sigma Delta chapter of Kappa Delta Pi (KDP) is part of the national KDP International Honor Society in Education, which was founded in 1911 at the University of Illinois. KDP elects to membership students who exhibit the ideals of scholarship, high personal standards, and excellence in teaching.

Paracurricular Courses

EDUC 040 Community Service – Involvement in some educational service activity in the community. Acceptable activities include tutoring and assisting in public and private schools, youth recreational programs, community day-care facilities or other approved educational service. Requires 30 clock hours of service. *Offered fall, January term, spring. 1-2 credits.*

Courses

Students taking education courses must pass an approved criminal background investigation in order to meet course requirements as a requirement for working with children in a school setting.

EDUC 150 Foundations of Education – An introduction to public schools and the teaching profession, including control of curriculum, the history of American education, philosophies which have influenced educators, how schools are financed, and laws which govern teachers and students. Requires 30 clock hours of field experience in a public school classroom. Students taking this course will complete an MSD criminal history verification. *3 credits.*

EDUC 205 Technology Applications in Education – Introduces pre-service teachers to a teaching design under which technology (computer hardware, software, and ancillary equipment) is used to help change how teachers teach and students learn. Students will learn basic computer and multimedia equipment operation, techniques of multimedia authoring and how to use the Internet effectively in teaching across the curriculum. *Prerequisite: 150. Offered January Term. 3 credits.*

EDUC 230 Educational Psychology – Applications to teaching and school learning of behavioral, cognitive, and humanist learning theories, human development and motivational concepts, and assessment and evaluation procedures. Register for a Basic Skills test. *Prerequisite: 150. 4 credits. (IS)*

EDUC 240 Teaching Linguistically and Culturally Diverse Students – An overview of linguistically and culturally appropriate

teaching strategies for teaching English Language Learners (ELL) in the mainstream classroom. A review of current second language learning theory and an application of these theories to planning effective instruction for students with limited English proficiency. An examination of second language development and cultural issues that affect ELL's academic performance in the mainstream classroom. *Prerequisites: 150, 230, or consent of instructor. 3 credits. (US)*

EDUC 245 Educational Linguistics and Language Acquisition for ESOL – Current theory and research in first and second language acquisition and issues in linguistics applied to linguistically and culturally diverse students. Topics in language acquisition include historical and current theories, language stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonology, orthography, phonics, morphology, syntax, semantics and pragmatics, with a focus on classroom applications. *Prerequisites: 150, 230, 240. 3 credits.*

EDUC 250 Language Policy, Issues and Advocacy for ESOL – Analyze and evaluate the historical, political, sociocultural, and linguistic issues related to local, state, and federal laws and policies regarding English Language Learners (ELL), their families, schools and community. Assess and advocate for ELL students to develop policies and systems of support for ELL students. *Prerequisites: 150, 230. Offered January of even-numbered years. 3 credits.*

EDUC 270 Becoming an Early Childhood Teacher – An overview of the philosophy, methods, and materials used in child care, preschool, kindergarten, and primary classrooms. Beginning with birth experiences, following the physical, social, emotional, and cognitive development of children through the primary grades. Educational programs for child care centers, preschools, kindergartens, and the primary grades. Requires 30 clock hours of field experience in a preschool setting. *Prerequisites: 150, 230, submission of an official score report with passing scores for a Basic Skills test, fingerprinting and OSP/FBI fingerprint clearance, and sophomore standing or consent of instructor. 3 credits.*

EDUC 275 Teaching Art – Projects in several media appropriate for teaching art in the schools. Art teaching methods. *Prerequisite: 150. 3 credits. (CS)*

EDUC 290 Content Literacy and Development in Adolescence – An exploration of adolescent development and literacy. Physical, social, emotional, and cognitive development of children from the intermediate grades through high school. An examination of theories, strategies, and assessment of multiple literacies to enhance learning in secondary subject matter classrooms. Requires 20 clock hours of field experience in a middle school setting. *Prerequisites: 150, 230, submission of an official score report with passing scores for a Basic Skills test, fingerprinting and OSP/FBI fingerprint clearance, and sophomore standing or consent of instructor. 3 credits.*

EDUC 301 Supervised Teaching Assistant – Supervised work in a public school setting to develop skills in planning, implementing, and evaluating instruction as well as in establishing a climate conducive to learning. Enrollment by departmental directive for those students who, in the judgment of the department, require more extensive time in a clinical experience at a pre-student teaching level before assuming the responsibilities of student teaching. *1-12 credits.*

EDUC 302 Diversity and Inclusion – A broad interdisciplinary examination of the school-society relationship in the United States and of the many issues embedded in this relationship including equal opportunity, students with special needs, human diversity, ideology, politics, and social change. Register for the Civil Rights test. *Prerequisites: 150, 230, and junior standing. 4 credits. (IS or US, MWI)*

EDUC 305 General Methods and Management – Techniques of classroom teaching: the planning process, implementation of instruction, assessment of learning, use of educational resources, and classroom management. An introduction to teaching methods and classroom management as a foundation for future development in content specific methods courses. *Prerequisites: 150, 230, 270 or 290. 4 credits.*

EDUC 340 Planning, Implementing and Assessing Instruction for ESOL – Current curriculum models, materials, teaching approaches and assessment techniques that maximize the language development and academic achievement of English language learners. Emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. *Prerequisites: 150, 230, 240. 3 credits.*

EDUC 401 Teaching Literacy I – Theories, concepts, methods, and materials for developing literacy skills in children from primary through fourth grade. Matching instruction to individual student's needs, abilities, and interests. Integrating children's literature. Using assessment to drive instruction. Aligning to state and federal standards. *Prerequisites: 150, 230, 270 or 290, and prerequisites or co-requisites of 302 and 305, or consent of instructor. 4 credits.*

EDUC 402 Teaching Literacy II – Theories, concepts, methods, and materials for developing literacy skills in students from fourth through tenth grade. Matching instruction to individual student's needs, abilities, and interests. Integrating children's and young adult literature. Using assessment to drive instruction. Aligning to state and federal standards. *Prerequisites: 150, 230, 270 or 290, and prerequisites or co-requisites of 302 and 305, or consent of instructor. 4 credits.*

EDUC 430 Content Methods for Middle and High School Teachers – Curriculum, methods and assessment in the middle and high school content fields. Assignment to sections based upon teaching major. Observation and application in middle and high school classrooms. May be repeated for credit with different subjects. *Prerequisites: 150, 230, 290, and prerequisites or co-requisite of 305, or consent of instructor. Offered fall. 3 credits.*

EDUC 448 Teaching Mathematics – Approaches to teaching mathematics with a focus on how children learn concepts, develop skills, and apply mathematics to their daily lives. Overview of the mathematics curriculum. Emphasis on teaching problem solving, number concepts, technology, basic operations with whole and rational numbers, probability and statistics, geometry, measurement, and algebra. *Prerequisites: 150, 230, 270 or 290, and prerequisites or co-requisites of 302 and 305, or consent of instructor. 3 credits.*

EDUC 449 Teaching Science – Dimensions of science; science curriculum, observation, model building, discrepant events, inquiry, application of the scientific process, reporting findings, resources for teaching science, and assessment of science education. *Prerequisites: 150, 230, 270 or 290, 290 or 401, 302, 305, or consent of instructor. 3 credits.*

EDUC 450 Teaching Social Studies – Current trends in social studies, inquiry, discovery and group processes, creative activities and experiences, community resources, technology in social studies, thematic and integrative planning. *Prerequisites: 150, 230, 270 or 290, and prerequisites or co-requisites of 302 and 305, or consent of instructor. 3 credits.*

EDUC 480 Independent Study – *Offered fall, January, spring. 1-5 credits.*

EDUC 491, 492, 493, 494, 495 – *General prerequisites for Part and Full-Time Student Teaching: Admission to Part and Full-time Student Teaching; for Part-Time–submission of an official score report with passing scores for the Civil Rights exam; for Full-Time–submission an official score report with passing scores for the Multiple Subjects exam and/or Subject Area exam(s) and ESOL exam (if seeking an ESOL endorsement).*

EDUC 491 Student Teaching: Early Childhood – Supervised work experience in public school classrooms with students from age three through primary grades. May be repeated for credit. *4 credits (part-time) or 12 credits (full-time).*

EDUC 492 Student Teaching: Elementary – Supervised work experience in public school classrooms with students in intermediate elementary grades. May be repeated for credit. *4 credits (part-time) or 12 credits (full-time)*.

EDUC 493 Student Teaching: Middle Level – Supervised work experience in public school classrooms with students in middle level/junior high. May be repeated for credit. *4 credits (part-time) or 12 credits (full-time)*.

EDUC 494 Student Teaching: High School – Supervised work experience in public school classrooms with students in high school. May be repeated for credit. *4 credits (part-time) or 12 credits (full-time)*.

EDUC 495 Student Teaching: Topics – Supervised work experience in public school classrooms in a specific authorization level and content area. May be repeated for credit. *4 credits (part-time) or 12 credits (full-time)*.

EDUC 496 Seminar for Full-Time Student Teaching – Examination of topics related to entering the teaching profession, challenges associated with student teaching and personal teaching effectiveness. *Prerequisites: admission to full-time student teaching. Taken concurrently with Full-Time Student Teaching. 1 credit*.

EDUC 497 Seminar for Part-Time Student Teaching – Examination of topics related to beginning student teaching, challenges associated with student teaching, and personal teaching effectiveness. *Prerequisite: admission to part-time student teaching. Taken concurrently with Part-Time Student Teaching. 1 credit*.

January Term Off-Campus Courses

EDUC 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. The major topic offered in the past has been Multicultural Experiences in Education, which has taken place in Hawaii, Montana, England, and Puerto Rico. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

EDUC 303 Education in a Diverse Society – Broad interdisciplinary examination of school-society relationship in United States and of many issues embedded in this relationship, including equal opportunity, students with special needs, human diversity, ideology, politics, and social change. *Prerequisite: junior standing or above. 4 credits. (IS or US)*

Electronic Arts

Faculty

Martin Dwomoh-Tweneboah, Cand. Scient. • Computer Science
Daniel Ford, M.S. • Computer Science
Michael Huntsberger, Ph.D. • Mass Communication
Liz Obert, M.F.A. • Art (Coordinator) (on sabbatical fall 2014)
Brad Thompson, Ph.D. • Mass Communication
Brian Winkenweder, Ph.D. • Art History

The Electronic Arts major offers a multi-disciplinary study that explores the use of an artistic media that uses rapidly evolving technology as a means of self-expression and communication.

The major utilizes Linfield's traditional curriculum in the liberal arts to allow students to pursue inquiries in electronic arts. It allows students to investigate aspects of web design, computer graphics, or any combination of arts and technology. By combining the resources of the Art and Visual Culture, Mass Communication, Computer Science, and Music Departments, Electronic Arts creates a curriculum that uses aspects of each discipline as it relates to arts and technology.

Goals for the Major

In successfully completing a major in Electronic Arts, students will:

- understand the fundamental principles and concepts of computer science, visual art and mass communication;
- demonstrate an advanced level of competence in one medium appropriate to the core track of the major, both aesthetically and technically and present it in a coherent polished project or body of work;
- learn how to work in at least one programming environment;
- develop an adequate understanding of the discipline and academic preparation to successfully enter graduate school or an entry-level professional career;
- demonstrate well-developed, medium appropriate communication skills.

Requirements

The electronic arts major is available as bachelor of arts or bachelor of science degrees, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 55 credits distributed as follows.

Common Core: 33 credits including AAVC 100, 120, 242; COMP 121, 160, 260, MSCM 150, 337; EART 485.

8 credits of Art and Visual Culture electives from among: AAVC 110, 217, 218, 240, 243, 244, 281, 310, 316, 319, 342, 480, 487;

6 credits of Computer Science electives from among: COMP 131, 161, 262, 305, 375, 480, 485;

8 credits of Mass Communication electives from among: MSCM 322, 325, 327, 329, 333, 335, 340, 349, 350, 480.

With Electronic Arts coordinator's approval, MUSC 225 and up to 6 other credits in music from among the following may be substituted for the above electives: MUSC 121, 122, 123, 124, 221, 222, 223, 224.

12 elective credits must be at 300-level or above.

Courses

EART 485 Electronic Arts Seminar – Capstone class for the electronic arts major. Production by students of a web portfolio displaying a cohesive body of work and related critical papers. *Prerequisites: AAVC 242, MSCM 150, COMP 260, or consent of instructor. Offered spring. 4 credits. (MWI)*

English

Faculty

Reshmi Dutt-Ballerstadt, Ph.D.
Anna Keesey, M.F.A.
Katherine Kernberger, Ph.D.
Daniel Pollack-Pelzner, Ph.D.
Lex Runciman, Ph.D.
Barbara Kitt Seidman, Ph.D. (Chair)
David Sumner, Ph.D.
Joe Wilkins, M.F.A.

Through its majors in literature and in creative writing, the Department of English seeks to foster in students a sophisticated awareness of the range of literary genres, periods, critical theories, and uses of imagination.

Courses in English offer instruction and discussion aimed at developing the ability to think imaginatively, independently, and in community – abilities necessary for success in various careers or in future study.

For the general student, the Department of English offers study in fiction, drama, poetry, and nonfiction in the effort to imagine, understand, and critically analyze such works in a variety of ways.

Goals for the Literature Major

In successfully completing a major in literature, students will have:

- a clearer understanding of the ways literature at once articulates and reflects social, political, cultural, and global contexts;
- deeper aesthetic appreciation of poems, drama, fiction, nonfiction, and/or films as manifestations of imagination;
- familiarity with the methods, theories, and issues of literary criticism;
- the ability to advocate critical responses in classroom discussion and to listen to and consider the critical analyses of others; and
- the ability to analyze narrative and literary motifs and to present those understandings in critical papers.

Goals for the Creative Writing Major

In completing courses for the creative writing major, students should develop and deepen the ability to:

- conduct close reading of a variety of literary texts, seeking a deep and broad understanding of the range of worldwide literary precedent;
- name literary techniques across the genres, and make use of them both in analyzing the work of others and writing original texts;
- compose, revise, edit and share original work in several genres, seeking a distinct style and distinctive, personal material;
- give, receive, and make use of pertinent, constructive critique;
- display curiosity about literary questions and pursue well-founded answers to those questions, using textual and other evidence, in critical essays or reviews;
- interrogate and develop one's own imagination and habits of mind and craft within an often messy, challenging and rewarding writing process;
- generate, revise, effectively order and reflect upon a sustained capstone project of original work;
- display a command of standard English in writing, with the skill to address various goals and audiences.

Requirements

The literature and creative writing majors are available as bachelor of arts degrees only, as defined in the section on degree requirements for all majors in this course catalog.

For a major in literature: 42 credits including 240, 241, 250, 275, 279, 285, 385, 479, 486; one upper division British literature class (e.g. 340, 341, 343, 344, 345, 350, 351, 365); one course addressing U.S. pluralisms (e.g. 270, 285, 385); one course addressing global pluralisms (e.g. 260, 300, 301, 305, 345, 365). One creative writing course may be counted toward the literature major. Up to 2 credits in 120 may be counted toward the major.

For a minor in literature: 20 credits, to include at least one methods class (250 or 275); one historical introduction (241 or 285); and a 300-level course. Students may include one creative writing course in the minor.

For a major in creative writing: 40 credits plus 2 portfolio credits (279 and 479). The 40 credits must include 16 credits in creative writing courses; 20 credits in literature, including 275 and at least one course in U.S. literature; and 485. One 3-5 credit course in an allied field (art or mass communication) may be included in the total of 40 credits. Creative writing courses may be chosen from the following: 200, 316, 317, 318, 319, 320, 321. ENGL 316, 317, 318, 319, and 321 may be repeated once for credit. (Independent study courses may be substituted at the department's discretion.) Up to 4 credits may be counted toward the major. Strongly recommended in addition to course work: internship in a related field.

Students intending to major in creative writing must complete a formal application to the director of the program in the semester in which they will be declaring their major officially. This becomes the first document in their ENGL 279 portfolios.

For a minor in creative writing: 20 credits in creative writing courses. A creative writing minor may include the senior thesis (485) as part of that 20, provided the student notify the creative writing advisor during the academic year preceding composition of the thesis.

For Oregon Initial Teaching Licensure in Language Arts: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Organizations and Honors

The department sponsors the Delta chapter of the international English honor society Sigma Tau Delta. Election for membership can occur throughout the undergraduate careers of literature and creative writing majors as soon as the following criteria have been met: (1) completion of at least three Linfield English classes earning an average of B+ or better; (2) attainment of a 3.5 overall GPA. Initiates to Sigma Tau Delta have opportunities to attend national conferences, publish in the honor society's two journals, and develop programming that fosters an appreciation of the literary arts on campus and within the broader community. Graduating seniors are also honored at Commencement.

The English Department awards departmental honors at graduation to students who meet the following criteria:

Honors in literature at graduation: 3.75 GPA in courses required for the major; 3.50 overall GPA; submission of thesis

project consisting of a research essay approximately 50 pages in length (including bibliography) and approved for honors by a two-person English faculty committee. Honors thesis proposals are due Oct. 15 and consist of three parts (developed in consultation with thesis advisor): (1) 5 pp. explaining the research question being undertaken; (2) 5 pp. explaining academic sources to be used; (3) 5 pp. outlining the project and timeline for completion by early May.

Honors in creative writing: 3.75 GPA in courses required for the major; 3.50 overall GPA; submission of the thesis required of all creative writing majors; a 15-page research essay (including bibliography) placing the thesis in its genre and approved for honors by a two-person creative writing faculty committee. Honors thesis proposals (including a 20-page preliminary version of the creative writing thesis in progress) must be submitted to the sponsoring faculty member by February 15. A completed draft of the entire thesis and accompanying critical essay is due by April 15.

All honors theses must be submitted to the English Department in proper MLA format for binding and inclusion among Nicholson Library holdings.

Paracurricular Courses

ENGL 020 Literary Magazine – Editing the college literary magazine, *Camas.* Planning, soliciting submissions, making selections, preparing manuscripts for printing. *1 credit. (EL)*

Courses

ENGL 120 Literary Magazine – Editing the college literary magazine, *Camas.* Planning, soliciting submissions, making selections, preparing manuscripts for printing. May complete up to 4 times for credit in creative writing or literature major. *Prerequisite: consent of instructor. 1 credit.*

ENGL 125 English Grammar – For students who need an introduction to or a refresher in English grammar, including parts of speech, phrases, basic sentence patterns, tense, mood, and punctuation. *2 credits.*

ENGL 200 Introduction to Creative Writing – A beginning course in creative writing. Introduces students to writing in various genres by means of creative exercises and assignments, workshops, and individual conferences. May include poetry, fiction, plays, and creative non-fiction. *4 credits. (CS)*

ENGL 240 British Literature I: Middle Ages to 1660 – Writers and works from the Anglo-Saxon, Anglo-Norman, and Middle English traditions, continuing through early modern, Elizabethan, and early seventeenth-century developments. *Prerequisites: 250 and INQS 125, or consent of instructor. 4 credits. (CS)*

ENGL 241 British Literature II: Restoration through 19th Century – Introduction to literature created in English from the Restoration to 1901. Exploration of historical contexts and effects of linguistic and literary change, including writers and works from the Restoration, eighteenth century, the Romantics and Victorians. *Prerequisite: INQS 125. 4 credits. (CS)*

ENGL 250 Poetry, Prose, and Plays – Introduction to literary genres through texts addressing a particular theme. Emphasis on developing close reading skills central to literary analysis. Practice in writing effective papers about literature. *4 credits. (CS)*

ENGL 260 Transatlantic Literature – Examination of themes finding expression over a broad historical reach in the Anglo-American literary tradition. May include works of global literature beyond or outside that tradition. *Prerequisite: INQS 125. 4 credits. (CS or GP)*

ENGL 270 Western American Literature – Investigation into the literatures and cultural issues of the American West. Study of significant western writers. May include Mark Twain, Willa Cather, Wallace Stegner, Maxine Hong Kingston, H.L. Davis, Leslie Marmon Silko, Ken Kesey or others. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or VP or US)*

ENGL 275 Critical Methods of Literary Study – Formal initiation of majors and minors in both literature and creative writing to critical and aesthetic analysis of literary texts. Concentrated practice in close reading of major works in various genres, as well as exploration of different critical methodologies. Should be completed before the start of the junior year. *4 credits.*

ENGL 279 Portfolio – Initial portfolio course for literature and creative writing majors. Documents progress toward learning outcomes of major. Students should register with departmental academic advisor as instructor. *1 credit. (S/U)*

ENGL 285 Puritans to Postmoderns: First to Lasting Contact – Introduction to U.S. literature from its pre-Columbian antecedents to the present, including colonialism, the American Renaissance, Realism, Naturalism, Modernism, and Postmodernism. Emphasis on themes involving nature, modernity, and U. S. literary pluralism. Lecture/discussion. *Prerequisite: INQS 125. Offered spring. 4 credits. (CS or US)*

ENGL 300 Women Writers (also listed as GENS 300) – Examination of literary works by women writing in English across the globe. Study of the relationship between dominant literary traditions and the politics of gender as a source of constriction and aspiration. Exploration of the impacts of race, class, religion, nationality and sexual orientation upon conceptions of the female. Close reading, literary analysis, and exploration of feminist theory. *Prerequisite: INQS 125. 4 credits. (CS or GP)*

ENGL 301 Global Encounters – Exploration of major works of world literature dealing with a particular theme, subject, or cultural legacy. May be repeated for credit with different topics. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS)*

ENGL 304 Environmental Literature – Introduction to nature writing and its lessons about the environment. Practice in writing in the genre. Authors studied include Annie Dillard, Gary Snyder, John McPhee, Mary Austin, Edward Abbey, and Aldo Leopold. *Prerequisite: INQS 125. 3 credits. (CS or UQ)*

ENGL 305 Diverse Voices in Literary Expression – Literary works addressing issues of race, gender, class, minority experience, or national literatures besides those of the U.S. or England. May be repeated once for credit with different content. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or UQ or GP)*

ENGL 307 Contemporary Writers – Exploration of works of contemporary literature dealing with a particular theme, subject, school, or region. An emphasis on reading for technique and reading as writers. Especially recommended for creative writing majors and minors. *Prerequisite: INQS 125. 4 credits. (CS)*

ENGL 315 Academic Writing and Consulting – Continued instruction and experience in academic writing (two hours/week) combined with work as a staff member in the Linfield Writing Center (four hours/week). College writing across the disciplines, writing strategies, effective interpersonal communication in helping others write, practical understanding of the intricacies of English. May be repeated once for credit. *Prerequisites: INQS 125 and consent of the instructor. 4 credits. (MWI)*

ENGL 316 Creative Writing: Poetry – Workshops, conferences, and practice in techniques of poetry writing. Reading of modern poets and study of genre. An option for creative writing majors and others. May be repeated once for credit. *Prerequisite: INQS 125. 4 credits.*

ENGL 317 Creative Writing: Fiction – Workshop, conferences, and practice in techniques of fiction writing, especially the short story. Reading of modern fiction writers and study of various fictional genres. An option for creative writing majors and others. May be repeated once for credit. *Prerequisite: INQS 125. 4 credits.*

ENGL 318 Creative Writing: Scripts – Workshop, conferences, and practice in techniques of writing dramatic fiction in script form for films, television, or stage. Conventions of dramatic structure,

character development, dialogue, form, and current practice. For creative writing majors and others. May be repeated once for credit. *Prerequisite: INQS 125. 4 credits.*

ENGL 319 Creative Writing: Literary Nonfiction – Workshop focused on the personal essay, with class discussion of works in progress and readings by such writers as Barry Lopez, Ursula LeGuin, Barbara Tuchman, and Wendell Berry. Weekly writing assignments and in-class exercises. Practice in finding ideas, getting started, using storytelling and creative writing techniques, keeping journals to gather material, incorporating research, and revising. Final project: a revised portfolio of essays. May be repeated once for credit. *Prerequisite: INQS 125. 4 credits.*

ENGL 321 Advanced Topics in Creative Writing – Upper-level course in the reading and practice of imaginative writing in one or more genres. Specific topics may focus on a particular genre, such as the lyric poem or the novella; themes such as "Borderlands" or "Parties and Gatherings"; or techniques and methods such as "The Researched Narrative," "The First Person," or "Style in the Imaginative Sentence." May be repeated once for major credit. *Prerequisites: INQS 125, one course in literature and 200 or consent of instructor. 4 credits. (CS)*

ENGL 325 Literary Genres – Focus on one genre, such as the novel, drama, poetry, autobiography, short story, or epic. History and characteristics of the genre with readings and analysis of significant examples. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS)*

ENGL 327 Introduction to Film (also listed as MSCM 327) – The tools of visual literacy. Responding to and evaluating cinema as art and as mass communication. The vocabulary of film-making and film criticism. Sample topics: genre analysis, directorial study, international film industry, film narrative. *Prerequisite: INQS 125. 4 credits.*

ENGL 330 Major Figures – Focus on the work of one writer such as Dante or Virginia Woolf, or two closely connected writers such as W. B. Yeats and James Joyce, or Emily Dickinson and Sylvia Plath. May be repeated once for credit with different writers. *Prerequisites: INQS 125 and completion of at least one literature course or consent of instructor. 4 credits.*

ENGL 340 Epic and Romance – Writers and works from the Anglo-Saxon, Anglo-Norman, and Middle English traditions, reflecting the medieval outlook from Beowulf to Chaucer to Malory. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (VP)*

ENGL 341 Sex and Power in the Renaissance – Investigation of erotic, religious, and political desire in literary texts from 1500-1660. Exploration of representative Renaissance genres (comedy, tragedy, lyric, epic, satire) that raise questions of sex and power in their historical context. Attention to the construction of gender roles and individual identity in a dangerous social environment. *Prerequisite: INQS 125 and one previous literature class or consent of instructor. 4 credits. (VP)*

ENGL 343 The British Romantics – The major Romantic writers from 1785 to 1830, usually including such poets as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and introducing one or more novelists such as Austen, Radcliffe, Scott, or Shelley. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (VP)*

ENGL 344 Secret Lives in Victorian Literature – Focus on the detective story, the sensation novel, the bildungsroman, and the dramatic monologue, Victorian forms that policed the boundary between public and private selves. Exploration of representative works across literary genres from 1837 to 1901. Psychological and historical approaches to identity inflected by changes in gender, science, and imperialism. *Prerequisite: INQS 125 and one previous literature class or consent of instructor. 4 credits. (VP)*

ENGL 345 20th Century Global British Literature – Representative forms and ideas in English prose and poetry of the twentieth century. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or GP)*

ENGL 350 Shakespeare: Comedies and Histories – Selected comedies and histories in their historical and critical context. Emphasis on comedy as a dramatic form and questions of gender and sexuality as they are represented through performance. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or VP)*

ENGL 351 Shakespeare: Tragedies and Tragicomedies – Selected tragedies and tragicomedies in their historical and critical context; emphasis on tragedy as a dramatic form. *Prerequisite: INQS 125 or consent of instructor. 4 credits. (CS or VP)*

ENGL 365 Postcolonial Literatures in English – Exploration of postcolonial writers in English interrogating themes of colonization, hybridity, globalization. Authors studied may include but not limited to Chinua Achebe, J.M. Coetzee, Jamaica Kincaid, Salman Rushdie, Tsitsi Dangaremba, V.S. Naipaul and Derek Walcott *Prerequisites: INQS 125 and completion of at least one literature course or consent of instructor. 4 credits. (CS or GP)*

ENGL 370 Readings in English and American Literature – An overview of and internship in teaching literature in the multicultural classroom. *Prerequisites: one literature course and consent of the instructor. 4 credits. (MWI)*

ENGL 380 Ultimate Questions in Literature – Literary investigation into concerns fundamental to human existence such as the nature of good and evil; the origins and condition of the human being in the universe; the nature of religious quest and experience of the sacred; ethical inquiry and behavior; utopian social aspiration; the nature of human knowing. May be repeated once for credit with different content. *4 credits. (CS or UQ)*

ENGL 385 The Novel in the United States – Examination of a major U.S. literary genre via themes linking American fiction over time. Study of aesthetic experimentation within the genre. Topics will vary. May be repeated once for credit. *Prerequisite: INQS 125. 4 credits. (CS or US)*

ENGL 395 Directed Reading – Reading and discussion organized around a writer or theme. Emphasis on close reading, articulate discussion and cultural significance of literary and/or popular texts. May be repeated once for credit. *Prerequisites: INQS 125 and one literature course. Offered occasionally. 1 credit.*

ENGL 425 History of the English Language – The English language from Indo-European beginnings through Anglo-Saxon, Middle English, and modern English. Addresses phonetic, morphemic, and syntactic changes as well as current linguistic theory. *3 credits.*

ENGL 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. *Prerequisite: consent of instructor. 3 credits. (S/U)*

ENGL 479 Portfolio – Senior portfolio course for literature and creative writing majors. Documents progress toward learning outcomes for major. Students should register with departmental academic advisor as instructor. *1 credit. (S/U)*

ENGL 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. *1-5 credits.*

ENGL 485 Senior Seminar: Creative Writing – Completion in conference and workshop of a substantial writing project as the final requirement in the creative writing major. Such original work as a collection of poetry; a collection of short stories; a novel or novella; a collection of creative essays; a collection of short dramatic works; a full length play or film script. A senior level course for students who have previously completed most of the requirements for the creative writing major. *Prerequisite: 275. 4 credits. (MWI)*

ENGL 486 Senior Seminar: Literature – Advanced study of a specialized literary subject in a seminar setting. Completion of a substantial critical paper. A senior level course for students

who have previously completed most of the requirements for the literature major. *Prerequisite: 275. 4 credits. (MWI)*

ENGL 487 Internship – Supervised employment in a work setting which draws upon the writing, speaking, oral, and analytical skills developed by literature and creative writing majors. Open to seniors and second-semester juniors with permission from faculty supervisor. No more than 4 credits to be counted toward the major. *1-8 credits. (EL)*

ENGL 490 Honors Thesis, Literature or Creative Writing – *4 credits.*

January Term Off-Campus Courses

ENGL 198, 298, 398, 498 Special Topics in January Term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included The Brontes, Jane Austen, Irish Literature, Creative Writing in Literary Britain, King Arthur in Britain, The Literary Sea of Cortez, and Politics and Change in Southeast Asia. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

ENGL 303 Children's Literature – Literature available in various forms for children. Development of skills in the understanding as well as the presentation and teaching of the literature. *Prerequisite: INQS 125 or 126 or consent of instructor. 3 credits.*

ENGL 306 Diverse Voices in Literary Expression – *3-credit version of 305. Prerequisite: INQS 125 or 126 or consent of instructor.*

ENGL 308 Topics in Literature – Exploration of major works of world literature dealing with a particular subject, theme, or cultural legacy, seen from within applicable historical contexts. May be repeated for credit with different topics. *Prerequisite: INQS 125 or 126 or consent of instructor. No more than 8 credits of 301/308 may be counted toward the departmental majors/minors. 4 credits.*

ENGL 310 Topics in U.S. Literature – Specialized focus upon U.S. literature with such topics as American ethnicity, modernism, or the literature of the Civil War. May be repeated once for credit with different content. *3 credits.*

ENGL 312 Topics in British Literature – Specialized focus on British literature with such topics as the Arthurian Legend or the Victorians. May be repeated once for credit with different content. *3 credits.*

ENGL 313 Creative Writing: Literary Nonfiction – *3-credit version of 319.*

ENGL 328 Introduction to Film – *3 credit version of 327.*

ENGL 355 Scripts for Ashland – Study at Linfield of five or six scripts of plays to be presented at the Oregon Shakespearean Festival, usually including three plays by Shakespeare and two by other writers. *3 credits.*

ENGL 356 Shakespeare in Ashland – A weekend spent in Ashland studying and seeing performances of five plays. Shakespearean and non-Shakespearean productions. May be repeated once with the consent of the instructor when the set of plays is essentially new. *1 credit.*

ENGL 377 Fundamentals of Research Writing – Fundamentals of research writing. Bibliographic instruction and practice in writing a substantial research paper. *3 credits.*

ENGL 411 Contemporary Drama – Trends in twentieth century drama. Techniques of presentation as well as themes embodied in the works. *Prerequisite: INQS 125 or 126 or consent of instructor. 3 credits.*

English Language and Culture Program

Faculty

Sandra Lee, M.A. (Chair)

The English Language and Culture Program at Linfield College is an intensive course of study. It is designed to help Linfield students whose native language is not English achieve competence in academic and social English skills so that they can work effectively in their undergraduate classes at Linfield. Students entering the English Language and Culture Program will be required to meet all of Linfield's admission requirements except those in English proficiency. The program is described more fully in the section of this catalog devoted to International Programs. The courses offered in the program are designated ELCP (for English Language and Culture) and are listed below. Students may count up to 29 credits in ELCP toward the 125 required for graduation. The English Language and Culture Program also provides special programs (summer, one-semester and one-year programs) in English and cultural studies.

Paracurricular Courses

ELCP 040 Community Service – Community activity helping with such programs as assisting in public and private schools, recycling programs, senior care facilities, community clean-up, clothing distribution and food distribution programs. Minimum of 24 hours of service. May be repeated with different content. *1 credit. (EL)*

ELCP 095 Individualized Study – Development of reading, writing, and listening skills through a program of self-access assignments specifically selected to meet the individual's needs. Schedule of supervised work and individual tutoring. *1-2 credits.*

Courses

ELCP 100 Language Practice: Social and Academic Skills – An intensive course in functional English for ELCP students to facilitate integration into the community and preparation for academic study. Includes survival skills, cultural awareness, basic computer and study skills, and writing projects. *4 credits.*

ELCP 101 Academic Listening and Speaking I – Development of listening and speaking skills enabling students to function effectively in an academic setting. Emphasis on prepared and impromptu speeches, group discussions, debate, and video-based activities. Continued practice of English in informal and formal settings: role play, simulations, and community field work. *4 credits.*

ELCP 102 Academic Listening and Speaking II – Continuation of 101 to prepare students for success in academic courses. Training in group discussion dynamics. Participation in whole class/small group discussions of current issues. Recognition and practice of formal and informal listening/speaking skills. *4 credits.*

ELCP 103 Advanced Pronunciation – An intensive course in pronunciation of American English. Development of accent modification techniques which result in increased intelligibility. Special emphasis is placed on auditory discrimination, correct pronunciation of English speech sounds, complete word production, stress and intonation patterns. Exercises tailored to individual student's speech patterns with targeted feedback using Compton P-ESL methodology to achieve desired outcomes. *3 credits.*

ELCP 111 Introduction to College Reading – Intermediate level reading course enabling students to become independent readers. Student selection of reading materials: fiction and non-fiction. Linked activities focusing on summary writing, vocabulary development, oral reports, and group discussions. *4 credits.*

ELCP 112 Advanced College Reading and Critical Thinking Skills – Advanced reading skills course to develop students' critical thinking and discussion skills in preparation for academic course work. Reading linked to formal/informal writing projects. *4 credits.*

ELCP 120 Grammar Workshop – An in-depth review of grammatical structures within the context of students' own writing projects. Grammar activities and exercises tailored to meet individual student's needs. *4 credits.*

ELCP 121 Introduction to College Composition – Intermediate level writing course to prepare students for academic essay and report writing. Emphasis on self/peer proofreading and editing strategies. *4 credits.*

ELCP 122 Research Paper Preparation – Introduction to academic research paper writing: topic development, library research, paraphrase/synthesis skills, and documentation leading to presentation of acceptable research paper. *4 credits.*

ELCP 124 Advanced Grammar – Advanced level course focusing on grammatical structures and conventions commonly used in academic essay writing; analysis and practice of grammar rules and conventions; identification of differences between spoken and written English; development of academic vocabulary. *Prerequisite: 121 or 122 or consent of instructor. 2 credits.*

ELCP 150 Academic and Experiential Encounters in the United States – An introduction for international students to living, studying, and working in the United States. Skills development in independent living in a new culture. Focus on cross cultural relationship building, problem solving, written and verbal communication in the work place including accent/dialect comprehension. Preparation of individual/group presentations and a research paper. *4 credits.*

ELCP 160 Thematic Topics – Integration of all language skills (listening, reading, writing, and speaking) in a content theme such as American Culture and the Community, Discovering American Cultures through Film. May be repeated with different content. *4 credits. (US)*

ELCP 170 Readings in Literature – An introduction to reading and writing about literature for non-native speakers of English. Study of literary genres: short story, poetry, and novel. Focus on creative writing projects and formal analysis essays. *4 credits. (CS)*

ELCP 180 TOEIC Preparation – Test of English for International Communication (TOEIC) Preparation. An intensive preparation course for the TOEIC test. Focus on building vocabulary, learning the structure and directions of the TOEIC, learning to discriminate between test answer choices, and practicing English in practical day to day situations in the international workplace setting. *2 credits.*

ELCP 190 Advanced Academic Skills – Study of language and learning skills for advanced ELCP students simultaneously enrolled in a particular academic content course in another department. Intensive study of the language used in the content material through linked reading, writing, listening, and speaking activities. May be repeated with different content. *3 credits.*

Environmental Studies

Faculty

Liz Atkinson, Ph.D. • Chemistry
Nancy Broshot, Ph.D. • Environmental Studies (Chair)
Robert Gardner, Ph.D. • Sociology
Jennifer Heath, Ph.D. • Physics
Tom Love, Ph.D. • Anthropology
Janet Peterson, Dr.P.H. • Health, Human Performance, and Athletics (on leave of absence 2013-14)
Eric Schuck, Ph.D. • Economics
David Sumner, Ph.D. • English
Chad Tillberg, Ph.D. • Biology
Lissa Wadewitz, Ph.D. • History (on sabbatical fall 2014)
Jeremy Weisz, Ph.D. • Biology

Laboratory Coordinator

Barbara Van Ness, M.S.

Environmental Studies is an interdisciplinary arena of study in the undergraduate curriculum. It centers on understanding relationships between humans and the planet's life support system. It seeks to develop in students a deep awareness of the complex, highly dynamic nature of the world we inhabit, including interactions among the human population, the biological and physical environments, resources, technology, social organization and culture. The portion of the planet we occupy in the Pacific Northwest is exceptionally diverse for its latitude and affords rich opportunities for study and involvement. Addressing environmental issues draws on almost every field in the liberal arts curriculum. An understanding of science, human culture, and public policy is required for adequately resolving environmental problems. For this reason the core of the Environmental Studies major features a cross-disciplinary introductory course sequence along with requirements in the humanities, social sciences and sciences. Students in the major choose from one of two focus areas: environmental science and environmental policy. In each focus students take a course in research methods in the environmental sciences, as well as an upper-division, problem-solving seminar that serves as the capstone, drawing together the talent and experiences of students from both foci.

Goals for the Major

In successfully completing a major in Environmental Studies, students will be able to:

- Research and evaluate interactions among humans and their environments through interdisciplinary inquiry.
- Articulate and apply the basic tenets of scientific inquiry to environmental issues.
- Develop a foundation for making informed decisions about environmental issues on an individual and societal level.

Requirements

The environmental studies major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

Students in the science focus will be expected to exhibit greater depth with respect to the scientific aspects of the preceding goals. Students in the policy focus will be expected to exhibit greater depth with respect to the cultural and public policy aspects of these goals.

For a major: 63-65 credits distributed as follows:

Common Core: 21 credits including ENVS 030 or 040 or 090, 201, 203 or 250, 385, and 485; *Policy-Track Majors:* Choose two from ENVS 300, ECON 341, ECON 342, or POLS 335. *Science-Track Majors:* Choose one from ENVS 300, ECON 341, ECON 342, or POLS 335.

Required Supporting Courses: *1*6 credits including:

Quantitative Courses: MATH 140 or MATH 340; and MATH 160 (Policy Focus) or MATH 170 (Science Focus) or higher.

Distribution Courses: ECON 210; ENGL 304 or HIST 152 or PHIL 306.

Note: One course from among RELS 110, 355; TCCA 340; or ENGL 250, 301, 319 can substitute for ENGL 304 or HIST 152 or PHIL 306 by permission of the Environmental Studies Chair. For either focus courses may count once toward the major. With the exception of the Upper-Division Requirement in the Linfield Curriculum, courses that satisfy the major and the Linfield Curriculum may be counted toward both requirements.

Science Focus: Common Core and Required Supporting courses, plus BIOL 285, and 26 to 28 credits as follows:

16-18 credit science requirement: BIOL 210 and 211, and one additional 2-course sequence of laboratory science consisting of either CHEM 210 and 211, or PHYS 210 and 211.

3-credit social science elective from among: ANTH/BIOL 105, 290; ANTH 111, 112; ECON 341, 342, 351; ENVS 230; ENVS/SOAN 250; MSCM 150, 175, 275; SOCL 370.

8 credits of natural science electives from among: ANTH/BIOL 290; BIOL 235, 260, 270, 280, 330, 350, 361, 385, 410, 450; CHEM 321, 322, 335, 340, 350, 361; ENVS 302, 305, 306, 307, 308, 360, 380, 440, 450, 480, 487, 490; PHYS 210, 211, 220, 252, 303, 325.

Policy Focus: Common Core and Required Supporting courses, plus 27 credits as follows:

7 credits science; one physical science from among: CHEM 100, 120, 210, 211; IDST 210; PHYS 107, 210; *and one biological science from among:* ANTH/BIOL 105, 290; BIOL 108, 210, 280, 285, 330, 350, 385, 410, 450; ENVS 302, 306, 308, 360, 380, 440, 450, 480, 490.

16 credits from the following social science disciplines with at least 8 credits from a single discipline and at least 2 disciplines represented. Choices among: ANTH 111, 112; ANTH/BIOL 290; ECON 332, 341, 342, 351; ENVS 230; ENVS/SOAN 250; HIST 252, 268, 353; MSCM 150, 175, 275; POLS 362; SOAN 330, 365, 375; or SOCL 370.

*Please note that not all courses in each department will meet the ENVS requirements and students should examine the Linfield Catalog before choosing any course.

Given the interdisciplinary nature of environmental studies, other courses sometimes may be approved to count toward the major. There are two routes to this end:

1. The student may petition the chair of the Environmental Studies Program, expressing a rationale for the substitution. This rationale must include a signed agreement between the student and course instructor that the student's major project, counting for at least 1/3 of the course grade, will be devoted to an environmental issue. The petition must be approved by the Environmental Studies Chair before the Registrar will accept the substitution.

2. Instructors of special topics courses, including travel courses, may from time to time produce a syllabus that deals predominately with environmental issues. For such one-time offerings, an instructor may request that the Environmental Studies faculty approve the course as a substitute for one of the course requirements in the major. Approval of such credit on more than a one-time basis requires action by the Curriculum Committee and Faculty Assembly.

For a minor: 24-30 credits, distributed as follows:
1. 201 and 203 or 250;
2. four courses (12-20 credits) from among those courses counting toward the major; one of the four courses must be a natural science field course (380, ANTH/BIOL 290, BIOL 240, 260, 285, 350 or 385); one must be a social science course from among ANTH 203; ECON 341, 342; POLS 335; or SOAN 250; and at least one must be at the 300 level or above. 480, 487 or 490 may be counted as an elective within the minor. (At least one of these four courses must be from outside the department of the student's major);
3. ENVS 040 or 090; and
4. ENVS 485. Only two courses counted for the minor may also be counted toward Linfield Curriculum or major requirements.

With the permission of the ENVS program committee, one-time offerings may be substituted for courses already approved. Such courses must pertain to the environment directly, or the instructor must agree to supervise an independent project on an environmental topic.

Paracurricular Courses

ENVS 030 Natural History of this Place We Inhabit – Understanding the bio-physical world we inhabit via experiential learning on field trips to local habitats. Minimum of 35 hours of field trips. May be repeated with different content, though counted only once toward the Environmental Studies major or minor. *1 credit. (EL)*

ENVS 040 Community Service – Community activity helping with such environmentally-related programs as parks, recycling, land-use planning, green way clean-up, and marking of bicycle and walking paths. Minimum of 35 hours of service. May be repeated with different content. *1 credit. (EL)*

ENVS 090 Environmental Issues Forum – Reports and readings on contemporary environmental issues. Weekly discussions in small seminar groups. May be repeated for credit. *1 credit. (EL)*

Courses

ENVS 107 Energy and the Environment (also listed as PHYS 107) – Introduction to the concept of energy (kinetic, potential, thermal) and the physical laws governing energy transformation. Forms of energy consumed by society (fossil fuels, nuclear power, renewable energy) and their impacts on the environment (nuclear waste, global warming, air pollution). *3 credits. (QR)*

ENVS 201 Environmental Science – Study of how humans are altering the planet; how scientific method is used to study the world; basic concepts in environmental science; use of science as a foundation to solve environmental problems. Lecture and laboratory. $60 lab fee *Offered fall. 4 credits. (NW)*

ENVS 203 Human Adaptive Strategies (also listed as ANTH 203) – Social scientific findings and ways of understanding humanity's place in nature and our current ecological predicament; causes and consequences (environmental, demographic, economic, political and cultural) of humankind's transition from food foraging to Neolithic and now industrial adaptive strategies; scientific, policy and cultural implications and aspects of these changes and interactions through case studies at global, regional and local scales. $60 lab fee. *Offered spring. 4 credits (IS or GP)*

ENVS 230 Introduction to GIS – Geographical Information Systems concepts and techniques for creating maps and analyzing spatial and attribute data. Emphasis on using GIS to understand relationship between humans and the natural environment. Lecture and lab. *Prerequisite: MATH 140 or consent of instructor. 3 credits (IS or QR)*

ENVS 250 Environmental Sociology (also listed as SOAN 250) – Relationship between social groups and natural and human-built environment, human-induced environmental decline, sustainable alternatives, environmentalism as social movement, public environmental opinion, environmental racism and classism. Social dimensions of built environment including urban sprawl, development, place, space, community, and urban design. *Offered spring. 4 credits. (IS)*

ENVS 300 Topics in Environmental Policy – Analysis of public policy issues pertaining to the environment such as: pollution control, energy production and conservation, greenhouse gas emissions, ozone depletion, acid rain, riparian area preservation, land use planning, government regulation versus free market environmentalism, Endangered Species Act. May be repeated as topics vary. *Prerequisite: MATH 140 or ECON 210 or POLS 335 or consent of instructor. 3 credits. (IS)*

ENVS 304 Climate Change: Causes, Consequences, and Mitigation – Climate change and physical, chemical, ecological, sociological, and economic consequences. Analysis of historical natural variations plus recent anthropogenic causes. Examination of the roles of individuals, organizations, and governments, plus industry, transportation, energy production, and land conversions, initially in contributing to these changes as well as recent efforts to slow them down. *Offered spring. 3 credits. (NW)*

ENVS 360 Forest Ecology and Management – Basic principles of forest ecology with emphasis on Pacific Northwest. Management of forests with reference to ecological, political and economic factors. Lecture, laboratory and field trips. $60 lab fee. *Prerequisites: ENVS 201 or BIOL 210; MATH 140. Offered spring of even-numbered years. 4 credits. (NW)*

ENVS 380 Conservation Biology – Investigation into scientific, social, and political factors that affect species diversity. Includes examination of population biology, ecology, and evolution in relation to the emergence, extinction, and preservation of specifies. Explores the role of the scientist in society with consideration of the history of science, the history of the environmental movement, environmental ethics, and politics. Lecture and laboratory. $60 lab fee. *Prerequisite: 201 or BIOL 210. Offered spring of odd-numbered years. 4 credits.*

ENVS 385 Research Methods in Environmental Science – Examine basic principles in laboratory and field research in environmental science. Develop proficiency in research designs in environmental science in both the field and the lab. Build proficiency in data collection and analysis through written and oral presentation of findings. Develop principles and basic skills necessary to criticize research literature. $60 lab fee. *Prerequisites: 201 or BIOL 210/211; MATH 140; completion of science course with laboratory component. Offered fall. 5 credits.*

ENVS 439 Peer Instruction – Opportunity for outstanding students to assist faculty in the classroom and laboratory. May not be repeated for credit. *Prerequisites: application and consent of instructor. 3-4 credits. (S/U) (EL)*

ENVS 440 Epidemiology – Introduction to epidemiology of disease. Acute and chronic diseases are discussed from population point of view. Topics include modes of transmission, outbreak investigation, surveillance of acute infections and chronic diseases, and microbial and environmental causes. *Prerequisites: 201 or BIOL 210, MATH 140. Offered fall of odd-numbered years. 3 credits.*

ENVS 450 Environmental Health (also listed as HSCI 450) – Study of the effects of water and air pollution, food additives, pesticides, heavy metals, organic solvents, mycotoxins, and radiation. Examines concepts of toxicology, epidemiology, risk assessment, safety control, and environmental law. *Prerequisite: 201 or BIOL 210. Offered fall of even-numbered years. 3 credits. (IS or GP)*

ENVS 480 Independent Study – Supplemental work in environmental study for advanced students with adequate preparation for independent work. *Prerequisite: consent of instructor. 1-5 credits.*

ENVS 485 Environmental Problem-Solving Seminar – Analysis of case studies of attempts to resolve environmental problems, followed by work by student teams to resolve local environmental problems. Lecture and lab. *Prerequisites: 201, and 203 or 250, and MATH 140 or 340; senior standing or consent of instructor. Offered spring. 3 credits. (MWI)*

ENVS 487 Internship – Opportunity to gain practical experience in an organization involved in environmental work. *Prerequisite: consent of instructor. 2-5 credits (EL)*

ENVS 490 Independent Research or Thesis – Field, laboratory, or library research on a topic of interest to the student, requiring a substantial written report. For advanced, self-reliant students. *Prerequisite: consent of instructor. 2-5 credits.*

January Term Off-Campus Courses

ENVS 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Local Stewardship. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

ENVS 302 Shoreline Ecology – The oceans as a habitat for life; oceanographic processes affecting shore life; field observations of representative shore habitats of the northern Oregon coast; laboratory examinations of selected shore dwelling animals and plants. $100 fee for ADP students. *3 credits. (NW)*

ENVS 303 Human Ecosystems – Exploration of scientific concepts and principles pertaining to the interrelationships among humans, other living organisms, and their environments; impact of past and current human activities on these natural processes; environmental economics, politics, and ethics. $100 fee for ADP students. *3 credits. (IS or NW)*

ENVS 305 Environmental Issues and the Physical Sciences – An application of the physical sciences, principally the earth sciences, to understanding human impact on the earth, including such topics as radioactivity, nuclear power and nuclear waste, hazards from earthquakes, volcanoes, mining and toxic chemical wastes, water pollution, acid rain, the greenhouse effect, desertification, and problems posed by increasing urbanization and intensive agriculture. *3 credits. (NW)*

ENVS 306 Fire History of the Cascades – Examines the science and politics that guide national fire policy using as a case study the 92,000 acre B & B Complex Fire that burned in the Deschutes and Willamette National Forests during the summer of 2003. The class will contribute to a project documenting the effects of the B & B Complex Fire, plans for restoration, and implications of state and federal fire policy for fire management in the Deschutes National Forest. Use of the scientific method, through field research, as a way of knowing about the natural world, highlighting the process of scientific inquiry and the interplay between theoretical and experimental analysis. Offered summer. $100 fee for ADP students. *3 credits. (NW)*

ENVS 307 Issues in Science: Georesources – Survey of the various natural resources of Oregon, including surface water, soils, and those resources derived from extractive processes such as mining and drilling. Basic geological processes that generated the resources, the mechanics of extraction and/or utilization, and their overall impact on Northwest environment and economy. Appreciation of the adage, "All wealth derives from the earth." *3 credits.*

ENVS 308 Water Resources – Focus on the importance of water, the variety of surface and groundwater sources and the extensive use we make of them in transportation, energy, industry, agriculture and municipalities. Impacts on water resources, including overuse and pollution, along with recent efforts to improve water quality and conservation, will also be considered. *3 credits. (NW)*

European Studies

See International Studies

Gender Studies

Coordinators

Reshmi Dutt-Ballerstadt, Ph.D. • English (Coordinator)
Amy Orr, Ph.D. • Sociology (Coordinator)

Faculty

Hillary Crane, Ph.D. • Anthropology
Virlena Crosley, M.P.A. • Business
David Fiordalis, Ph.D. • Religious Studies
Sharon Bailey Glasco, Ph.D. • History
Dawn Graff-Haight, Ph.D. • Health Education
Brenda DeVore Marshall, Ph.D. • Theatre and Communication Arts
Dawn Nowacki, Ph.D. • Political Science
Daniel Pollack-Pelzner, Ph.D. • English
John Sagers, Ph.D. • History (on sabbatical spring 2015)
Barbara Seidman, Ph.D. • English
Sonia Ticas, Ph.D. • Spanish
Lissa Wadewitz, Ph.D. • History (on sabbatical fall 2014)
Yanna Weisberg, Ph.D. • Psychology

The Gender Studies minor invites sustained academic examination of gender as an analytic category informing and shaping human experience. Gender Studies establishes the distinction between sexuality and gender and explores the socially constructed meaning given to differences between males and females. It assesses the impact of those meanings upon our social, economic, religious, political, and aesthetic experiences.

Courses in this minor examine how gendered identity and meaning are produced and reproduced, institutionalized, resisted, changed, and enacted. They illuminate gender relations and how those relations become codified within the social order through such institutions as the family, the work force, education, and the arts.

Gender Studies is an inherently interdisciplinary endeavor drawing upon and synthesizing the contributions made to our understanding of gender and sexuality by history, sociology, psychology, anthropology, political science, philosophy, biology, economics, communication, the arts, and the humanities.

Goals for the Minor

Students completing a minor in Gender Studies will have an opportunity to:

- Explain gender as an intellectual frame of analysis that has significantly changed disciplinary paradigms across the academy, including their own primary fields, and thus become a crucial site of knowledge-construction in its own right;
- Participate in the cross-disciplinary conversations that informed gender analysis demands, culminating in a synthesizing capstone seminar that draws together upper division minors from a wide variety of fields to compare their respective intellectual paradigms in terms of gender theory;
- Recognize the aesthetic and spiritual as well as academic dimensions of gender as a means of constructing meaning through experience.

Requirements

For a minor: completion of 20 credits, including 485; 200 or SOAN 205. No more than 2 courses from any single department (excluding GENS) may count toward the Gender Studies minor. At least one course must be taken in the Arts and Humanities.

Because of its interdisciplinary character, Gender Studies courses are offered in departments across the curriculum. The following classes are likely candidates for inclusion in the Gender Studies minor, keeping in mind the requirements outlined above. Courses that do not appear on this list may also be included with coordinator consent.

Courses

ENGL 350 Shakespeare's Comedies and Histories: Performing Gender and Sexuality – *4 credits. (CS or VP)*

GENS 200 Introduction to Gender Studies – An interdisciplinary encounter with the contemporary study of gender and its new paradigms for investigating the human condition. Weekly guest lectures addressing gender theory contributions to such disciplines such as religious studies, philosophy, literature, history, music, political science, anthropology, sociology, education, the sciences, and mathematics. *3 credits.*

GENS 205 Gender and Society (also listed as SOAN 205) – See SOAN 205. *4 credits. (IS or US)*

GENS 300 Women Writers (also listed as ENGL 300) – See ENGL 300. *4 credits. (CS or GP)*

GENS 318 History of Women in Latin America (also listed as HIST 318) – See HIST 318. *4 credits. (VP or GP)*

GENS 322 Gender and Social History of East Asia (also listed as HIST 322) – See HIST 322. *4 credits. (VP or GP)*

GENS 333 Gender and Politics (also listed as POLS 333) – See POLS 333. *4 credits. (IS or GP)*

GENS 375 Special Topics in Gender Studies – Examination of a specialized topic in contemporary gender studies either arising within a single discipline or inviting cross-disciplinary analysis. Examples include "Gender and Science," "Women in Management," "Feminist Theologies," Women in Theatre," "Gender as Metaphor in the Bible," "The Social Construction of Masculinities." *3 credits.*

GENS 411 Seminar in Gender Psychology (also listed as PSYC 411) – See PSYC 411. *4 credits. (UQ or US)*

GENS 460 Gender, Sexuality, and the Body (also listed as SOAN 460) – See SOAN 460. *4 credits. (MWI)*

GENS 480 Independent Study – Student investigation of special interests or research based on detailed statement of intent and a letter of support from the sponsoring faculty member. *Prerequisites: junior or senior standing; consent of gender studies coordinator(s). 1-3 credits.*

GENS 485 Senior Seminar – Capstone course for the gender studies minor. Synthesis and application of ideas presented across the curriculum through discussion and field work. Group study and discussion of contemporary problems, research issues, and ideas in gender studies. *Prerequisites: 200 or SOAN 205; senior standing. Offered fall. 2 credits.*

HHPA 242 Human Sexuality – *3 credits. (IS)*

HHPA 410 Gender Issues in Education and Sport – *3 credits. (IS or US)*

HIST 267 Introduction to U.S. Women's History – *4 credits. (VP or US)*

HIST 333 Medieval Women and Men – *4 credits. (VP)*

MUSC 355 Women in Music – *3 credits. (CS or GP)*

PSYC 347 Psychology of Women and Gender – *4 credits.*

SOAN 270 Latinas and Latinos in the U.S. – *4 credits. (IS or US)*

TCCA 333 Gendered Communication – *3 credits. (IS or US)*

TCCA 353 Topics in Women's Rhetoric – *3 credits. (US or GP or IS or VP depending on topic)*

Global Health

Faculty

Michael Leahy, M.B.A. • Health Sciences; Health, Human Performance and Athletics (Coordinator)
Nancy Broshot, Ph.D. • Environmental Studies
Dawn Graff-Haight, Ph.D. • Health, Human Performance and Athletics
Shaik Ismail, Ph.D. • International Programs
Tara Lepp, M.S. • Health, Human Performance and Athletics
Janet Peterson, Dr.P.H. • Health, Human Performance and Athletics; Environmental Studies
Vivian Tong, Ph.D. • Nursing

Linfield's Global Health Minor is an exciting interdisciplinary minor for those students who want international health perspective, understanding, and genuine experience. Students may elect this minor as a means of adding both a global and a health perspective to their major field of study. Pre health professionals, International Business and Marketing students, and others who aspire to do some health or health related work outside the US may find this minor an exciting and practical complement to their current major field of study.

Goals for the Minor

In successfully completing a minor in Global Health, a student will:

- demonstrate an understanding of theories, concepts and practices of 21st Century Health Administration, including social determinants of health, population health, planning and policy, the use of digital information to improve prevention and health care delivery, leadership, integrated health systems, cultural and organizational behavior and how these concepts and theories are applied in various global health and/or health care settings;
- identify the basic principles of project management and apply them in a health or health care setting;
- examine the social and cultural significance of health in society, locally, in the US, and globally;
- analyze both health policy and practical issues related to the field of global health; and
- experience health and/or health care in 2 different global health or health care settings.

Requirements

For a minor: 24 credits including HSCI 250, 320, 330, 340, 431, 485, and 6 credits from 2 approved global health field experiences in 2 different settings. These 2 global health experiences can be either part of an approved course or internship or by other equivalent documentation.

This minor is offered exclusively online and is available to all Linfield students regardless of campus.

Health Administration

Faculty

Michael Leahy, M.B.A. • Health Sciences; Health, Human Performance and Athletics (Coordinator)
Nancy Broshot, Ph.D. • Environmental Studies
Dawn Graff-Haight, Ph.D. • Health, Human Performance and Athletics
Shaik Ismail, Ph.D. • International Programs
Tara Lepp, M.S. • Health, Human Performance and Athletics
Janet Peterson, Dr.P.H. • Health, Human Performance and Athletics; Environmental Studies
Vivian Tong, Ph.D. • Nursing

Linfield's Health Administration Minor is an ideal minor for those students who want a deeper and more current understanding of the basic and pervasive changes that are transforming health and reforming health systems in the US and globally. Pre-med, nursing, business, psychology, information sciences, and other health sciences students increasingly need and benefit from a broader and deeper understanding of how public health and health systems work, as well as which directions they are headed. Affordable Care Act (ACA, also known as ObamaCare) is changing the focus, the financial incentives, and the required core competencies and skills necessary to lead and manage people and projects, and improve quality outcomes. The Health Administration minor responds to these 21st Century challenges with a curriculum and set of experiences that are now critical for key health care staff and management.

Goals for the Minor

In successfully completing a minor in Health Administration, a student will:

- demonstrate an understanding of theories, concepts and practices of 21st Century Health Administration, including social determinants of health, population health, planning and policy, marketing, management, the use of digital information to improve prevention and health care delivery, leadership, integrated health systems, cultural and organizational behavior and how these concepts and theories are applied in various health and/or health care settings;
- identify the basic principles of management and apply them in a health or health care setting;
- examine the social and cultural significance of health in society, locally, in the US, and globally;
- analyze both health policy and practical management issues related to the field of health administration; and
- gain hands on practical experience through a health related internship or approved volunteer position.

Requirements

For a minor: 26 credits, including HSCI 250, 320, 330, 340, 420, 485; and at least 2 credits from 487, and 6 credits from HHPA 422; ENVS 450/HSCI 450; HSCI 398/498, 431. With the permission of the coordinator of the Health Administration minor, one time offerings or other elective courses may be substituted for one of the required courses. Only two courses counted for the Health Administration minor may also be counted toward Linfield Curriculum or major requirements.

This minor is offered exclusively online and is available to all Linfield students regardless of campus.

Health, Human Performance and Athletics

Faculty

Deborah Canepa, Ph.D.
Scott Carnahan, M.A.T.
Sarah Coste, Ph.D.
Larry Doty, M.Ed.
Dawn Graff-Haight, Ph.D.
Greg Hill, M.S.
Laura Kenow, Ph.D.
Garry Killgore, Ph.D. (Chair)
Michael Leahy, M.B.A.
Tara Lepp, M.S.
Jeff McNamee, Ph.D.
Janet Peterson, Dr.P.H. (on leave of absence 2014-15)

Instructional Associates

Kyle Kimball
Shane Kimura
Robin Potera-Haskins
Phil Rombach
Shanan Rosenberg
Lisa Macy-Baker
Joseph Smith

Athletic Training Clinical Instructors

Duane Duey (Head Athletic Trainer)
Katie Hickman (Certified Athletic Trainer)
Greg Hill (Clinical Education Coordinator)
Laura Kenow (Program Director)
Tara Lepp (Certified Athletic Trainer)

Athletic Director

Scott Carnahan

Aquatics Director

Kyle Kimball

Senior Woman Administrator of Athletics

Lisa Macy-Baker

Facilities Coordinator

Doug Hire

NCAA Compliance Officer

Lisa Macy-Baker

Curriculum and Degree Programs

The Department of Health, Human Performance and Athletics offers undergraduate majors in Athletic Training, Health Education, and Human Performance. Concentration options under Human Performance include Exercise Science, Physical Activity and Fitness Studies, and Physical Education. Minors in Health Education, Physical Education, and Coaching are also offered, as well as interdisciplinary minors in Sport Management, Global Health, and Health Administration.

The mission of the Athletic Training Program (AT Program) is to provide a comprehensive, progressive educational and clinical foundation to prepare students for a career in athletic training. The clinical settings serve as learning laboratories for students admitted into the AT Program. This program will prepare students to take the Board of Certification (BOC) examination. Upon passing, students will be qualified for entry-level careers in athletic training.

The curriculum and instruction of the Exercise Science concentration utilizes a theory to practice model that integrates critical thinking with theory-based courses balanced with experiential learning opportunities. The program prepares students for further education and/or employment in exercise and sport science and is a good fit for students considering post undergraduate programs. The program also prepares students to earn nationally recognized certifications.

The Physical Activity and Fitness Studies concentration focuses on fitness and health related fields. The concentration prepares students to work in fitness centers, recreational facilities, and other community health organizations. The program will prepare students to earn nationally recognized fitness and strength training certifications.

Programs in Health Education and Physical Education, when combined with successful training through the Education Department, lead to basic teacher certification. The programs prepare students for entry-level positions delivering health education or physical education in accordance with their respective national professional standards. Students who complete either program are prepared to take nationally recognized certifications in their discipline.

The HHPA Department also offers Health and Physical Education minors, a Coaching minor and physical activity courses. The physical education minor provides students with a rudimentary understanding of the discipline. Some secondary education students who complete a major in a different discipline choose to complete the Health or Physical Education minor enabling them to obtain a second teaching endorsement. The Coaching minor provides preparation for youth sport and/or interscholastic coaching. Students completing the minor are eligible to obtain coaching certification through a national testing process. Activity courses are part of Linfield's paracurricular requirement and expose students to a variety of activities designed to provide experiences that encourage engagement in and commitment to lifetime fitness.

Goals for the Majors in the HHPA Department

Athletic Training

The goals of the Athletic Training Education Program (ATEP) are to:

- prepare students to successfully challenge the BOC examination;
- prepare students for entry-level careers in athletic training; and
- assist students in gaining mastery over a comprehensive didactic and clinical curriculum, including the ability to:
  - identify injury and illness risk factors associated with participation in physical activities and plan and implement all components of a comprehensive athletic injury/illness prevention program;
  - conduct a thorough initial clinical evaluation of injuries and illnesses commonly sustained by physically active individuals and formulate an impression of the injury/illness;
  - provide appropriate first aid and emergency care for acute injuries/illnesses and refer injured/ill individuals to appropriate medical/paramedical personnel for evaluation/diagnosis and follow-up care;
  - plan and implement a comprehensive rehabilitation/reconditioning program for injuries/illnesses sustained by the physically active individual;
  - plan, coordinate, and supervise all administrative components of an athletic training program; and
  - provide health care information and counsel athletes, parents, and coaches on matters pertaining to the physical, psychological, and emotional health and well-being of the physically active individual.

Human Performance: Exercise Science, Physical Activity and Fitness Studies, and Physical Education

In successfully completing a concentration in **Exercise Science,** a student will be able to:

- understand and apply the underlying scientific foundations of the sub disciplines of exercise science;
- demonstrates the ability to administer, evaluate, and interpret assessment techniques and protocols inherent in exercise and sport science;
- design appropriate exercise prescription for diverse populations which account for possible modifications due to environmental conditions and special needs of the subjects;
- engage in health promotion activities including physical assessments, interpretation of assessments, and program design and delivery; and
- pursue ongoing professional development in exercise and sport science or related professional fields through further education, employment and participation in professional organizations.

In successfully completing a concentration in **Physical Activity and Fitness Studies,** a student will be able to:

- administer, evaluate, and interpret health and fitness assessment protocols;
- plan and implement exercise prescription for apparently healthy individuals, youth, seniors and special populations;
- evaluate current literature to support evidence based practices in health and fitness for a wide range of populations;
- communicate effectively with clients, colleagues and health care professionals; and
- apply theoretical concepts from core kinesiology classes to best implement health and fitness programs.

In successfully completing a concentration or minor in **Physical Education,** a student will be able to:

- understand physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social and emotional development;
- understand how individuals differ in their approaches to learning and create appropriate instruction adapted to diverse learners;
- use their understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- use their knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings;
- plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals;
- understand and use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity;
- be a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and other professionals in the learning community) and seek opportunities to grow professionally; and
- foster relationships with colleagues, parents/guardians, and community agencies to support the learner's growth and well being.

Health Education

In successfully completing a major or minor in Health Education, a student will be able to:

- understand health education content, disciplinary concepts, and tools of inquiry related to the development of a health educated person;
- assess individual and community needs for health education;
- plan effective health education programs;
- Implement effective health education programs;
- Evaluate effectiveness of health education programs;
- Coordinate provision of health education services;
- Act as a resource person in health education; and
- Communicate health and health education needs, concerns and resources.

Requirements

Majors in health and human performance are available as bachelor of arts or bachelor of science degrees, as defined in the section on degree requirements for all majors in this course catalog.

For a major in Athletic Training: 53 credits, including 184, 221, 231, 250, 280, 284, 297, 321, 331, 352, 360, 375, 376, 384, 387, 389, 421, 431, 487-01 and 487-02. Students must apply for admission to the athletic training education program (ATEP). Only students accepted into the ATEP can enroll in 221, 231, 321, 331, 421, and 431. Since required courses in the major address professional competencies, it is not possible to take a challenge examination to earn credits for the courses.

Admission to the Athletic Training Education Program: Applicants must first be admitted to Linfield College and have declared a major in Athletic Training. Admission is competitive based on college academic record, expressed desire for a career in athletic training, and character development consistent with a career in the helping professions. Applicants must meet the technical standards of admissions to the ATEP. The technical standards are published in the ATEP Handbook. Applicants must complete at least twenty-five hours of clinical observation while enrolled as a student at Linfield College. A minimum cumulative GPA of 2.30 overall, and a cumulative GPA of 2.70 in athletic training major courses is required. A grade of C- or better is required in all Athletic Training major courses, with the exception of HHPA 184 and 284. A grade of B or better is required in those two courses.

After admission to the program, students must submit the following documents:

1. A health information form completed by a health care provider including proof of appropriate immunizations.
2. Current cardiopulmonary resuscitation (CPR) certification.
3. Proof of National Athletic Trainers' Association (NATA) membership.

Students may not progress in the athletic training clinical experience if they are on academic probation with the program (i.e. Linfield College GPA below 2.30, A.T. major GPA below 2.70). Program Expenses: Athletic training students must pay annual membership fees for the NATA. The total annual cost is approximately $90. Students are responsible for their own transportation to off-campus clinical rotations. There may be a small fee to cover the cost of background checks for athletic training students during their public school rotation.

For a major in Human Performance – Exercise Science: 57 credits including 183, 280, 284, 297, 342, 350, 352, 360, 440, 442, 445, 452, 482 and a minimum of three credits from 480, 487 or 490; BIOL 210 and 211; CHEM 210 and 211; MATH 140. Prerequisites: MATH 170; BIOL 212 and 213, PHYS 210 and PSYC 101. A grade of C- or better is required in all exercise science major courses and prerequisites.

For a major in Human Performance – Physical Activity and Fitness Studies: 49 credits including 165, 183, 261 or 262, 263, 280, 284, 286, 297, 342, 350, 352, 360, 395, 440, 442, 445, 482 and 487. Prerequisites: BIOL 212 and 213, EDUC 150 and PSYC 101. A grade of C- or better is required in all physical activity and fitness studies and prerequisites.

For a major in Human Performance – Physical Education: 47 credits including 165, 183, 261, 262, 263, 280, 284, 286, 297, 350, 352, 360, 395, 445, 455, and 487 (at least 3 credits) -OR- Oregon Initial Teaching Licensure via the Linfield Teacher Education Program. Prerequisites: BIOL 212 and 213, EDUC 150 and PSYC 101. A grade of C- or better is required in all physical education major coursework, including prerequisites.

For a major in Health Education: 45 credits including 100, 180, 242, 250, 280, 284, 381, 383, 422, 470; 487 (at least 3 credits) -OR- Oregon Initial Teaching Licensure via the Linfield Teacher Education; BIOL 108 or ENVS 201; BIOL 212, 213. A grade of C- or better is required in all health education major courses and prerequisites.

For Oregon Initial Teaching Licensure in Health or Physical Education a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

For a minor in Physical Education: 31 credits including BIOL 212 and 213; HHPA 165, 261, 262, 284, 286, 352, 395 and 455. A grade of C- or better is required in all courses applied towards a physical education minor.

For a minor in Health Education: 30 credits including BIOL 212 and 213; HHPA 100, 242, 250, 280, 284, 381, 383 and 470. A grade of C- or better is required in all courses applied towards a health education minor.

For a minor in Coaching – HHPA Major Track: 30 credits including 350, 390, 410, 425, 465, 485, and coaching theory classes or internship and electives. A grade of C- or better is required in all courses applied toward a coaching-HHPA major track minor.

For a minor in Coaching – Non-HHPA Major Track: 30 credits including 183, 284, 350, 390, 425, 485, coaching theory classes or internship; and electives from the following: 280, 352, 360, 410, 445, 452, 465, 482; BIOL 212 or 213. A grade of C- or better is required in all courses applied toward a coaching – Non-HHPA major track minor.

For an interdisciplinary minor in Sport Management: Refer to page 120 for further information and requirements.

For interdisciplinary minors in Global Health and Health Administration: Refer to page 68 for further information and requirements.

Organizations and Honors

Phi Epsilon Kappa Fraternity, founded in 1917, is a national professional fraternity for persons engaged in, or pursuing, careers in health and human performance. Members are selected based on academic excellence and service to their field.

Course/Lab Fees

Many HHPA paracurricular and academic courses have associated fees. Please consult your registration materials for fee assessment.

Paracurricular Courses

HHPA 001 Through 099

Intercollegiate sports		010	Track
001	Football	011	Baseball
003	Cross Country	012	Softball
004	Soccer	013	Tennis
005	Volleyball	014	Golf
006	Basketball	015	Lacrosse
008	Swimming	016	Cheerleading

Activities *($70 fee is assessed for the following except where indicated.)*

020	Badminton	054	Basketball, Speedball and Softball (spring)
021	Aqua Aerobics		
022	Aquatic Training and Conditioning ($210 fee)	055	Racquet Sports
		060	Aquatic Fitness
		062	Aerobic Fitness
023	Tennis	065	Speed, Agility, Quickness
024	Power Lifting		
025	Weight Training	067	Scuba ($365 fee plus equipment and open dive costs)
026	Handball		
027	Racquetball		
028	Volleyball	068	Advanced Scuba ($265 fee plus equipment and open dive costs)
029	Cycling		
030	Soccer		
033	Pickleball		
034	Personal Defense	071	Yoga
036	Downhill Skiing	086	Advanced Tennis
040	Community Service	088	Backpacking ($40; $50 fee for ADP students)
042	Basketball Activity		
047	Beginning Indoor Rock Climbing	091	Winter Track & Field
051	Team Building and Outdoor Pursuits (fall)	093	Rescue Diver ($265 fee plus equipment and open dive costs)
053	Volleyball, Soccer and Golf (fall)	099	Paracurricular by arrangement

Courses

HHPA 100 Drug Use in the United States – Overview of problems, issues, and research surrounding use and misuse of alcohol and other drugs in the United States. Emphasis on effective approaches toward prevention. *3 credits. (US)*

HHPA 164 Lifeguard Training – Skill acquisition and background content for lifeguards as prescribed by the American Red Cross, including water safety, artificial respiration, actions appropriate to choking, management of spinal injury, first aid and CPR. $38 fee. *Offered spring. 2 credits.*

HHPA 165 Water Safety Instruction – Swimming skills and aquatics teaching progressions as prescribed by the American Red Cross for Water Safety Instruction Certification. $8 fee. Offered spring of odd-numbered years. *2 credits.*

HHPA 170 Peer Health Education Methods: Wellness – Information, methods, and resources for planning and implementing peer health education programs in wellness. *Offered fall. 2 credits.*

HHPA 171 Peer Health Education Methods: Informed CHOICES – Information, methods, and resources for planning and implementing peer health education programs for alcohol and drug prevention. *1 credit.*

HHPA 172 Peer Health Education Methods: CATS – Information, methods, and resources for planning and implementing peer health education programs for sexual assault prevention. *Prerequisite: Consent of instructor. 2 credits.*

HHPA 180 Personal Health Promotion – Health status assessed, information provided, and skills taught to optimize an individual's pursuit of a healthy lifestyle. Personal responsibility in managing one's mental health, fitness, nutrition and stress. *2 credits.*

HHPA 183 Seminar in Health and Human Movement – For students considering careers, fields or professions in areas relating to health and human performance including exercise science, athletic training, physical education and health education. Examination of the past, present and future of education, disciplines and careers that relate to health and human performance in contemporary society. *1 credit.*

HHPA 184 Prevention and Care of Athletic Injuries – Emphasis on study of etiology and mechanism of injury, pathology, and recognition of clinical signs and symptoms of athletic injury. Knowledge required for proper recognition, management, and prevention of athletic injuries. $15 lab fee. *3 credits.*

HHPA 221 Athletic Training Professional Experience I: Portfolio/Intro Skills – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. $50 lab fee. Prerequisites: 184, 284, sophomore or junior standing, and consent of instructor. *Offered fall. 2 credits.*

HHPA 230 Stress Management – Physiological response to stress, health consequences of unmanaged stress, models of effective stress management, and exposure to various stress management techniques. Applications to health education. *2 credits.*

HHPA 231 Professional Experience II: Taping, Bracing and Emergency Management – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. $50 lab fee. *Prerequisites: 221, sophomore or junior standing, and consent of instructor. Offered spring. 2 credits.*

HHPA 242 Human Sexuality – An introductory overview of human sexuality topics as they relate to health including components of healthy sexuality, influences on sexuality, sexual structure and function, human sexual response, contraception, pregnancy and birth, sexually transmitted diseases, communication, love and intimacy, lifestyles, and sexual victimization. Emphasis on gender, sociocultural factors, and sexual orientation. *3 credits. (IS)*

HHPA 250 Prevention and Control of Disease – An introduction to epidemiological principles as they relate to the understanding of communicable and non-communicable diseases in humans. Special emphasis on prevention and control of diseases through health education and health promotion orientations and strategies. *Offered fall. 3 credits.*

HHPA 261 Physical Activity for Children – Focus on developmentally appropriate physical activities for children ages 4-10, scope and sequence of activities, planning and critical elements of movement. $25 fee. *Prerequisite: 286. Offered fall. 3 credits.*

HHPA 262 Physical Activity for Youth – Focus on developmentally appropriate physical activities for youth ages 11-17, scope and sequence of activities, planning and critical elements of movement. $25 fee. *Prerequisite: 286. Offered spring. 3 credits.*

HHPA 263 Group Physical Activity and Fitness – Focus on developmentally appropriate physical activities and fitness for children and adults, scope and sequence of activities, planning and management in group contexts. Lab and lecture. 40 hours co-instructing at local fitness facility or within Linfield paracurricular program. $25 fee. *Prerequisite: 286. Offered spring. 3 credits.*

HHPA 280 Nutrition – Nutrients in foods and their relation to the physical well-being and behavior of people. Issues of current national and international concern. $12 lab fee. *3 credits. (NW)*

HHPA 284 First-Aid & CPR – In-depth study and training in techniques and procedures for giving emergency care to the suddenly ill or injured. Lecture, video, simulation, and skill development in CPR, AED use, and emergency care. Preparation for American Heart Association certification in Basic Life Support (BLS) for Healthcare Providers and Heartsaver First Aid. $50 fee. *2 credits.*

HHPA 286 Methods of Teaching Elementary and Secondary Physical Education – Developing teaching skills for elementary and secondary physical education classes. Emphasis on planning and organization of instruction, scope and sequence and age-appropriate instruction, teaching strategies, classroom management, teacher interaction and feedback, creation of a positive learning environment, student assessment and evaluation of the instructional process. *Prerequisites: 183, EDUC 150, consent of instructor, and Physical Education major or minor status. 4 credits.*

HHPA 287 Foundations of Leadership in Physical Activity – Focus on evidence-based educational methods and adult learning strategies in physical activity environments. Effective leadership principles in schools, clinics and fitness facilities. *Prerequisite: 183. Offered fall. 4 credits.*

HHPA 297 Introduction to Research in Physical Activity – Techniques needed to examine, analyze, conduct and report research in the area of health and human performance. Emphasis on quantitative techniques and accompanying statistical analyses. Lecture and laboratory. *3 credits. (QR)*

HHPA 310 Football Coaching Theory – An examination of current defensive, offensive, and kicking game schemes and strategy. Analysis of common defensive fronts and popular offensive systems from integrated offensive and defensive perspectives. *2 credits.*

HHPA 315 Basketball Coaching Theory – System of offensive and defensive play, analysis of fundamentals, conditioning, game strategy, team travel, finance, care of equipment, officiating at contests, and public relations. *2 credits.*

HHPA 320 Track and Field Coaching Theory – Conditioning, development, and selection of individuals for events; planning, officiating, and conducting meets; strategy and psychology of individual and team competition. *Offered spring. 2 credits.*

HHPA 321 Professional Experience III: Injury Assessment and Evaluation – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. $50 fee. *Prerequisites: 231, junior or senior standing, and consent of instructor. Offered fall. 2 credits.*

HHPA 331 Professional Experience IV: General Medical and Therapeutic Exercise – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. $50 fee. Prerequisites: 321, junior or senior standing, and consent of instructor. *Offered spring. 2 credits.*

HHPA 335 Softball Coaching Theory – Fundamentals, techniques of position play, problems and duties of the coach, strategy, rules, scoring, conditioning, scheduling and team problems. *Offered spring of odd-numbered years. 1 credit.*

HHPA 336 Volleyball Coaching Theory – An examination of the current fundamental techniques and coaching strategies involved with successful performance in volleyball. *Offered fall. 2 credits*

HHPA 340 Soccer Coaching Theory – Fundamentals, techniques, conditioning, game strategy, team travel problems, finance, care of equipment, officiating and conducting games, strategy and psychology of competition. *2 credits.*

HHPA 342 Junior Seminar – Initial stages of field or laboratory research on topics in Human Performance. Library work and extensive written report, including literature review and research design proposal. Oral presentation required. *Prerequisites: 297 and junior standing. 2 credits. (MWI)*

HHPA 345 Baseball Coaching Theory – An examination of the current fundamental techniques and coaching strategies involved with successful performance in baseball. *2 credits.*

HHPA 350 Psychological Aspects of Sport and Physical Activity – Thoughts, feelings, and behaviors of people in physical activity contexts. Foundations approach to theory/research in sport and exercise psychology. Application in youth through adult age groups will be addressed. *Offered fall. 3 credits.*

HHPA 352 Kinesiology – Human movement related to anatomical structure and mechanical principles; kinesiological analysis

by means of a motor skills classification system and an outline for a systematic analysis that includes description, evaluation, and prescription. *Prerequisite: BIOL 212. Offered spring. 3 credits.*

HHPA 360 Physiological Basis of Exercise, Training, and Conditioning – Laws and principles of exercise science as they relate to physical activity and training of the human body; emphasis on physiological foundations of training and conditioning for human performance and health from physiological perspective. Lecture and Lab. *Prerequisites: 352, BIOL 212, 213; HHPA 280 recommended. 4 credits.*

HHPA 375 Pathophysiology and Therapeutic Exercise – Analysis of the physiological response to injury and the use of rehabilitative techniques for athletic injuries. Lecture, discussion and laboratory. $10 lab fee. *Prerequisites: 376 or consent of instructor. 3 credits. (MWI)*

HHPA 376 Therapeutic Modalities – Principles of electrophysics and biophysics, specific physiological effects, and therapeutic indications and contraindications associated with use of therapeutic modalities. Lectures, discussion, and laboratory. $25 lab fee. *Prerequisites: 184, BIOL 212 and 213, or consent of instructor. 3 credits.*

HHPA 381 School Health Programs – Policies and practices within the school program of health services, healthful environment, and health curriculum. Speakers and resources from various state and local health agencies; field experience in the public school health program. *3 credits.*

HHPA 382 Advanced Methods: Non-traditional Games – Combines laboratory and theory course designed to develop and enhance proficiency and teaching skills of non-traditional games in a school-based setting. *2 credits.*

HHPA 383 Health Education Methods – Materials, resources, and methods for health instruction. Construction, organization and delivery of lessons in health education, including use of technology. Health Education standards and assessment training. Application of andragogical and pedagogical principles. *Prerequisites: 180, junior standing, and Health Major status, or consent of instructor. 3 credits.*

HHPA 384 Advanced Assessment of Athletic Injuries – Outlines the more common types of athletic injuries occurring to various anatomical structures. Advanced techniques in evaluation, recognition of clinical signs and symptoms, pathology, and management. Lecture, discussion, and laboratory. *Prerequisites: 184 and BIOL 212, or consent of instructor. 4 credits.*

HHPA 387 Performance Enhancement for the Injured Athlete – Relationship between the behavioral sciences and factors important to prevention of injuries and rehabilitation of injured athletes. Predisposing factors in injuries, coping strategies, pain perception and control, and behavior modification in injury rehabilitation. *Prerequisites: 184 and PSYC 281. 2 credits.*

HHPA 388 Elementary Health and Physical Education Methods – Planning for and teaching health and physical education activities at the elementary school level. Managing, evaluating, and giving feedback to elementary learners. Exposure to resources and practice in delivery of comprehensive school health content areas: locomotor and non-locomotor movement experiences, rhythmic activities, manipulative skills, fitness activities, movement concepts, and appropriate elementary sports skills. *Prerequisite: EDUC 150 and sophomore standing. 3 credits.*

HHPA 389 Topics in Athletic Training – Emphasis on contemporary issues in athletic training. Topics include organization and administration of athletic training, legalities, pharmacology, special populations, and medical practices in relation to the field of athletic training. *Prerequisite: 184 or consent of instructor. 2 credits.*

HHPA 390 Organization and Administration of Physical Education – Emphasis on the nature of administration and management in sport and physical education within intramural, interscholastic, and intercollegiate athletic programs; principles and practices of organizational leadership, policy, politics, and power; practicalities of program development, management, and supervision; issues of law, risk management, professionalism, and ethics. *3 credits.*

HHPA 395 Physical Activity and Fitness Assessment – Focus on valid physical activity and health-related physical fitness assessment practices. Emphasis placed on authentic assessments used by teachers and clinicians to evaluate student/client progress. *Prerequisite: 286. Offered fall. 3 credits. (MWI)*

HHPA 410 Gender Issues in Education and Sport – An overview of gender issues in education and sport, with special attention on understanding gender bias and evolving educative, legislative and legal efforts to overcome historic gender biases. *3 credits. (IS or US)*

HHPA 412 Human Anatomy II – Advance study of human gross anatomy. Seminar and laboratory with prosection of a human cadaver. Recommended for athletic training and exercise science majors, and students interested in health care professions. May be repeated once for credit with consent of instructor. $60 lab fee. P*rerequisites: BIOL 212 and 213 or 390 (all with a grade of B or higher), and consent of instructor. 2 or 3 credits.*

HHPA 421 Athletic Training Professional Experience V – Therapeutic Modalities – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. $50 lab fee. *Prerequisites: BIOL 331, junior or senior standing, and consent of instructor. Offered fall. 3 credits.*

HHPA 422 Planning and Evaluation in Health Education – Principles of program planning, including needs assessment, health promotion planning models, intervention theories and approaches, elements of marketing, implementation strategies, and evaluation. Practical application of all aspects of the program planning process to address a selected health problem affecting groups. *Prerequisites: 180, junior standing, and Health Education major status, or consent of instructor. Offered fall. 3 credits. (MWI)*

HHPA 425 Sport in American Society – The impact of sports on American society and the social order. The cultural response to sports in this country and abroad. *Offered spring. 3 credits. (IS)*

HHPA 431 Professional Experience VI: Strength, Conditioning and Professional Preparation – Professional experience in athletic training and application of athletic training courses. Clinical field experience required. $50 fee. *Prerequisites: 421, junior or senior standing, and consent of instructor. Offered spring. 3 credits.*

HHPA 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. May not be repeated for credit. *Prerequisites: application and consent of instructor. 1-3 credits. (S/U) (EL)*

HHPA 440 Exercise Prescription & Testing – Hands-on approach for learning the principles of exercise testing and prescription. Laboratory procedures and tests used to evaluate health-related fitness and athletic performance. Interpretation of fitness testing results as a base for providing a sound exercise prescription in athletic and apparently healthy populations. Lecture and laboratory. *Prerequisites: 352 and 360 (may be taken concurrently). 2 credits.*

HHPA 442 Senior Seminar – Field or laboratory research on topics in Human Performance. Data collection, statistical analysis and discussion of results. Written report in scientific journal format and oral presentation required. Possibility for presentation at regional/national conferences and/or publication. *Prerequisite: 297, 342 and senior standing. 1 credit. (MWI)*

HHPA 445 Motor Learning and Motor Development – An examination of fundamental motor learning principles and theory. Application of those principles toward physical education, coaching, and the therapeutic setting. Analysis of current motor developmental models and viewpoints. *Prerequisites: BIOL 212, 213; PSYC 101, and 183 or 186. 4 credits.*

HHPA 452 Applied Biomechanics of Sport and Exercise – Mechanical laws and principles applied to the human body; forms of motion, linear and angular kinematics and kinetics; quantitative and qualitative analysis of sport techniques. Lecture and laboratory. $10 lab fee. *Prerequisite: 352. 3 credits.*

HHPA 455 Adapted Physical Education – Principles and practices of adapted physical education emphasizing the nature and needs of exceptional persons. History, recent legislation, growth and developmental factors, assessments, and individualized education plans related to adapted physical education. Service project in the community serving special needs populations. *3 credits.*

HHPA 465 Mental and Social Variables in Sport and Performance – Principles of the behavioral sciences applied to studying and enhancing human physical performance. Socialization, motivation, personality, anxiety and stress management, concentration and attention styles. Application to sport performance at all skill levels and to fitness, health, and rehabilitation. *3 credits.*

HHPA 470 Mental Health – Topics designed to lead students through a self-growth process. Lecture-discussion on individual personality traits, self concept, and learned defense mechanisms and coping devices. *Offered spring. 2 credits.*

HHPA 480 Independent Study – Opportunity to pursue special interests, conduct research, or obtain work experience. Credit often dependent upon submission of a paper. *Prerequisite: departmental approval. 1-5 credits.*

HHPA 482 Applied Exercise Physiology – Study of acute and adaptive physiological responses to exercise in regard to nutrition, bioenergetics, cardiovascular, clinical and environmental effects on performance. Specific focus includes the study of hemodynamic function in diseased and stressed states, clinical exercise physiology and environmental influences. Laboratory components include electrophysiology, stress testing, and wellness programming. $35 lab fee. *Prerequisites: 280, 360, 440, and PSYC 101 or 28X. Offered spring. 4 credits.*

HHPA 485 Coaching as a Profession – The special needs and responsibilities of today's coach of intercollegiate and interscholastic athletic teams. Role playing, discussion, and application of methods and materials for today's coach. Planning a season, operating a budget, organizing a team, fund raising, problem solving, and developing personal skills in dealing with people. $20 fee. *Offered spring. 3 credits.*

HHPA 487 Internship – Practical experience delivering programs in athletic training, health, exercise science, or physical education. Opportunities in private organizations (YMCA, Health/Fitness Centers), corporate education or fitness programs, or public organizations (schools, correctional institutions, hospitals, day care centers). Open to advanced students who have completed prerequisites including requirements for entrance into a teacher education program, if applicable. $60 fee (Section 02 only). *Prerequisites: senior standing, complete pre-application, and instructor approval. 1-10 credits, but maximum 5 credits count toward the major. (S/U)*

HHPA 490 Senior Thesis – Intensive field or laboratory research on a topic in human performance. Requires a comprehensive written report and public oral presentation of the project. For the advanced, self-reliant student. *Prerequisite: 342, 442 (concurrent) and senior standing. 1 credit.*

Courses: Health Sciences

HSCI 040 Community Service Activities – Community service activity focused on assisting agencies that provide health services necessary for the well-being of the community. *1 credit. (EL)*

HSCI 090 Career and Life Planning – Goal setting and decision making applicable to individual life and career needs in areas of health care; preparation for health sciences internships. *Offered fall. 1 credit.*

HSCI 096 Computer Based Presentations – Techniques for developing slides for computer presentations using Keynote or PowerPoint. Techniques for making master slides and themes, building graphics and transitions, font and color selection for a variety of settings. Evaluation of presentation graphics for clarity and precision in presenting concepts to groups. *Offered spring semester. 1 credit.*

HSCI 098 Medical and Health Terminology – Instructor mentored, hybrid in-class/on-line course in medical and health care terminology. Lecture, workbook assignments, CD-ROM and Blackboard. Emphasis on origin, use, pronunciation, and spelling. Covers structures and human body systems. *Offered fall. 2 credits.*

HSCI 250 Introduction to Public and Community Health – Introduction to the field of public health. Focus on human biology, environmental health, lifestyle factors, and health care organizations as these four factors relate to one another and to the overall concept of health, health care, and health care delivery in the U.S. *3 credits. (IS or US)*

HSCI 260 Sciences as a Candle in the Dark – Examination of how science has changed our world view through a critical exploration of our most fundamental beliefs and cultural practices. Connections between natural sciences, social sciences and humanities are examined to understand how natural science has changed the way humans perceive themselves and their role in the world and universe. *4 credits.*

HSCI 270 Introduction to Forensic Sciences – Study of the scientific concepts and principles underlying modern criminal investigations. Introduction to the various disciplines within forensic sciences. *Prerequisites: CHEM 210, 211. 3 credits.*

HSCI 271 Introduction to Forensic Sciences Laboratory – Weekly lab in support of 270. 1 credit.

HSCI 300 Selected Topics in Health Sciences – Focus on new developments, advanced topics, or subjects of current interest in health sciences. May be repeated once for credit with different content. *Prerequisite: Determined by instructor for each specific course. 3 credits.*

HSCI 301 Human Biology I – Lecture and laboratory for students in the Health Sciences Administration major focusing on basic principles of the science of the human body in health. Topics include: Fundamentals of Chemistry Biology of the Cell and Human Anatomy and Physiology. *Offered fall, 4 credits (NW)*

HSCI 302 Human Biology II – Lecture and laboratory course for students in the Health Sciences Administration major focusing on biology of human disease processes, their treatment and their relationship to the environment. Topics include: Microbiology, Genetics and Evolution, Pathophysiology, Pharmacology, and Environmental Health. *Prerequisites: 302, Offered spring: 4 credits (NW)*

HSCI 310 Research Methods – Methods used in conducting research on problems arising in health care. Exploration of a research topic that includes collecting and analyzing data, writing a research report, and presenting results of research. *Prerequisite: MATH 140. 4 credits (MWI)*

HSCI 320 Health and Social Policy – Examination of U.S. health and social policy. Analysis of the public policy process, major public social and health programs, special interests, and political differences. The role of federal, state, as well as local governments and the legal system in policy implementation. Understanding complex health and social problems as they are translated into standards of conduct. *3 credits. (MWI)*

HSCI 325 Scientific Illustration (Also listed as AAVC 325) – Application of the scientific method to the artistic process to increase visual awareness of scientific subject matter. $30 fee. *Prerequisites: AAVC 120 and BIOL 210, or consent of instructor. Offered spring of odd-numbered years. 3 credits (CS)*

HSCI 330 Global Health – A multi-disciplinary introduction to key public health issues in the developed world, the emerging world, and developing world. Intended for students from any major who want a foundation in global health issues from a science, social, political, economic and business perspective. *3 credits. (IS or GP)*

HSCI 340 Health Care in America – Exploration of the history, structure, economics, politics, and technology of health, health care, and health care delivery in the U.S. from the mid-1700s to the present. *Co-requisite: 310. 3 credits. (MWI)*

HSCI 360 Science: A Candle in the Dark – Seminar examining how science has changed our view of our world and the universe in which we live through critical examination of some of our most fundamental beliefs and cultural practices. Possible topics: science as a method of discovery; scientific discoveries that change the way humans perceive themselves, their world, and the universe; connections between natural sciences, social sciences, and humanities. Emphasis on historical conflicts between science and religion including evolution and creationism. *3 credits. (UQ)*

HSCI 370 Geographical Information Systems – Geographical Information Systems concepts and techniques for creating maps and analyzing spatial and attribute data. Emphasis on using GIS to examine issues and problems in epidemiology, public and environmental health, and health care administration. Lecture and lab. *Prerequisite: MATH 140 or consent of instructor. 3 credits (IS or QR)*

HSCI 395 Great Books in the Discipline – Readings from recent books explaining new scientific discoveries in biology, information science, physics, chemistry, and cosmology. Discussion focuses on the impact of these discoveries on society, our unexamined assumptions about our beliefs, cultural practices, and our social responsibilities. *3 credits. (UQ)*

HSCI 410 Health Information and Quality Improvement – Theory course focusing on process management, systems improvement concepts, organizational research, objective decision making, problem solving, leadership for quality, program implementation and evaluation in health care organizations, and statistical process control (SPC) as an analysis tool. *Prerequisite: 310. 3 credits.*

HSCI 420 Health Administration – Introduction to concepts of health care administration. Focus on U.S. health care system, general concepts of health care management, and aspects of leadership as they apply to the health care system. Theories of motivation, budgeting concepts, strategic planning, quality improvement principles, control in health care service organization, health care reform, government regulations, and private, state, and local health care insurance structures. *Offered fall. 3 credits.*

HSCI 431 International Health – Examines health, health care, and health care delivery in developed, developing, and newly developed countries and regions of the world. Diseases (old and emerging), disease processes, health care practices and beliefs, and international world health organizations. *Prerequisite: 340. 3 credits. (IS, GP, MWI)*

HSCI 440 Epidemiology – Introduction to epidemiology of disease. Acute and chronic diseases are discussed from a population point of view. Topics include modes of transmission, outbreak of investigation, surveillance of acute infections and chronic diseases, and microbial and environmental causes. *Prerequisites: ENVS 201 or BIOL 210, MATH 140. Offered fall of odd-numbered years. 3 credits.*

HSCI 450 Environmental Health (also listed as ENVS 450) – Study of the effects of water and air pollution, food additives, pesticides, heavy metals, organic solvents, mycotoxins, and radiation. Examines concepts of toxicology, epidemiology, risk assessment, safety control, and environmental law. *Prerequisites: ENVS 201 or BIOL 210. Offered fall of even-numbered years. 3 credits. (IS or GP)*

HSCI 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. *1-5 credits.*

HSCI 485 Senior Seminar in Health Sciences – Capstone course exploring issues related to health care in the United States and throughout the world. Topics include health care delivery, health care reform, and interdisciplinary exploration of global public health issues. *Prerequisite: senior standing. 3 credits.*

HSCI 487 Internship – Intensive learning experience on-site in health-related organization. *Prerequisites: senior standing. 2-5 credits. May be repeated once. A total of 3 credits required for a major. (EL)*

HSCI 490 RESEARCH/THESIS – Intensive research and writing on a topic of special interest to the student under the direction of a member of the faculty. Thesis and public oral presentation required. Required for honors thesis students. May be repeated, up to a maximum of 5 total credits. *Prerequisites: approval of supervising faculty member and department chair. 1-5 credits.*

January Term Off-Campus Courses

HSCI 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. The major topic offered in the past has been Traditional and Modern Health Care in Southeast Asia. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *Prerequisite: Consent of instructor. 4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

HHPA 038 Sailing – *2 credits.*
HHPA 039 Beginning Tai Chi – *1 credit.*
HHPA 041 Advanced Tai Chi – *1 credit.*
HHPA 062 Therapeutic Dance – *1 credit.*
HHPA 064 Basic Massage – *1 credit.*
HHPA 085 Quigong and Taijiquan – *1 credit.*

HHPA 308 Health Care Field Experience in Kenya – Off-campus service learning experience focusing on health care outreach in rural areas of Eldoret, Kenya with an Open Arms International medical team. In addition to health promotion activities, students gain cultural insights and understanding through collaboration with local partners; visit historical and cultural sites; and engage in integrative group discussions. *Prerequisite: consent of instructor. Offered summer. 3 credits. (IS or GP)*

History

Faculty

Peter Buckingham, Ph.D. (Chair)
Sharon Bailey Glasco, Ph.D.
John Sagers, Ph.D. (on sabbatical spring 2015)
Scott Smith, Ph.D.
Stephen Snyder, Ph.D.
Lissa Wadewitz, Ph.D. (on sabbatical fall 2014)

The mission of the History Department is to teach history as a distinct form of inquiry into the human condition. Students will learn the skills of history through the study of historical methods, area studies, and research and writing.

Goals for the Major

In successfully completing a major/minor in history, a student will possess:

- a sensitivity to the values and attitudes of other times and places;
- an appreciation of basic continuities in human affairs;
- the ability to observe and analyze significant change over time;
- an awareness of multiple causation;
- the recognition that history is an ongoing and incomplete search for truth;
- the relativist character of the discipline; and
- the skills necessary to research and write well.

Requirements

The history major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 40 credits including 285, 485, and at least one course (200 level or higher) in each of the following areas: (1) Europe and the Mediterranean; (2) Asia and the Pacific; (3) North America; (4) Latin America and the Caribbean.

For a minor: 20 credits including at least 12 credits at the 200 level or higher.

For Oregon Initial Teaching Licensure in Social Studies: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Organizations and Honors

The Walter Irving Young History Award

Mr. Young established this award as a statement of appreciation for the help and encouragement he received as a History major at Linfield. The income from the endowed fund is granted annually to the outstanding graduating History major. Consideration is given to the student's grade point average, interest in the subject as shown by departmental research, ability to interpret and synthesize historical data, and facility in writing about historical subjects.

Phi Alpha Theta

Linfield's chapter of the national history honor society, Phi Alpha Theta, is open by invitation to any interested student in history with appropriate academic qualifications.

Thomas Branigar Award

A cash award to fund student travel to an archive to perform primary research.

Courses

HIST 120, 121 History of Western Culture I and II – The history, literature, and art of the Western world beginning with ancient cultures of Egypt and Mesopotamia and extending to modern times. Major emphasis on the history of the classical age of Greece and Rome, the rise of the medieval church, the Renaissance and Reformation, and the modern age of science and reason. *4 credits each semester. (VP or GP)*

HIST 122, 123 History of World Civilizations I and II – The history of world civilizations from antiquity to the present, with topical emphases on politics, economics, and intellectual and cultural life. Emphasis on multicultural trends and global issues. *4 credits each semester. (VP or GP)*

HIST 124 East Asia Before 1800 – China, Japan, and Korea from earliest times to 1800. Topics include Chinese Confucian and Buddhist philosophy; the Japanese samurai; Korean family and social hierarchies; and developments in East Asian literature and art. *4 credits. (VP or GP)*

HIST 125 East Asia Since 1800 – China, Japan, and Korea from 1800 to the present. Topics include Western imperialism, nationalist and communist revolutions; the Second World War in the Pacific; rapid economic development and contemporary Asian popular culture. *4 credits. (VP or GP)*

HIST 126, 127 Introduction to Eurasian Civilizations I and II – Explores the history of eastern Europe and central Asia from the tenth century to the present. Major topics include conflict, trade, and cross-cultural encounters in Eurasia; agriculture, nomadic pastoralism, and urban development; the development of Orthodox Christianity, Islam, and other religious traditions; and the formation of states and empires, including Kievan Rus', the Mongol empire, the Russian empire, and the Soviet Union. Attention also to European travellers and exploration, and to the European image of the peoples, realms, and religions of Eurasia. *4 credits each semester. (VP or GP)*

HIST 144 Europe Since 1500 – Europe from 1500 to present, shaped in part around the historical past of France, Austria, and England. *5 credits.*

HIST 150 Survey of U.S. History – The United States from the 17th to the 20th century. Emphasis on social, cultural, economic, and political developments and America's changing role in international affairs. *5 credits. (VP)*

HIST 152 Environmental History of the United States – Explores how humans have both thought about and interacted with the natural world throughout the history of the United States. Focus includes how the natural world/environment shaped historical events and available opportunities. Themes include how the natural world and natural resources shaped patterns of life in the United States, the evolution of thinking about the natural world, and attempts to alter the landscape, with consideration of the political consequences of these actions. *4 credits. (VP or US)*

HIST 170 Latin American History and Politics – *See MLSP 170. Offered fall in Costa Rica. 3 credits.*

HIST 200 Modern China – Analysis of Modern Chinese history during the late Qing (1842-1911), Republican (1912-1949), and early Communist (1949-1976) periods. Chief focus on politics and foreign relations. *4 credits. (VP or GP)*

HIST 201 Topics in U.S. History – Focus on special areas of importance in the complex and multifaceted history of the United

States such as: party systems, social and demographic change, class politics, social movements, and foreign diplomacy. May be repeated with different topic and consent of the instructor. *4 credits. (VP)*

HIST 206 Austrian Cultural History: Art, Literature, and Society (Offered in Austria) – *See MLGR 206. 4 credits. (VP or GP)*

HIST 210 Modern Japan – Analysis of Modern Japanese history in the late Tokugawa (1800-1868), Meiji (1868-1912), Taisho (1912-1926), and early Showa (1926-1945) periods. Chief focus on political, economic, socio-cultural developments, and foreign relations. *4 credits. (VP or GP)*

HIST 213 Colonialism and Slavery in Latin America – Explores the dynamics of Spanish and Portuguese imperialism in the Americas and the development of forced labor systems. Some consideration of the pre-Hispanic past but emphasis upon the interactions between indigenous peoples, Europeans, Africans, and their descendants between 1492-1810. *4 credits. (VP or GP)*

HIST 214 Independence and Inequality in Latin America – Examines social/political change and conflict beginning with movements for political independence and concluding with recent developments. Topics include: agrarian transformation, economic development and underdevelopment, slave emancipation, gender hierarchies, urbanization and populism, social revolution, labor politics, international relations, and foreign intervention. *4 credits. (VP or GP)*

HIST 215 Revolutions in 20th Century Latin America – A comparative analysis of the major revolutionary movements in Latin America during the twentieth century, especially those that seized power in Mexico, Bolivia, Cuba, and Nicaragua, seen alongside experiments in popular reform in other countries in the region and revolutionary movements that failed to seize state power. *5 credits. (VP or GP)*

HIST 228 Ancient Egypt – Ancient Egypt from the beginnings to the Arab Conquest with major emphasis on the dynastic and Hellenistic periods. Pharaohs and necropolis workers, priests and storytellers, ancient artists and modern archeologists. Some materials from ancient Mesopotamia. *3 credits. (VP)*

HIST 230 Ancient Greece – From Minoan-Mycenaean origins to Alexander and the Hellenistic world, with major emphasis on classical Athens. The rise of democracy and imperialism; epic and dramatic literature; historical, philosophical, and scientific thinking. *4 credits. (VP)*

HIST 233 Ancient Rome – From the foundation of the city to the fall of the empire. Major emphasis on the late Republic and the Principate. Politicians and generals, matrons and slaves, poets and philosophers, pagans and Christians. *4 credits. (VP)*

HIST 240 European History on Film – Introduction to the history of early 20th century Europe through the medium of film. Films selected cover a variety of European countries and historical themes, including war, nationalism, and political and sexual oppression. *Offered January term. 4 credits. (CS or VP)*

HIST 242 History of England to 1707 – Study of historical events that impacted England from prehistoric times to 1707. Invasions that defined "English" by the Early Modern period, Medieval English state formation, early English imperialism, impact of the Protestant Reformation, development of early constitutional democracy, emergence of Tudor and Stuart England as a major European state, and examination of life of common men and women of England during this historical period. *4 credits. (VP or GP)*

HIST 243 History of Russia – Explores the history of Russia from the early history of the East Slavs to the middle of the nineteenth century. Topics include state-building in Kievan Rus', Muscovite Russia, and Imperial Russia; the continuities and discontinuities in the political and state tradition; the characteristic experiences of different social groups; and the relations between Russia and the outside world. *4 credits. (VP or GP)*

HIST 248 Europe in the Age of the French Revolution – This course examines the political, social, and cultural transformations of Europe from the early eighteenth century to the end of the Napoleonic Wars in 1815. The course focuses on the Old Regime and the revolutionary upheaval in France, but attention is paid as well to the wider European contexts and consequences of the French Revolution. Topics covered include the theory and practice of absolute monarchy, the social structure of the Old Regime, the Enlightenment, the origins and dynamics of 1789, and the political and social impacts of the revolutionary and Napoleonic Wars. *4 credits. (VP or GP)*

HIST 249 Politics and Culture in Nineteenth-Century Europe – European politics, society, and culture from end of Napoleonic wars in 1815 to outbreak of Great War in 1914. Particular focus on formation of modern political ideologies, construction of social and national identities, shifting notions of gender and sexuality, and interplay between art and politics. *Offered spring of even-numbered years. 4 credits. (VP or GP)*

HIST 250 Genocide and Ethnic Cleansing in Modern Europe – Exploration of ethnic cleansing and political mass murder in twentieth-century Europe. Particular emphasis on outlook and experiences of both perpetrators and victims, as well as on dilemmas of memory, justice, and reconstruction in aftermath of violence. *4 credits. (VP or GP)*

HIST 252 History of the US West – Survey of the history of the Trans-Mississippi US West from the pre-contact period through the present. Emphasis on shape of cultural contact and exchange, role of the federal government and capitalist development, and cultural expressions of the western experience. Special attention to race, class, and gender as modes of historical analysis. *4 credits. (VP or US)*

HIST 267 Introduction to US Women's History – Survey of U.S. women's history from the pre-contact period through the present. Emphasis on the diversity of women's experiences based on region, class, sexuality, race, and ethnicity. Course themes include: how understandings of proper gender roles fluctuated and with what consequences, the nature of women's work, women's participation in politics, and how medical knowledge (or lack thereof) critically shaped women's lives. *Offered fall of even-numbered years. 4 credits. (VP or US)*

HIST 268 History of Nature and Popular Culture in the U.S – Explores how changing forms of popular culture have influenced American ideas about nature. Topics include: how popular culture has depicted nature, has ascribed social lessons to nature, and has influenced Americans' relations with the natural world. Focus on how older literary forms made the leap to film and TV (especially via Hollywood and the movies of Walt Disney). Examines culture forms like zoos and animal theme parks that have emerged in the last century and how they too have influenced how Americans think about wildlife and the natural world. *4 credits (VP or US)*

HIST 276 Native American History – Overview of Native American history from the pre-contact period to the present. Emphasis on the diversity of native peoples in North America, the consequences of contact with incoming Europeans, and the ways in which indigenous people adapted to centuries of rapid change. Themes include cultural contact and exchange, shifting race relations, changing federal policies, and Native peoples' resilience over time. *4 credits. (VP or US)*

HIST 285 Methods of Historical Research – Training in the methods of researching and writing history. Required of all History majors and double majors; recommended for minors. *5 credits.*

HIST 300 Topics in Asian History – Focus on special areas of importance in Asia's complex and multifaceted history such as: Imperial China; Feudal Japan; the Islamic Middle East, 620 to 1945; the Vietnam War. May be repeated if topic differs. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 301 Topics in European History – Focus on special areas of importance in Europe's complex history such as: Victorian England, History of the Third Reich, and Military History of WWII. May be repeated if topic differs. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 303 Topics in World History – Focus on special areas of importance in history, with specific attention to global and/or comparative approaches, such as: History of the Atlantic World;

Comparative Colonialisms: Gender, Empire, and Narrative; Introduction to the History of the Middle East. *Prerequisite: Sophomore standing or above. 4 credits. (VP)*

HIST 304 Topics in Latin American History – Focus on special areas of importance in Latin America's complex and multifaceted history such as: The Culture of Cities in Latin America, The Cuban Revolution, Contemporary Latin American History Through Film, Central America: From Colony to Revolution. May be repeated if topic differs. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 310 History of Religion of the Middle East (also listed as RELS 310) – See RELS 310. *4 credits.*

HIST 314 The U.S.-Mexico Border Region – Explores the historical experience of individuals and groups in the U.S.-Mexico border region. Overview of the Mexican colonial period and the historical background to the relationship between the United States and Mexico from the 19th century onward. Topics to be covered include the foundation of the border, border life and culture, labor issues, racial discrimination, immigration, border economics, the drug trade, environment, and the future of border relations. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 315 History of Mexico – Study of Mexican history, including Indian peoples, Spanish colonization, independence, war with the United States, the Porfiriato, the Revolution, and the modern era. Examination of social, cultural, political, economic, and diplomatic factors that contributed to the development of the Mexican people. *Prerequisite: Sophomore standing or above. 5 credits. (VP or GP)*

HIST 318 History of Women in Latin America (also listed as GENS 318) – Examination of the history of women in Latin America from the Conquest to the present. Emphasis on a series of concepts, institutions, and factors that have influenced the lives of Latin American women, and how women have reacted to and shaped these experiences. Special attention to the study of race and class, along with gender, as major categories of analysis. *Prerequisite: Sophomore standing or above. 4 credits. (VP or GP)*

HIST 320 Empire and Aftermath in Asia – Survey of indigenous kingdoms in east and southeast Asia. Experiences of colonial domination. Twentieth century nationalist and Communist resistance movements. Cold War superpower rivalry's aggravation of conflicts in Vietnam and other countries. Post-colonial search for stability, prosperity, and human rights. *Prerequisite: Sophomore standing or above. Offered spring of odd-numbered years. 5 credits. (VP or GP)*

HIST 322 Gender and Social History of East Asia (also listed as GENS 322) – Historical development of Confucian, Buddhist, and other beliefs shaping conceptions of femininity, masculinity, and social status in China, Japan, Korea, and Vietnam. Effects of imperialism and globalization on diverse notions of progress and human rights. *Prerequisite: Sophomore standing or above. Offered spring of even-numbered years. 5 credits. (VP or GP)*

HIST 325 Colonial and Revolutionary America – The foundations of the United States, from its colonial beginnings to the establishment of a national government. Native Americans, European exploration and colonization, African-Americans, cultural life, revolution, and government in the new nation. *Prerequisite: Sophomore standing or above. 5 credits. (VP or US)*

HIST 330 History of Religion in America (also listed as RELS 330) – See RELS 330. *4 credits.*

HIST 333 Medieval Women and Men – Study of medieval European women's letters, diaries, mystic visions, poems, and tales of love to explore the society and culture of medieval times, including views of gender and their impact on social organization and individual experience. Extensive comparisons with men's writings and material from medieval Japan. *Prerequisite: Sophomore standing or above. 4 credits. (VP)*

HIST 335 The Civil War in Black and White – The rise of industrialism, examination of slave narratives, the Civil War as the central event in U.S. History. Significant attention to postwar race relations and socio-cultural life, including farm labor. *Prerequisite: Sophomore standing or above. 5 credits. (VP or US)*

HIST 345 The Emergence of Modern America – Analyses of the crisis of the 1890s, the New Imperialism, corporate reconstruction of American capitalism, the Progressives, liberal internationalism, the "Roaring '20s," the Great Depression, the New Deal, and World War II. *Prerequisite: Sophomore standing or above. 5 credits. (VP or US)*

HIST 353 How the West Fed the United States – Explores the history of what we eat, why, and how that has changed over time. Illuminates the critical role the U.S. West has played in the evolution of our national foodways. Topics include: the history of agriculture, the meat and fish processing industries, and the ethical and environmental issues surrounding where Americans have historically acquired their food. *Prerequisite: Sophomore standing or above. 4 credits (VP or US)*

HIST 355 American Empire – Examination of major developments since World War II in politics, diplomacy, economics, and popular culture. Emphasis on the consequences flowing from the new American hegemony. *Prerequisite: Sophomore standing or above. 5 credits. (VP or US)*

HIST 357 History of American Labor – History of the changing nature of work and the working class from Colonial times to the present. Examination of labor unions and political movements of workers. Includes significant materials on women and minorities. *Prerequisite: Sophomore standing or above. 5 credits. (VP or US)*

HIST 360 History of Modern Britain – Study of the historical issues that have impacted the British Isles from 1700 to present. Includes development of Britain as industrial state, colonialism and imperialism, Britain at war, Celtic nationalism, and gender, race, and class in industrial society. *Prerequisite: Sophomore standing or above. Offered spring of odd-numbered years. 4 credits. (VP or GP)*

HIST 361 Modern England – English social, cultural, political, and economic history from 1500 to the present, emphasizing institutional change in such areas of English life as government and education. *Prerequisite: Sophomore standing or above. 4 credits. (VP)*

HIST 362 History of Ireland – Study of Ireland from prehistoric times to present. Includes major social, cultural, political, and theological beliefs which have shaped experience of the Irish people, with special consideration given to English colonization, Catholic identity, and the conflict between modernization and the retention of Celtic culture. Examines Irish immigration to North America, including motives and experiences of immigrants. *Prerequisite: Sophomore standing or above. Offered January term of odd-numbered years. 4 credits. (VP or GP)*

HIST 364 Modern Germany – German history from the formation of the Empire in 1871 to reunification in 1990. Particular emphasis is placed on the dilemmas of German nationhood and nationalism, and on the origins, structure, and consequences of Hitler's Third Reich. *Prerequisite: Sophomore standing or above. 5 credits. (VP or GP)*

HIST 365 Ethnic Diversity in Eastern and Central Europe (also listed as MDLA 365) – History and politics of Southeast, East Central, and Central Europe from the 1500s to the present. Consideration of ethnic, religious, cultural, and linguistic diversity from Ottoman expansion westward to Habsburg heritage of modern Austria. Taught in German. *Offered fall in Vienna only. 4 credits. (IS or VP or GP)*

HIST 366 History of Irish America – Examines origins of Irish migration, history of Irish people and their descendants in America, and connections and interactions between the Irish at home and abroad. Major themes include migration and settlement, labor and class, race and gender, religion, politics, nationalism, culture and, encompassing all of these, the evolution of ethnic identity. *Prerequisite: sophomore standing or above. Offered spring of odd-numbered years. 5 credits. (VP or US)*

HIST 370 Race and Minority Culture in the United States – Indian, Spanish-speaking, African-American, and Asian ethnic groups in United States history. Cross-cultural comparisons. *Prerequisite: sophomore standing or above. 5 credits. (VP or US or GP)*

HIST 375 History of Baseball – Baseball as a reflection of American society. Origins of the game, player unions, deadball era, Golden Age, racial integration, modern period. Includes biographical project and statistical analysis. *Prerequisite: Sophomore standing or above. 5 credits. Offered spring of odd-numbered years. (VP or US)*

HIST 377 The Soviet Union – Soviet history from its beginnings in 1917 to the "real existing socialism" of the Brezhnev era. Central problems include the formation of the characteristic ideology, practices, and institutions of the Soviet state; the Communist aspiration to build a socialist society and create a new Soviet person; and the impact of the multinational structure of the Soviet state. *Prerequisite: Sophomore standing or above. 5 credits. (VP or GP)*

HIST 390 Slavery in the Americas – Comparative study of slavery in the Americas. Attempts to discover what slavery was like in the American South, Brazil, and the insular Caribbean. Historiographical approach includes work with primary source documents. *Prerequisite: Sophomore standing or above. 4 credits. (VP)*

HIST 400 History of the People's Republic of China – Analysis of Chinese history since 1949, with emphasis on political, ideological, institutional, socio-economic, and cultural developments in Chinese society, and China's changing role in international affairs. *Prerequisite: Sophomore standing or above. 4 credits.*

HIST 463 Modern France – French national history from 1500, with emphasis on the period from 1789 to the present. The French monarchy, social and intellectual stress in the 18th century, the Revolution and Napoleon, Romanticism and the development of social consciousness, French politics and statecraft in the modern world. *Prerequisite: Sophomore standing or above. 5 credits.*

HIST 480 Independent Study – Program of directed tutorial reading on some topic or problem within the discipline relating to the special interests of the student and supervised by a departmental faculty member. *1-5 credits.*

HIST 485 Senior Seminar – The capstone course in the History curriculum. Examination of method, interpretation, and philosophy of history via major research project. *Required for majors. 5 credits. (MWI)*

HIST 487 Internship – An experiential learning course offering practical experience in areas where the skills of research and writing and project management are in demand. Directed by faculty advisor with involvement and evaluation by an on-site supervisor. May be repeated for credit. *Prerequisite: approval of faculty advisor. 2-5 credits. (EL)*

HIST 490 Research – An opportunity for students to pursue historical research under the direction of a member of the faculty. *3-5 credits.*

January Term Off-Campus Courses

HIST 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Australia – From Colony to Asian Power; The Cold War; Sicily – Crossroads of History; Hong Kong in Transition; Emergence of Modern Ghana. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

HIST 167 Survey of Latin American History – Survey of Latin American history, politics, and culture beginning with an overview of Pre-Columbian empires and European colonial influences and concentrating on the national period from 1810 to present. Countries and regions include Argentina, Chile, Brazil, Peru, Mexico, Cuba, and Central America, as well as hemispheric diplomacy. *3 credits. (VP or GP)*

HIST 257 The Pacific Northwest – The development of the Pacific Northwest. Early exploration and settlements. Institutional growth, urbanization, resource development. The impact of national events and trends upon the region. *3 credits. (VP)*

HIST 266 Women in U.S. History – Analysis of gender-specific history from colonial times to the present, including coverage of culture and politics. Evaluation of women of color included. *3 credits.*

HIST 271 Race in America: Historical and Comparative Perspectives – Examination of racial consciousness and race relations in United States history. Comparisons with Brazil and South Africa. Not open to those who have taken HIST 371. *3 credits.*

HIST 302 Topics in European History – *3 credit version of 301. (VP or GP)*

HIST 316 History of Mexico – *3 credit version of 315. (VP or GP)*

HIST 346 Europe and the West Since 1939 – A guided study course analyzing the political and diplomatic settings of the Second World War, urbanization and the industrial state, modern intellectual trends and contemporary European society. *3 credits. (VP or GP)*

HIST 371 Race and Minority Cultures in the United States – Not open to those who have taken HIST 271. *3-credit version of 370. (VP or GP or US)*

HIST 376 History of Soviet Russia – Development of political, economic, and social institutions in the U.S.S.R. Nineteenth century antecedents of the revolutionary movement with major attention to the events, developments, critical personalities and policies of the 20th century. *3 credits. (VP or GP)*

Intercultural Communication

The Intercultural Communication major offers students an interdisciplinary degree program with a core of Communication Arts courses. Students in this program engage the theories and models for understanding the dynamics of human communication across a variety of cultural contexts. By placing students in both domestic and global communication sites, the major provides students with unique opportunities to draw upon knowledge gained in the classroom as they experience those concepts in daily interaction. This program includes the following cognate areas: interpersonal communication, intercultural and multicultural communication theory, communication and diversity, gendered communication, small group communication, performance ethnography, nonverbal communication, and global and domestic culture studies. For additional information, see the Department of Theatre and Communication Arts.

Interdepartmental Studies

Coordinator

J. Christopher Gaiser, Ph.D.

Students at Linfield may pursue degrees in subject areas that span two or more academic disciplines, such as International Business. For descriptions of these programs, please see their pages in the McMinnville section of the catalog.

Linfield also provides students the opportunity to design their own interdisciplinary majors within carefully prescribed guidelines.

For further information on Individual Majors, see the Degrees and Requirements section of the catalog.

In its attempt to serve students' educational needs, Linfield offers some courses that do not fit readily into the established academic disciplines. These are taught as Interdepartmental Studies (IDST) courses, described below.

Paracurricular Courses

IDST 007 Colloquium – Becoming a successful college student. A fall semester orientation to college in general and Linfield in particular, conducted by a faculty advisor for his or her advisees with the help of a peer advisor. Focus on the transition from learning in high school to learning in college, health issues in the college environment, the resources of the Linfield community, the process of making sound academic and career choices. Must be attempted by all fall semester first-time students. No retake permitted. $15 fee. *1 credit. (EL)*

IDST 010 Learning Skills – Enhancement of academic skills including listening, textbook reading, exam preparation, writing. Introduction to the psychology of learning through a blend of theory and practice. Discovering preferred learning styles and ways to access the mind's enormous capacity for storage and recall. *1 credit. (EL)*

IDST 012 Experiential Leadership Seminar – Seminar for students involved in any type of leadership position. Focus on learning styles, reflection on leadership experiences. Training for more effective leadership through application of skills and theories presented in course. Offered through the Office of College Activities. *1 credit. (EL)*

IDST 031 Intercultural Communication: Departure and Reentry – This course is required of all who study at one of Linfield's semester-abroad sites.*1 credit. (EL)*

IDST 035 Perspectives on Japan – Introduction to a wide range of perspectives on Japan through the arts and sciences, law, medicine, architecture, and engineering. For Linfield Semester Abroad students attending Kanto Gakuin University. *1 credit. (EL)*

IDST 040 Pre-nursing Seminar – Overview of expectations of pre-nursing students on McMinnville campus, process of migration to Linfield nursing program, and nursing as career. Focus on self-awareness, career decision-making, learning skills, and success in nursing program. *Offered spring. 1 credit.*

IDST 050 Career Exploration – A structured process for learning more about majors and careers. Development of personal career plans. Especially designed for students needing help in deciding on majors. Offered by the Office of Career Services. *2 credits. (EL)*

IDST 052 Career Planning and Preparation – The transition from campus to career success. Goal-setting, decision-making, and job hunt preparation (resumé writing, interview techniques, and job hunt strategies). For senior students. Offered by the Office of Career Services. *2 credits. (EL)*

IDST 060 Resident and Peer Advisor Training – Skills and techniques required of Resident Advisors (RAs) and Peer Advisors (PAs). Student personnel philosophy, student development theory, interpersonal skills evaluation. Offered by Student Affairs and Academic Advising. *1 credit. (EL)*

IDST 061 Leadership and Greek Letter Organizations – In-depth study of Greek letter organizations and surrounding issues. Historical perspectives, community service, risk management, leadership skills. Offered through the Office of the Greek Advisor. *1 credit. (EL)*

IDST 062 Resident Advisor In-Service Class – For current residence life staff members only. Focus on pro-active leadership, community development, and use of campus resources in the residence halls. Issues faced by student staff members coordinating their own education with the needs of their residents. Offered through the Office of the Director of Housing. *1 credit. (EL)*

IDST 080 Personal Success Skills – Development of practical life skills in areas of: a) stress management and reduction; b) assertive communication and interpersonal effectiveness; and c) self-esteem development and depression/anxiety prevention. *2 credits. (EL)*

IDST 090 Global Issues Forum – Readings in contemporary global issues and events and weekly discussion in small seminar groups. Required of all International Studies minors. May be repeated. *1 credit. (EL)*

IDST 098 Orientation to International Study – Readings and presentations on selected topics related to program of study and cultural issues, preparation for international travel, and discussion in small seminar group. Offered fall semester in preparation for specific January term off-campus course. May be repeated. *Prerequisites: Acceptance in the associated January term course. Offered fall. 1 credit.*

IDST 099 Academic Pathways – Self-assessment and development of strategies for succeeding in college-level academics. Topics include curricular planning, examination of skills, interests, and motivation, time management, and use of academic resources. Content covered through discussion, lecture, and activities. For reinstated and academic probation students only. *1 credit. (EL)*

Courses

IDST 110 Bridge to College Skills – Introduction to academic life at Linfield College: instructor-student course expectations, classroom interactions, course terminology, e-mail etiquette,

and availability of learning resources. Development of facility in reading academic sources, note taking, synthesizing information, and using complex sentence structure to write academic reports, essays, and research papers. Building fluency in academic vocabulary, competence in classroom discourse and oral presentation skills. *Prerequisite: Consent of instructor. 4 credits.*

IDST 210 Outdoor Environmental Studies-Geophysical – On-site practice of outdoor skills appropriate to the season and the terrain in Oregon's Cascade Mountains. May include climbing techniques, cross country and/or downhill skiing, map and compass use, shelter building, and food selection. Opportunities for study of geology, geophysical processes, and ecological balance. Focus on the development of self-confidence in coping with new problems and environments. Offered during Summer and January Terms. *Prerequisites: passing a pre-course physical and meeting instructor's performance requirements, MATH 105 or equivalent, or consent of instructor. 4 credits.*

IDST 211 An Overview of Careers in the Helping Professions – Overview of professions in the social and human services including social work, psychology and related fields. Professional roles and settings; educational, supervision and licensure requirements; ethical and legal standards; skill bases and typical career paths. A brief history of social services. Experiential in nature with guest speakers and field trips. *3 credits.*

IDST 270/271 (in English/in Spanish) Topics in Latin America: Arts and Humanities – Field-based course taught in Latin America with a national and regional emphasis on art and humanities. Includes an emphasis on the pre-conquest, mestizo, indigenous, and contemporary arts and humanities, using field trips and relevant studio and written practices to assist students in exploring these issues. May include courses focusing on historical images of Mexican art, the study of folklore and mythology, local and regional literature, historical and regional music. May be repeated once for credit with different content. *4 credits. (IS or VP or GP)*

IDST 274/275 (in English/in Spanish) Topics in Latin America: Society/Culture – Field-based course taught in Latin America with a national and regional emphasis on social and cultural life. Includes an emphasis on the historical nature of current socio-cultural organization, with use of field trips to assist students in exploring these issues. May include courses in linguistics, cultural anthropology, sociology, economics and history. May be repeated once for credit with different content. *4 credits. (IS or VP or GP)*

IDST 280 Practices in Community Interaction – Observation of and participation in communal as well as family traditional activities such as town festivities, family gatherings, religious celebrations, meal preparation. Acquisition of skills to interact with members of diverse ethnic communities. Required participation in the Oaxaca program. Applicable for the Spanish minor or major. *2-3 credits.*

IDST 281 Independent Research in San Ramon, Costa Rica – For students studying abroad in Costa Rica. *Offered fall. 2 credits*

IDST 285 Service Learning Practicum – Interdisciplinary activity providing opportunity to partner closely with community-based project or program with supervised academic reflection, integration, and application. Active participation in civic service experiences that applies hands-on experience, knowledge, and skills to local, national, or international communities and organizations. Includes a minimum of 40 hours of service with a community partner. May be repeated once for credit. *2-4 credits.*

IDST 287 Career Exploration Internship – Internships specifically devoted to career exploration. Open to all students. Offered by the Office of Career Services. *Prerequisite: approval of the Office of Career Services. 2-5 credits. (EL)*

IDST 290 Career Exploration Topics – Structured experiential process for learning more about careers via the perspective of a selected field. Development of goal setting, self-marketing, information gathering, and job and internship search strategies and skills. Site visits, informational interviewing, and guest speakers offering meaningful interaction with employers. Additional fee required. *Prerequisites: none. Offered January. 4 credits.*

IDST 387 Interdisciplinary Regional Internship – Internship opportunities with regional organizations that provide an interdisciplinary focus for students. Interdisciplinary seminar integrates their experiences. May be repeated for credit. *Prerequisite: approval of departmental internship supervisor. 2-5 credits (EL)*

IDST 486 Interdisciplinary Seminar (also listed as BNSS 486) – Selected topics using small group discussion. Student participation. Open to advanced students. May be repeated for credit with a different topic. *Prerequisite: consent of instructor. 2-5 credits.*

January Term Off-Campus Courses

IDST 298 Special Topics in January Term Travel – Topics vary according to faculty availability and interest. Past topics include Career Exploration Experience. Fees may apply. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

IDST 008 Linfield Entry Colloquium – Becoming a successful student in the Adult Degree Program. Orientation to Linfield College program. Focus on academic and personal issues unique to adult re-entry students, with emphasis on the development of coping skills. Must be taken by all ADP students within the first year of class attendance. Graded Satisfactory/Unsatisfactory with no retake permitted. *1 credit.*

IDST 250 Writing the Portfolio – Instruction for ADP students identifying college level learning acquired in prior life experience and documenting that learning through a portfolio submitted for faculty evaluation. Completion of a learning autobiography and two course challenges (with remaining course challenges written independently). *Prerequisite: INQS 126 or equivalent. 3 credits. (S/U)*

IDST 320, 321 History of Western Thought I, II – Historical perspectives on the contributions that great works of literature and thought have made to our understanding of the world and the place of humankind in it. Great works from ancient and classical Greece and Rome, the Middle Ages, the Renaissance and Reformation, the modern and contemporary world. *3 credits each semester. (UQ or VP or GP)*

IDST 485 Arts and Humanities Senior Seminar – Capstone experience for senior Arts and Humanities majors. Exploration of themes central to the arts and humanities. Development of a project proposal for the major. *Prerequisites: 6 semester credits in either IDST 320, 321 or HIST 120, 121 or HIST 122, 123; 15 hours of credit (5 courses) with at least 3 hours at the 300 level in each of the areas involved in the proposed research topic. 3 credits.*

IDST 490 Arts and Humanities Research Project – Completion of the project formulated and approved in IDST 485. *3 credits.*

International Business

Coordinator
Sharon Wagner, Ph.D.

The interdepartmental major in International Business is designed for the student who wants to understand the field of business in its international dimensions and ramifications. The program includes both core and internationally focused courses in economics and business; course work in another field with an international subject matter, such as political science, geography or anthropology; foreign language study and a study-abroad experience.

The requirements for a major in International Business appear in the Business Department section of this catalog.

International Relations

Coordinator
Patrick Cottrell, Ph.D. (on sabbatical 2014-15)

The International Relations (IR) major emphasizes the development of tools and knowledge necessary to excel in an increasingly interconnected world and globalized job market. By encouraging students to integrate concepts across disciplines, apply what they learn abroad, and embrace diversity, the IR major cultivates a dynamic skill set well suited for careers in government, diplomacy, law, business, management, communication, academia, the non-profit sector, intergovernmental organizations, and beyond. For additional information, including frequently asked questions and advising worksheets, please visit the International Relations website.

Goals for the Major

In successfully completing a major in International Relations, students will be able to:

- think critically, systematically, and creatively about international issues by employing a variety of different disciplinary tools and perspectives;
- exhibit a fundamental grasp of the major problems facing the world today and their complexity;
- communicate in clear, cogent, and literate fashion to a range of audiences, both written and orally;
- achieve proficiency in a foreign language;
- apply their coursework to their own experiences through study abroad and beyond; and
- demonstrate an understanding of different global perspectives – social, cultural, political, and economic.

Requirements

The international relations major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 42 credits distributed as follows:

Common Core: 15 credits including POLS 210, 390 or SOAN 350, POLS 490, and ECON 210; foreign language proficiency through a second-year level; successful completion of a foreign study abroad of at least one semester approved in advance for this purpose (relevant courses taken abroad may count toward IR electives).

At least 27 additional credits distributed as follows:

5-credit Methods requirement: POLS 230 or HIST 285 or SOAN 307 (subject to approval from HIST and SOAN, double-majors recommended)

4-credit History requirement: An upper division (300 level or above) international history course

5-credit Theory and Practice of International Politics requirement from: POLS 361, 362, 370, 371, 384, or 385, plus corresponding POLS 498 1-credit proseminar course

3- to 4-credit Comparative Culture, Philosophy, and Ethics Requirement from: ANTH 111, POLS 220, PHIL 160, 180, 365, TCCA 230

At least 10 additional credits from the IR major elective list below, including at least one additional 300-level course or above. Students are encouraged to work closely with their advisor to ensure a focused course of study.

Major elective courses: ANTH 111, ECON 331, 332, 333, 341, 342, 461, ENGL 365, ENVS/SOAN 250; HIST 120, 121, 122, 123, 124, 125, 126, 127, 144; Any other relevant upper division history course; MSCM 150, 333, 337, 340, 345 (note MSCM courses subject to approval by IR coordinator); Any other relevant MDLA course; PHIL 150, 180, 285, 306, 360, 365, 375, POLS 201, 220, 330, 361, 362, 370, 371, 384, 385, RELS 115, 140, 210; SOAN 350, any relevant SOAN course; SOCL 370; TCCA 230, 335; Any relevant internship course; any relevant study in Washington, D.C., or abroad; or any relevant January term course abroad.

Given the interdisciplinary nature of international relations, other courses may, on occasion, be approved to count toward the major. The student may therefore petition the coordinator of the International Relations program, expressing a rationale for the substitution. This rationale must include a signed agreement between the student and relevant course instructor that the student's major project, counting for at least 1/3 of the course grade, will be devoted to an international relations issue. The IR coordinator must approve the petition before the Registrar will accept the substitution.

As noted above, courses taken while studying abroad may also be counted toward elective credit. To receive credit, students should retrieve the relevant form from the Registrar's Office (or on the IR website), provide a course syllabus, and other supporting documentation for approval from the relevant department and/or IR major director.

Double majors with other disciplines are encouraged and three courses (up to 12 credits) may count toward both major requirements. Double majors in Political Science and International Relations, however, are not permitted. As with other majors, at most two courses can be counted toward Linfield Curriculum requirements.

For a minor: 24 credits, distributed as follows: POLS 210; ECON 210; at least 4 credits from POLS 361, 362, 370, 371, 384, 385, or 390; at least 4 credits from a relevant upper-division HIST course; 8 additional credits from the approved International Relations major elective list above; and one year of foreign language (see B.A. language requirement).

At most two courses counted for the minor may be double-counted toward major and Linfield Curriculum requirements.

International Studies

Administrative Coordinator
Chris Keaveney, Ph.D.

Students may develop international and global perspectives in their courses of study at Linfield in several ways: through area studies minors, described below; through study abroad, described under International Programs; or through specific courses located in various departments and programs across the curriculum.

Asian Studies, European Studies, and Latin American Studies are interdepartmental minors which may be elected by students to complement or add international dimensions to their major fields of study.

The Asian Studies, European Studies, and Latin American Studies minors have several components: study abroad, language, area studies proper, and contextualizing coursework. Advised by a faculty working group for each area studies minor, the faculty coordinators keep an updated list of courses fulfilling each requirement. Each student shall form a committee to supervise completion of the minor and its linkage with the student's major. The committee shall consist of at least one member of the appropriate faculty program committee (Asian Studies, European Studies, or Latin American Studies), and one member of the student's major department. Students should begin early to plan for the required semester of study abroad.

Requirements

For the study-abroad requirement in the minors described below, non-Linfield programs may be substituted for Linfield's programs with advanced approval of the program committee.

Asian Studies

Coordinators
Chris Keaveney, Ph.D.
John Sagers, Ph.D. (on sabbatical spring 2015)

Following geographic convention, "Asia" encompasses four cultural areas: Japan; China and its neighbors (Mongolia, Taiwan, the Koreas); insular and mainland Southeast Asia; and the Indian subcontinent, including Pakistan, Bangladesh, and the Himalayan "kingdoms."

For a minor in Asian Studies: 27-29 credits and one semester of study abroad. Specific requirements include six credits abroad in courses dealing with the history, culture, ecology, and/or politics of the country or region (satisfied by MLJP 306 and MLJP 307 for students who undertake Linfield's program in Japan); successful study of an Asian language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in Asian studies beyond those taken while abroad, selected from a list maintained by the faculty coordinators; and IDST 090 in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

European Studies

Coordinators
Gudrun Hommel, Ph.D.
Scott Smith, Ph.D.

(For major or minor in German Studies, see Modern Languages, page 90.)

Following geographic convention, "Europe" encompasses the British Isles, the western Mediterranean region, and northern and eastern Europe.

For a minor in European Studies: 27-29 credits and one semester of study abroad. Specific requirements include 20 credits abroad distributed about equally between European study and appropriate language coursework (for students who undertake Linfield's programs in Austria, England, or France, the exact distribution of credits varies somewhat from program to program and year to year); successful study of a European language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in European studies beyond those taken while abroad; and IDST 090, in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

Latin American Studies

Coordinators
Thomas Love, Ph.D.
Sonia Ticas, Ph.D. (on sabbatical spring 2015)
Violeta Ramsay, Ph.D.

Following geographic convention, "Latin America" encompasses: Mesoamerica (Mexico and Central America) and South America.

For a minor in Latin American Studies: 27-29 credits and one semester at one of Linfield's Latin American study abroad sites (Costa Rica or Ecuador). Specific requirements include 9-11 credits abroad dealing with the history, culture, ecology and/or politics of the country or region; successful study of a Latin American language through the second semester of the intermediate level; two or more courses totaling 6-8 credits in Latin American studies beyond those taken while abroad, selected from a list maintained by the faculty coordinators; and IDST 090 in which the student is responsible for locating the focal area within a larger regional and global context. Where language work is not available in the study abroad program or on campus, an appropriate literature-in-translation or area studies course may, with approval of the program committee, be substituted for some but not all of the language requirement.

Law, Rights, and Justice

Coordinator
Nicholas Buccola, Ph.D.

The Law, Rights, and Justice minor encourages students interested in law to connect legal theory with legal practice, to explore law through the lenses provided by multiple disciplines, to think critically about the relationship between law, rights, and competing conceptions of justices, and to combine liberal learning with career aspirations.

Goals for the Minor

In successfully completing the Law, Rights, and Justice minor, a student will:
- exhibit a fundamental grasp of the major reasons that have been offered in defense of the rule of law, individual rights, and competing conceptions of justice;
- exhibit a fundamental grasp of the major reasons that have been offered in critique of the rule of law, individual rights, and competing conceptions of justice;
- think critically about the connections and tensions between the rule of law, individual rights, and competing conceptions of justice;
- ask meaningful questions about law, rights, and justice;
- communicate with clarity and precision in response to meaningful questions about law, rights, and justice.

Requirements

For a minor in Law, Rights, and Justice: Completion of 6 courses, including POLS 220 or PHIL 365, and POLS 320; at least one elective from PHIL 180, 215, 306, 320, 360, SOAN 240, ENGL 260 (Transatlantic Literature: The Good Society), POLS 310, 380 (subject to approval depending on the topic); at least one elective from POLS 225, 325, 362, MSCM 337, BNSS 340, 435, 440, BUSN 408, ECON 352, SOCL 370. Elective credits for this minor may not count toward the student's major. No more than three courses from one department may be counted toward the minor. If a student believes a course not listed above might be an acceptable alternative, he or she should check with the coordinator of the program.

Mass Communication

Faculty
Michael W. Huntsberger, Ph.D.
Susan Currie Sivek, Ph.D.
Brad Thompson, Ph.D.
Lisa Weidman, Ph.D. (Chair)
Susan Barnes Whyte, M.L.N

The mass media tell us most of what we know about the world today, yet few people truly understand the central role of the media in society. Students in Mass Communication are media creators and analysts who study the structures, functions and effects of the media during this exciting time of transformation. Whether they focus on news, entertainment or strategic communication, Mass Communication students gain special insight into the role of media in today's world.

Mass Communication students engage with media from multiple perspectives in the program's wide range of courses, which combine the theory and practice of mediated communication to complement Linfield's liberal arts education. Students customize the flexible Mass Communication curriculum to explore their individual interests in different media and related topics, including journalism, entertainment, public relations and advertising. The senior seminar course offers the chance to create an in-depth, advanced project that integrates the student's experiences throughout the program.

Mass Communication students have opportunities to use in the professional world what they have learned in the classroom. Students who want a real-world taste of media and strategic communication careers can take internships for course credits that count toward the major. Mass Communication coursework comes to life through these experiences, and students make valuable connections with professionals. Students also have opportunities to apply their skills at the student newspaper, the student radio station, student media websites, and in various offices on campus.

Studying Mass Communication develops a powerful set of skills suited for careers in advertising, broadcasting, radio, television, online media, photojournalism, newspapers, magazines, public relations, as well as for graduate study. These skills are transferable to innumerable other businesses.

Goals for the Major

In successfully completing a major in mass communication, students will:
- create entertaining, informative, and/or persuasive media content;
- analyze and evaluate media content;
- understand the effects of media on audiences; and
- understand the structures and functions of mediated communication.

Goals for the Minor

The media studies minor is designed for students whose interests in communication are focused on the origins, structures and implications of the media in American culture and society. Students critically examine issues related to the power of media in our social, political and legal systems and in popular culture.

Requirements

The mass communication major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major in Mass Communication: 40 credits, including the following:

- Core courses (27 credits): 150, 175, 180, 230, 275, 321, and 485.
- Experiential learning (1 credit): either 111 or 112.

• Advanced writing (4 credits): from among 370, 375, 377, and 378.

• Media studies (8 credits): from among 327, 330, 335, 337, 343, 345, 347, 349, 351, 450, 498, and others as approved by department chair. One off-campus January term course (198, 298, 398, 498) offered by the department may be counted toward this requirement.

• Elective options: 187, 360, 425, 429, 487.

No more than 48 credits from Mass Communication can be counted toward graduation. While 111 and 112 may be taken more than once, only one credit may be applied toward a Mass Communication major. Only courses in the major completed with a grade of C- or better may be used to meet prerequisite requirements or count toward the major.

For a minor in Media Studies: 20 credits including 8 credits from 111 or 112, 150, and 230; and 12 credits chosen from among 327, 330, 335, 337, 343, 345, 347, 349, 351, 450, and others as approved by department chair. One off-campus January term course (198, 298, 398, 498) offered by the department may be counted toward the minor. Courses must be completed with a grade of C- or better to count toward the minor. The Media Studies minor is not available to Mass Communication majors.

Organizations

The Linfield Review is the independent, student-operated weekly newspaper. The department advises the publication and encourages its students to participate in its production.

KSLC-FM is the student-operated, FCC-licensed radio station. The department advises the station and encourages its students to participate in its operations.

Wildcat Productions is the student-operated video production organization. The department advises the club and encourages its students to participate in its operations and activities.

Scholarships

Each year the department awards the J. Richard and Evelyn Nokes Scholarship to an outstanding junior in journalism. The scholarship, designed to contribute to the funding of the senior year of study, is awarded on the basis of a student's academic record and promise in journalism.

The Charlotte Filer Linfield College Journalism Scholarship is awarded annually to assist worthy mass communication/print media students.

Paracurricular Courses

MSCM 011 Journalism Practices – Application of journalistic skills through work on student media. *1 credit. (EL)*

MSCM 012 Electronic Media Practices – Introduction to electronic media programming, production, and distribution. Audio and video production skills, electronic media distribution channels, business practices, legal and policy issues, professional standards and methods. Requires work at KSLC-FM or Wildcat Productions. *1 credit. (EL)*

Majors who enroll in MSCM 111 and 112 receive letter grades; non-majors enroll under MSCM 011 and 012 and receive Satisfactory/ Unsatisfactory grades.

Courses

MSCM 111 Journalism Practices – Application of journalistic skills through work on media. For Mass Communication majors. *1 credit. (EL)*

MSCM 112 Electronic Media Practices – Introduction to electronic media programming, production, and distribution. Audio and video production skills, electronic media distribution channels, business practices, legal and policy issues, professional standards and methods. Requires work at KSLC-FM or Wildcat Productions. For Mass Communication majors. *1 credit. (EL)*

MSCM 150 Living in a Media World – Introduction to social, political, and economic roles of the media in the United States. Discussion of development and technology of media industries, including online and social media, newspapers, magazines, books, music, television, film, video games, journalism, advertising and public relations. *3 credits. (IS or US)*

MSCM 175 Introduction to Media Writing – Introductory survey of writing styles used by media professionals, including print, broadcast, public relations, blogs, and social media. Emphasis on grammar, style, and structure. $15 lab fee. *Prerequisite: consent of instructor. Recommended: 150. 4 credits.*

MSCM 180 Multimedia Storytelling – Fundamentals of storytelling for interactive multimedia channels, including blogs and social media. Introduction to a variety of story forms and structures, and how forms and structures change for different audiences and delivery systems. Work with basic production tools and techniques for creating and distributing text, image, audio, and video content. $30 lab fee. *Prerequisite: consent of instructor. 4 credits.*

MSCM 187 Mass Communication Career Preparation – Training and preparation for internships and careers in the mass communication fields. Preparation of a resumé, cover letter and portfolio. Practice and preparation for interviews and networking. Research skills pertinent to searching for internships and jobs. For Mass Communication majors and minors. *Prerequisites: 150 and INQS 125, or consent of instructor. Offered fall semester. 1 credit.*

MSCM 230 Media Theory and Criticism – Introduction to theoretical perspectives and analytical techniques used in the critique of media production, content, and audiences. Critical study of media organizations, media representations, the political role of media, media effects on audiences, and contemporary journalism. Development of research skills and use of scholarly texts. *Prerequisite: 150. Offered spring. 4 credits.*

MSCM 275 Information Gathering – Survey of research strategies, methods, techniques and sources; process of evaluating, preparing and presenting information. Includes personal observation, interviewing, documentary and database searches. *Prerequisite: 175. 4 credits.*

MSCM 320 Visual Communication: Print – Principles and practices of design and layout for magazines, newspapers, and other mass media. Introduction to printing processes, typography, and the graphic arts. $25 lab fee. *Prerequisite: consent of instructor. 4 credits.*

MSCM 321 Topics in Media Production – Selected topics in the production of media content for distribution through a variety of channels. Topics and media vary and may include print, photography, audio, video, film, or interactive multimedia. Lab and/or seminar format as appropriate to course topic. May be repeated once for credit with different topic. $45 lab fee. *Prerequisite: consent of instructor. 4 credits.*

MSCM 322 Visual Communication: Photography – Principles and current practices of visual reporting. Emphasis on photography in a digital age. Exposure to historical, ethical, legal and cultural aspects of photojournalism. $45 lab fee. *Prerequisite: Consent of instructor. Offered alternate years. 4 credits.*

MSCM 325 Visual Communication: Video – Theoretical and applied approach to effective communication in a visual medium. Concepts of a visual composition, continuity, time compression, and other critical videography and editing concepts. Basic scriptwriting and lighting concepts. Introduction to various video genres, such as single camera newsgathering, public service announcements and master shot style of videography. Discussion of legal and ethical responsibilities of shooting and editing video. $25 lab fee. *Prerequisite: consent of instructor. 4 credits.*

MSCM 327 Introduction to Film (also listed as ENGL 327) – The tools of visual literacy. Responding to and evaluating cinema

as art and as mass communication. The vocabulary of film-making and film criticism. Sample topics: genre analysis, directorial study, international film industry, film narrative. *Prerequisite: INQS 125. 4 credits.*

MSCM 329 Visual Communication: Convergent – Critical analysis of the Internet as a communication medium shaped by intersecting and often conflicting cultural, social, economic, technological, ethical and legal imperatives. Applied experience building an effective Web site that reflects audience needs, effective communication of content in a digital environment and in-depth usability testing to evaluate message effectiveness. $20 lab fee. *Prerequisite: consent of instructor. 4 credits.*

MSCM 330 History of Mass Communication – The role of the mass media in the development of the American nation and culture. Includes history of newspapers, books, radio, video, film, advertising, and public relations and their interactions with political, social, and cultural institutions. *Prerequisite: INQS 125. 4 credits. (VP)*

MSCM 333 Mass Media and Society – The effects American mass media and society have on each other from theoretical, practical, and ethical perspectives. Consideration of significant, timely social issues and concerns. *Prerequisite: INQS 125. 4 credits.*

MSCM 335 Mass Communication Ethics – Structures, concerns, and issues in mass communication and mass media industries, including responsibility, confidentiality, privacy, attribution, objectivity, conduct codes, accountability, and the public interest. *Prerequisite: INQS 125. 4 credits. (UQ)*

MSCM 337 Mass Media and the Law (also listed as POLS 337) – Legal, regulatory, and ethical issues involving print and broadcast media and the Internet, including libel, obscenity, invasion of privacy, shielding of sources, freedom of the press, copyright, and government regulation. *Prerequisite: INQS 125. 4 credits.*

MSCM 340 Mass Media and Popular Culture – The role of the mass media in the origins, development, and dissemination of American popular culture. Consideration of elite critiques of popular culture. Analysis of popular cultural manifestations in films, television, comic books, recorded music, and other media. *Prerequisite: INQS 125. 4 credits.*

MSCM 343 Social Media Theory and Practice – Exploration of emerging social media technologies, such as Facebook and Twitter, and their applications in journalism and public relations. Study of the history, function, economics, psychology, and sociology of social media as theorized by communication scholars. Hands-on experience in the planning and implementation of ethical and effective social media strategies for journalists and public relations practitioners. *Prerequisites: 150, INQS 125, and sophomore standing. Offered fall of even-numbered years. 4 credits.*

MSCM 345 Mass Media, Politics, and Public Opinion (also listed as POLS 345) – The role of the mass media in shaping and changing American public opinion and in the political and electoral processes. Examination of the links between mass media and government, and between the media and the individual citizen. Explorations of the interactions between media and attitudes, agendas, and behaviors. Focus on presidential and congressional election campaigns. *Prerequisite: INQS 125. 4 credits.*

MSCM 347 Principles of Public Relations – Development and role of public relations in mass communication discipline and professions. Contributions of mass communication, public opinion and persuasion theories to public relations. Importance of ethics and social responsibility in practice. Public relations research techniques, planning, strategic analysis and application in a variety of situations and organizations, including government, corporate, and not-for-profit. *Prerequisite: INQS 125. Offered fall. 4 credits. (IS)*

MSCM 349 Principles of Advertising – Introduction to field of advertising and its importance to mass communication. Research techniques, strategic planning, audience segmentation, creative development, media planning, implementation and evaluation of advertising effectiveness. Analysis of social effects of advertising, what makes an ad effective, and importance of ethics and social responsibility in advertising. *Prerequisite: 150 or consent of instructor. 4 credits.*

MSCM 351 Principles of Journalism – Overview of journalism theory and practice with particular emphasis on its role in a democratic society. Use of current issues as springboard for discussion of technological trends, economics and social responsibility of the news media. *Prerequisite: INQS 125 or consent of instructor. Offered fall. 4 credits. (US)*

MSCM 360 Topics in Mass Communication – Selected topics in media production, content, and sociocultural impact, which may include new innovations and involve advanced study. Topics will vary and may include Sports and the Media; Media, War, and Culture; Advanced Audio Production; or Advanced Photojournalism. Lecture, seminar, and/or lab format as appropriate to course topic. May be repeated once for credit with different content. *Prerequisite: INQS 125. 4 credits.*

MSCM 370 Public Relations Writing – Advanced-level laboratory and field course creating and producing written materials used in public relations, including press releases, public service announcements, brochures, newsletters and speeches. $15 lab fee. *Prerequisites: 275, 347. Offered spring. 4 credits. (MWI)*

MSCM 375 Reporting – Advanced-level field experience course emphasizing story ideas, sources, ethics, and legal questions. Reporting for local paper, lectures and discussions, consultations. $15 lab fee. *Prerequisite: 275. 4 credits. (MWI)*

MSCM 377 Feature Writing – Advanced-level laboratory and field course, researching and writing feature articles suitable for publication in magazines, newspapers and online news sites. Covers elements that distinguish feature articles from other kinds of writing, different types of feature articles, and the processes of researching, writing and selling articles. $15 lab fee. *Prerequisite: 275. 4 credits. (MWI)*

MSCM 378 Electronic Media Writing – Advanced-level laboratory and field course. Theory and practice of writing for audio, video, and online channels. Covers techniques for writing news, features, commentary, and persuasive content for electronic media. $15 lab fee. *Prerequisite: 275. 4 credits. (MWI)*

MSCM 425 Advanced Video – Advanced studies of critical and technical skills in video production. Students undertake individual projects. Assist faculty members in the classroom and media production facilities as peer instructors. *Prerequisite: consent of instructor. 4 credits.*

MSCM 429 Advanced Interactive Multimedia – Advanced studies of critical and technical skills in interactive multimedia. Students undertake individual projects. Assist faculty members in the classroom and media production facilities as peer instructors. *Prerequisite: consent of instructor. 4 credits.*

MSCM 447 Public Relations Research and Campaigns – Advanced seminar combining theory, research, and practice in public relations. Development of a public relations program. Design, implementation, and analysis of social science research; public relations, mass communication, and public opinion theory; application of public relations principles, strategies, and techniques through experiential learning. *Prerequisites: 347, and 275 or 320, and consent of instructor. 4 credits.*

MSCM 450 Mass Communication Research Methods – Survey and practice of quantitative and qualitative social science research methods used by mass communication scholars and professionals to answer theoretical and applied questions. *Prerequisites: 150, INQS 125, and sophomore standing; or consent of instructor. 4 credits.*

MSCM 480 Independent Study – Advanced study in fields of mass communication. *Prerequisite: consent of department chair. 1-5 credits.*

MSCM 485 Senior Capstone – Capstone seminar for majors, integrating theoretical and practical aspects of the curriculum. Includes intensive examination of recurrent and new issues in mass communication, self-assessment, preparation of a portfolio,

development of an advanced media or research project tailored to the interests of the student, and oral presentations of the portfolio and project. *Prerequisite: senior standing. Offered spring. 4 credits.*

MSCM 487 Internship – Supervised work at a newspaper, magazine, broadcast station, or public relations, marketing or advertising agency or department, or other approved media outlet. Arranged through the department by individual students. May be taken multiple times up to a cumulative 4 credits. *Prerequisite: consent of instructor. 1-4 credits.*

January Term Off-Campus Courses

MSCM 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Major topic offered in the past has been International Communication: British Mass Media. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

MSCM 328 Introduction to Film – *3-credit version of 327.*

Mathematics

Faculty

Stephen Bricher, Ph.D.
Charles Dunn, Ph.D. (Chair)
Michael Hitchman, Ph.D.
Xiaoyue Luo, Ph.D.
Jennifer Nordstrom, Ph.D.
William Raddatz, Ph.D.
Martha VanCleave, Ph.D.

"Born of man's primitive urge to seek order in his world, mathematics is an ever-evolving language for the study of structure and pattern. Grounded in and renewed by physical reality, mathematics rises through sheer intellectual curiosity to levels of abstraction and generality where unexpected, beautiful, and often extremely useful connections and patterns emerge. Mathematics is the natural home of both abstract thought and the laws of nature. It is at once pure logic and creative art." *Essays in Humanistic Mathematics*, Alvin White, ed, MAA, 1993

The study of mathematics gives students the needed background to understand modern, complex scientific and social issues; provides students practice and training in the use of logic and critical thought; and helps students develop sound problem-solving abilities. Students profit from developing these abilities, and no student should be limited in his or her aspirations due to an insufficient background in mathematics.

The Linfield Mathematics Department maintains an active program preparing students for graduate study in mathematics, careers in teaching, and professions in which the critical-thinking skills developed in mathematics are highly valued. Individual attention and sound preparation in the foundations of mathematics are key elements in the success of our students. The department provides a rich and supportive academic environment fostering a community of learners, including students for whom mathematics is their primary focus and those for whom mathematics is crucial for their chosen area of study.

Goals for the Major

Students who complete a mathematics major:

- possess an understanding and appreciation of the breadth and beauty of the mathematical sciences and their deep interconnecting principles;
- are able to work independently and confidently in mathematical situations;
- develop a solid understanding of the core fundamentals of undergraduate mathematics. Furthermore, students have the ability to communicate mathematical ideas with precision, clarity, and organization; and
- possess a positive attitude toward and derive enjoyment from studying and applying mathematics.

Requirements

The mathematics major is available as a bachelor of arts or bachelor of science degree as defined in the section on degree requirements for all majors in this course catalog.

For a major: 42 credits, including 170, 175, 200, 250, 370, 485, and an additional 19 credits in courses numbered 200 or above, at least two courses (minimum 6 credits) of which must be numbered 300 or above. Students planning on graduate study in mathematics should plan their programs with their advisors to include more than the minimum indicated.

For a minor: 20 credits, including 170, 175, and 12 credits in courses numbered 200 or above.

For a minor in Mathematics Education: 26 credits, including 135, 136, 140, 170, 230, and at least 6 credits in courses numbered 175 or above. Students may substitute 340 for 140 thus reducing the total number of credits needed for the minor to 23.

For Oregon Initial Teaching Licensure in Mathematics: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Student Recognition

The Senior Science Prize was established to encourage students in the natural sciences and mathematics to plan for graduate study and eventual careers in the field of pure and applied science and mathematics. The prize will be awarded to students scoring on the Graduate Record Examination at the 90th percentile in chemistry, mathematics, or physics; in the 95th percentile in biology, computer science, or engineering.

Pi Mu Epsilon (PME), the National Mathematics Honor Society, was founded in 1914 at Syracuse University for the purpose of promoting scholarly activity in mathematics among students. The Linfield College Oregon Epsilon chapter was installed in May 2007. New members are elected to the chapter each year from among those students who have (1) a minimum of 20 credits that count toward a major in mathematics, (2) at least a 3.30 GPA in mathematics major courses, and (3) a college GPA of at least 3.00.

Placement in Mathematics Courses

Placement in mathematics courses is based on the students' previous study. During orientation students complete questionnaires regarding their background in mathematics. Based on the results of the questionnaire, students are guided to the correct course in which to begin their study of mathematics at Linfield. The faculty of the Mathematics Department is available for consultation and assistance in the process.

Courses

MATH 110 Great Ideas in Mathematics – The beauty and significance of mathematics in the history of human thought. Topics include primes, the pigeonhole principle, the Fibonacci sequence, infinity, chaos and fractals. *Prerequisites: High school algebra I and geometry, or equivalent. Offered spring of even-numbered years. 3 credits. (QR)*

MATH 120 Introduction to Game Theory – Topics in economic game theory including two-person zero-sum games, Prisoner's Dilemma, *n*-person competitive and cooperative games. Focus on concepts of strategy, fairness, cooperation and defection, utility and individual rationality. The social impact of individual choices. *Prerequisites: High school algebra I and geometry, or equivalent. Offered fall of even-numbered years. 3 credits. Not for General Science majors. (QR)*

MATH 125 Introduction to Voting Theory – Study of voting and elections from a mathematical perspective; examination of preferential voting systems with focus on axioms of fairness; weighted voting systems and indices of power; methods of apportionment, paradoxes, and the Electoral College. *Prerequisites: High school algebra and geometry, or equivalent. Offered fall of odd-numbered years. 3 credits. (QR)*

MATH 130 Problem Solving – Mathematical problem solving; understanding the problem, devising a plan to solve the problem, implementing the plan, verifying and communicating the solution. Specific problem strategies and types of problems for which they are appropriate. Emphasis on communication, collaboration and problem-solving strategies. *Prerequisites: High school algebra I and geometry, or equivalent. Offered spring of odd-numbered years. 3 credits. (QR)*

MATH 135 Mathematics for Elementary School Teachers I – The mathematics of the elementary school. Problem solving, sets and logic, number and numeration systems, whole number operations and their properties, patterns among natural numbers, the art of guessing, fractions, decimals, ratios and portions, integers, rational and irrational numbers, and the use of calculators. *Prerequisite: MATH 105 or equivalent. 4 credits. (QR)*

MATH 136 Mathematics for Elementary School Teachers II – A continuation of 135. Collection and treatment of data, concepts of probability, measurement, spatial concepts including one, two and three dimensional shapes, congruence, similarity, transformations, graphic and computers including the use of Logo. *Prerequisite: 135 or consent of instructor. 4 credits.*

MATH 140 Introduction to Statistics – An introduction to probability and statistics including methods of summarizing and describing data, basics of probability, distribution of random variables and probability distributions including the normal curve, inferential statistics including hypothesis testing and decision making, linear regression and correlation. Additional topics may include chi-square analysis and analysis of variance. *Prerequisite: 105, or high school algebra I and II and geometry or equivalent. 3 credits. (QR)*

MATH 150 Precalculus – Topics in algebra and trigonometry beyond those covered in the second course in high school algebra. Emphasis on concepts, structures and technical competence. Solutions of algebraic equations and inequalities; functions and graphs; exponential, logarithmic, and trigonometric functions; elementary plane analytic geometry. *Prerequisite: 105, or high school algebra I and II and geometry, or equivalent. 5 credits.*

MATH 160 Finite Mathematics with Calculus – Review of algebra including equations, inequalities, functions, graphs, logarithms and exponentials. Topics in finite mathematics including matrix algebra and linear programming. Introduction to differential calculus and use in optimization. Applications in business, economics and the social sciences. *Prerequisite: 105 or equivalent. 5 credits.*

MATH 170 Calculus I – Differential and integral calculus of real functions of one variable. Differentiation, the chain rule, the mean-value theorem, the fundamental theorem, limits and continuity, curve sketching. Integration by substitution. Application of the derivative and integral to physics and geometry. *Prerequisite: 150 or equivalent. 5 credits.*

MATH 175 Calculus II – A continuation of Calculus I to include further techniques of integration, Taylor approximations, sequences and series. Plane analytic geometry, including arc length. *Prerequisite: 170 or equivalent. 3 credits.*

MATH 200 Vector Calculus – Functions of several variables; differentiability and continuity; arc length and differential geometry; Taylor's formula; extrema and Lagrange multipliers; multiple integration, line and surface integrals; the theorems of Green, Gauss and Stokes. *Prerequisite: 175 or equivalent. 5 credits.*

MATH 210 Ordinary Differential Equations – First-order equations, including separation of variables and integrating factors; second-order linear equations, including nonhomogeneous techniques, Laplace transforms and power series methods; linear systems, including eigenvalue methods and matrix exponentials; applications to mechanics, physics, chemistry, biology, and economics. *Prerequisite: 175 or equivalent. Offered spring. 4 credits. (QR)*

MATH 220 Introduction to Proofs – Fundamental concepts in abstract mathematics with an emphasis on learning to write mathematical proofs. Topics include logic, sets, relations, functions, proof by contradiction, proof by contrapositive, and mathematical induction. *Prerequisite: 170 or consent of instructor. Offered January term. 3 credits.*

MATH 230 Discrete Mathematics – Topics in the general area of discrete mathematical structures including sets, logic, relations, functions, induction, matrices, basic enumeration, graphs, and Boolean algebra. *Prerequisite: 170 or equivalent. Offered fall. 4 credits.*

MATH 250 Linear Algebra – Matrix theory and linear algebra, including real and complex vector spaces, linear transformations and their matrices, systems of linear equations, determinants, similarity, eigenvalues, symmetric and Hermitian matrices. *Prerequisite: 170 or equivalent. 4 credits.*

MATH 280 Mathematical Modeling Experience – Participation in the Mathematical Contest in Modeling sponsored by the Consortium for Mathematics and its Applications. Experience solving real world problems using mathematical methods. Formal presentation of project results. May be repeated for credit. *Prerequisite: Consent of instructor. Offered spring. 1 credit.*

MATH 290 History of Mathematics – Topics in the development of mathematics from ancient times to present. *Prerequisites: 175 and INQS 125 or consent of instructor. Offered spring of even-numbered years. 3 credits.*

MATH 310 Nonlinear ODEs and Dynamical Systems – Nonlinear differential equations from a dynamical systems approach. Scalar autonomous equations; elementary bifurcations; linear systems and canonical forms; planar autonomous systems; stability near equilibria including Liapunov functions; periodic orbits and the Poincare-Bendixson theorem; Lorenz equations, chaos and strange attractors; one-dimensional maps including the logistical map. *Prerequisites: 200 and 210, or consent of instructor. Offered fall of even-numbered years. 3 credits. (QR)*

MATH 320 Higher Geometry – Geometry as a body of theory developed logically from a given set of postulates. Euclid's definitions and postulates; independence, consistency, and completeness, finite

axiomatic systems; modern incidence results of the circle and triangle; duality in synthetic projective geometry; Cartesian and homogeneous coordinates; transformations of the plane. *Prerequisite: 250 (may be taken concurrently). Offered fall of even-numbered years. 4 credits.*

MATH 330 Combinatorics – Combinatorial theory with focus on techniques of enumeration. Topics include generating functions, recurrence relations, inclusion-exclusion, pigeonhole principle. Advanced topics selected from posets, lattices, Polya counting, difference sequences, Stirling numbers, and Catalan numbers. *Prerequisites: 175 and at least one of 220, 230, or 250. Offered spring of odd-numbered years. 3 credits.*

MATH 340 Probability and Statistics I – Discrete and continuous random variables; descriptive statistics of a single random variable; the Central Limit Theorem; applications of confidence intervals and hypothesis testing; linear regression. *Prerequisite: 175. Offered fall. 4 credits. (QR)*

MATH 350 Number Theory – Properties of the integers. Divisibility, prime numbers, congruence. Chinese Remainder Theorem, Wilson's Theorem, Euler's Theorem. Emphasis on writing proofs in the context of number theory; mathematical induction. *Prerequisite: 220, 230, or 250. Offered fall of even-numbered years. 3 credits.*

MATH 360 Operations Research – Mathematical methods of examining allocation problems; formulation and solution of linear programming problems, simplex method, and duality; additional topics may include game theory, queuing models, dynamic programming, and/or Markov chains. *Prerequisites: 200, 250. Offered spring of odd-numbered years. 3 credits. (QR)*

MATH 370 Elementary Analysis – The analysis of real-valued functions; sequences including Cauchy sequences; limits and continuity including uniform continuity; differentiation, the mean value theorem and Taylor's Theorem; the Riemann integral and the fundamental theorem of calculus. *Prerequisites: 175, at least one of 220, 230, or 250. 3 credits.*

MATH 380 Numerical Analysis – Numerical analysis involving mathematical and statistical methods, use of interactive mathematical software to solve such problems. Topics include: numerical solution of non-linear equations, numerical solution of systems of equations, numerical differentiation and integration, numerical solution of ordinary differential equations, interpolation, curve fitting, analysis of errors. *Prerequisites: 200, and 250 (may be taken concurrently). Offered spring of odd-numbered years. 4 credits.*

MATH 400 Topics in Mathematics – Selected topics not regularly offered at Linfield. 1-*5 credits.*

MATH 410 Partial Differential Equations – Fourier series and the methods of separation of variables; Sturm-Liouville problems; Green's functions; the method of characteristics; Laplace, heat and wave equations, and selected applications. *Prerequisites: 200, 210. Offered fall of odd-numbered years. 3 credits.*

MATH 420 Topology – Basic topics in point set topology. Product, quotient and subspace topologies; metric spaces; closed sets and limit points; connectedness; compactness; the separation axioms; introduction to fundamental group and covering spaces. *Prerequisites: 200 and at least one of 220, 230, or 250. Strongly recommended: 370. Offered fall of odd-numbered years. 3 credits.*

MATH 430 Graph Theory – Topics in graph theory including trees, bipartite graphs, Eulerian and Hamiltonian graphs, matchings, connectivity, coloring, planar graphs. Advanced topics selected from Ramsey theory, pebbling, competitive coloring, and matroids. *Prerequisite: 220, 230, or 250. Offered spring of even-numbered years. 3 credits.*

MATH 440 Probability and Statistics II – Multivariate probability distributions; functions of random variables; point estimators; maximum likelihood estimators; theory of hypothesis testing and power; method of least squares. *Prerequisites: 200, 340. Offered spring of even-numbered years. 3 credits.*

MATH 450 Abstract Algebra – Basic algebraic structures; groups, rings, and fields. Cosets, normal subgroups, factor groups, ideals, factor rings, polynomial rings. Homomorphisms and isomorphisms. *Prerequisite: 220, 230, or 250. Offered fall of odd-numbered years. 4 credits.*

MATH 460 Complex Analysis – Complex numbers and functions; the complex derivative; complex integration; Taylor and Laurent series; residue theory; conformal mapping. Selected applications. *Prerequisites: 200, 370. Offered spring of odd-numbered years. 4 credits.*

MATH 470 Real Analysis – Topology of R^n ; analysis of functions from R^n to R^m ; inverse function theorem; implicit function theorem; measure theory and Lebesgue integration; introduction to Hilbert space theory. *Prerequisites: 200, 250, and 370. Offered spring of even-numbered years. 4 credits.*

MATH 480 Independent Study – Study of selected topics under an instructor's guidance. For advanced mathematics majors with a high degree of self-reliance. Periodic written and oral reports and, in most cases, a comprehensive final paper. *1-5 credits.*

MATH 485 Senior Seminar – Department capstone course. Examination of the nature of mathematics and its role within the liberal arts. Focus on reading current mathematics, writing a survey article, and presenting results. *Prerequisites: 370 and senior standing, or consent of instructor. Offered spring. 3 credits. (MWI)*

January Term Off-Campus Courses

MATH 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Traversing the Eulerian Trail, and The Art of the Mathematics of the East. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

MATH 105 Intermediate Algebra – Number systems and their properties, solving linear and quadratic equations, solving systems of equations, polynomials and factoring, graphing linear and quadratic equations, graphing inequalities, exponents and radicals, operations on rational functions. Should not be needed by students with high school algebra II. *Prerequisite: high school algebra I and geometry, or equivalent. 3 credits.*

MATH 161 Introduction to Finite Mathematics – Review of algebra including linear and quadratic equations, inequalities, functions, graphs. Applications in business, economics, and the social and behavioral sciences. *Prerequisite: 105 or consent of instructor. 2 credits.*

MATH 162 Finite Mathematics with Calculus – A continuation of 161, including logarithmic and exponential functions, and topics in finite mathematics including matrix algebra and linear programming. An introduction to differential calculus and its use in optimization. Applications in business, economics and the social and behavioral sciences. Completion of both 161 and 162 is the equivalent of 160. *Prerequisite: 161 or consent of instructor. 3 credits.*

Modern Languages

Faculty

Thierry Durand, Ph.D.
Tania Carrasquillo, Ph.D.
Gudrun Hommel, Ph.D. (on sabbatical 2014-15)
Masayuki Itomitsu, Ph.D.
Christopher Keaveney, Ph.D.
Carrie Larson, M.A.
Sandra Lee, M.A.
Marie Mofin Noussi, Ph.D.
Violeta Ramsay, Ph.D. (Co-chair spring)
Peter Richardson, Ph.D. (Co-chair)
Sonia Ticas, Ph.D. (Co-chair fall) (on sabbatical spring 2015)

Linfield recognizes language learning as an integral part of a liberal arts education. The aim is to provide experience in all phases of language learning and insight into foreign cultures and literatures. Fluency in a foreign language and familiarity with another culture dramatically increase our awareness of our own interests and intellectual direction. Through insights into foreign languages and cultures we become more tolerant and sensitive to the needs and ideas of others; we sharpen our perspective on written and spoken English and on American culture; and we gain important self-knowledge and the intellectual mobility and flexibility which are the keys to success in the modern world.

Language study at Linfield is enhanced by small classes to ensure close interpersonal relations between the faculty and students. Students are given individual attention and guidance by the faculty. The development of oral and written proficiency is stressed on all levels. Regular tutorials are available for students who wish additional practice or help. The offerings of the Department of Modern Languages are strengthened by junior year abroad programs for majors and by a variety of one-semester foreign study programs that allow students to experience other cultures first hand.

Students with majors in foreign languages, especially those who have combined their language skills with other areas of interest, can enter a broad spectrum of professions, such as business, law, international relations, medicine, journalism, and teaching.

Goals for the Major in French, German, Japanese or Spanish

A major in one of these languages focuses on two types of proficiency: linguistic and cultural. Students will have acquired the productive vocabulary, structure, and cultural competence necessary to:

- manage conversations on current events, make public presentations on familiar topics, and participate in discussions within academic settings;
- write with authority well-structured and well-informed essays, reports, or analytical papers on a variety of cultural topics; and
- read with understanding non-technical prose as well as a variety of literary genres.

Requirements

The modern languages major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

The Department of Modern Languages offers coursework in seven distinct concentrations:

- American Sign Language (MLSL)
- Chinese (MLCH)
- French and Francophone Studies (MLFR, MLFA)
- German (MLGR)
- Japanese (MLJP)
- Latin (MLLA)
- Spanish (MLSP)

Courses that serve all language concentrations are labeled MDLA. For entering students who place into a 300-level course, the department will waive four of the 40 credits required for the major. Study Abroad: All majors and minors are required to study abroad. For German, Japanese, and Spanish, the requirement is one academic year for the majors and one semester for the minors. For the French and Francophone studies majors, the requirement is as follows: One year is obligatory for students starting the major in MLFR 101 or 105; with faculty approval, a minimum of one semester may suffice for those starting in MLFR 201 or 301. Minors are required to study abroad for one semester.

Students must take an appropriate language course at the 300-level (302 or above for Spanish) on the home campus after their study abroad. Courses taken abroad for the major or minor must deal with the culture of the host country. Majors and minors must work closely with their language advisors to choose appropriate courses during the study abroad experience.

Course grades: Courses in which a student has earned a grade less than C may not be counted toward either the major or the minor.

CHINESE

For a minor in Chinese Studies: 27 credits including 4 semesters of Chinese language study (only credits from MLCH 201 and above will count toward the minor); minimum of 10 credits of Chinese language and Chinese Studies coursework taken abroad (Linfield Programs in Beijing or Hong Kong are recommended). No more than 12 credits taken abroad may be applied to the Chinese Studies minor; at least one Chinese Studies content course taken at Linfield should be taken after the student returns from study abroad.

FRENCH STUDIES AND FRANCOPHONE AFRICAN STUDIES

French Studies

For a major in French Studies: 40 credits in language courses numbered 202 and above, including MDLA 380, MLFR 485, and MDLA 483 or MLFR 490, as well as one course in Francophone African Studies. The third year abroad normally yields at least 20 of the 40 required. The semester abroad yields at least 15 of the 40 credits required.

For a minor in French Studies: 20 credits in courses numbered 202 and above. Up to twelve credits may be available during the semester abroad, depending on program offerings.

Francophone African Studies

For a major in Francophone African Studies: 46 credits in courses numbered 202 and above, including MLFA 230 and 240; MLFR 301 and 302; MDLA 380; MDLA 483 or MLFR 490 (Honor Thesis – by departmental invitation only); MLFA 486; and 2 additional courses taught in English by other departments on campus (see below) or at Gaston Berger in Senegal. Courses with a significant content related to Africa or people of African descent include: AAVC 210; ANTH 111; ENGL 305, 365; HIST 123, 125, 318; MUSC 080, 253; SOAN 265; courses with the same theoretical framework as African Studies (Postcolonial Studies, Gender Studies, Postmodern Studies, etc.) or that can be used as

a background to understand African realities include: EDUC 302; PHIL 430 (if topic pertains to African Studies); POLS 210, 370 (if topic pertains to African Studies), 384; RELS 140, 310. While two semesters of study spent in Senegal, yielding at least 16 of the 46 required credits, are recommended, candidates for the major may need to study only one semester in Senegal. The required length of stay depends upon their French language proficiency and placement which will be determined by the French faculty when entering Linfield.

For a minor in Francophone African Studies: 23 credits including MLFR 202 and 301; MLFA 230 or 240; one course from another Linfield department from among those listed above for the major; and 9 credits taken abroad.

Study abroad: Majors and minors in French Studies study in France (Angers, Aix, or Marseille). Majors and minors in Francophone African Studies study in Senegal (Dakar and St. Louis).

GERMAN AND GERMAN STUDIES

German

For a major in German: 40 credits in German courses numbered 202 and above, including MDLA 380 and 483. The two semesters of study abroad normally yield at least 20 of the 40 required credits. By departmental invitation, students may substitute MLGR 490 (Honor Thesis) for 483.

For a minor in German: 20 credits in courses numbered 202 and above. One semester of study in Vienna, Austria. (The German course taken abroad in August does not count toward the minor.)

German Studies

The German Studies major and minor aim to foster in students the integrative perspective of a range of academic disciplines from the arts and humanities and the social sciences. Central to the German Studies program are cooperation and collaboration among departments, the insistence on a high level of German language proficiency, a significant study abroad experience (at least one semester), and the opportunity for an internship abroad.

For a major in German Studies: 40 credits including MLGR 202; 212 or 312; 301; 302; MDLA 483 or MLGR 490; four years of German, or equivalent level of proficiency (ACTFL Intermediate High); and 18-20 credits taken abroad in addition to course work in associated departments on the Linfield campus. One semester or more of study abroad or possible internship.

For a minor in German Studies: 27 credits including MLGR 202; 212 or 312; 301 and 9-12 credits taken abroad in addition to course work in associated departments on the Linfield campus. One semester or more of study abroad or possible internship.

Study abroad: Minors normally study in Vienna, Austria. Majors choose from programs in Germany (Freiburg, Heidelberg, or Munich).

JAPANESE AND JAPANESE STUDIES

Japanese

For a major in Japanese: 40 credits in language courses numbered 202 and above, including MDLA 380 and 483. By departmental invitation, students may substitute MLJP 490 (Honor Thesis) for 483. Two semesters of study abroad are required, normally yielding at least 20 of the 40 required credits.

For a minor in Japanese: 20 credits in courses numbered 202 and above. Students normally earn 10 credits toward the minor during the required semester in Japan. (The Japanese course taken abroad in August does not count toward the minor.)

Study abroad: For minors: fall semester in Yokohama. For majors: full year in Tokyo or Kyoto.

Japanese Studies

The Japanese Studies major encourages students to make connections between the study of Japanese language and culture and coursework in other disciplines across the Social and Behavioral Sciences and Arts and Humanities divisions. Students are encouraged to speak with Japanese instructors about our cooperative agreements with other departments. Although the major is administered by the Department of Modern Languages, we work closely with other departments to meet the needs of individual students. Like all majors offered by our department, the Japanese Studies major requires a high level of language proficiency and a significant study abroad experience.

For a major in Japanese Studies: 40 credits including MLJP 201; 202; 240; 301; 302; 360; MDLA 483; three years of Japanese, or equivalent level of proficiency (ACTFL Intermediate High) including one 300- or 400-level Japanese language course taken after study abroad; at least 12 credits taken abroad in Japan; at least one course from among the following: TCCA 230, HIST 124, HIST 210, POLS 210, RELS 160/ PHIL 160, RELS 218, PHIL 375, or PHIL 470. One semester or more of study abroad.

Study abroad: Students pursuing a major in Japanese Studies generally study abroad in the fall semester at Kanto Gakuin University in Yokohama, but may choose to study at one of other partner institutions in Japan.

SPANISH AND LATIN AMERICAN/ LATINO STUDIES

Spanish

For a major in Spanish: 40 credits in language courses numbered 202 and above, including MDLA 380 and 483 and MLSP 485. By departmental invitation, students may substitute MLSP 490 (Honor Thesis) for 483. The two semesters of study abroad will yield no more than 20 of the 40 required credits.

Candidates for the major who have spent a year abroad before coming to Linfield (as well as Spanish-English bilingual students) may need to study only one more semester in a foreign country. This depends on their proficiency level upon entering Linfield, to be determined by placement exam and oral proficiency interview.

Because majors studying abroad take courses in the host language, they should complete course work up to and including the 302 level before undertaking foreign study.

For a minor in Spanish: 20 credits in courses numbered 202 and above. No more than 12 credits taken during the semester abroad will count toward the minor. Students must consult with Spanish faculty early in the process before choosing a study abroad site. Upon returning from study abroad, students will need to complete the minor by taking MLSP 302 or another appropriate higher level course.

Study abroad: Spanish minors study in Costa Rica or Ecuador; majors study in Ecuador as well as Spain. If, while studying in Costa Rica, a student (with the approval of the Spanish faculty) decides to major in Spanish, the second semester must be done in Ecuador or Spain. Consultation must take place no later than the end of the second month while abroad, to ensure timely consideration in the second semester application process.

Latin American/Latino Studies

For a major in Latin American/Latino Studies: 40 credits need to be completed as follows: at least 8 credits in Spanish language courses numbered 201, 202, 301 or 302; at least 3 credits in Latin American peoples and cultures (including SOAN 226 and MLSP 312 or another appropriate course at a study abroad site); at least 3 credits in Latino studies (including HIST 314, SOAN 270 and MLSP 350-when topic deals with U.S. Latino literature); up to 12 credits completed during a semester abroad in Ecuador or Costa Rica; additional elective credits (at least 11) to be chosen

as needed from Latin American history offerings (including HIST 318, 314, 213, 214, 215, 304 and 315) and, advanced content courses in Spanish (including 350, 360 and 362); and 3 credits in MLSP 485.

Study Abroad

For information about Linfield's semester abroad programs in Austria, China, Costa Rica, Ecuador, England, France, Ireland, Japan, Korea, Senegal, and Spain , see the section on International Programs in this catalog.

Because majors studying abroad take courses in the host language, they should complete course work up to and including the 301 level before undertaking foreign study.

Honors

The Department of Modern Languages gives the Juliette Barber French Award, the Hildegard Kurz Award, and the Doña Marina Spanish Award to outstanding students. Linfield College also has a chapter of Pi Delta Phi, the French Honor Society, as well as the Japanese National Honor Society

Proficiency Goals

The ACTFL target levels referred to in the course descriptions below are those proficiency levels described in detail in the Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages. These target levels imply a median performance in the four skills of listening, speaking, reading, and writing. Teaching in elementary and intermediate courses is proficiency-based, i.e. with a practical orientation and not a theoretical one.

Paracurricular Courses

MLSP 026 Culture and Community Service – Orientation and introduction to Costa Rican culture at the outset of students' experience in the Semester Abroad Program in Costa Rica, with community service component. *1 credit. (EL)*

MLCH/MLFR/MLGR/MLJP/MLSP 030 Chinese/French/German/Japanese/Spanish Conversation Practice – *1 credit. (EL)*

MLSP 032 Cross-Cultural Issues: Costa Rica and the U.S. – Examination of Costa Rican culture values, self-image, and communication styles as compared with the United States. *1 credit. (EL)*

IDST 035 Perspectives on Japan (in English) – *1 credit. Offered at Kanto Gakuin University in Japan. (EL)*

MDLA 040 Community Service – Community service activity working with elementary and/or secondary teachers responsible for instruction of students learning English as their second language. Possible activities: assisting teachers in the development of appropriate English Language Learner (ELL) lessons and activities; directly instructing students; translating; and tutoring and assisting students who are not native English speakers. *1 credit.* (EL)

MDLA 098 Senior Tutor – *1 credit. (EL)*

Interdisciplinary Courses

MDLA 340 Introduction to Linguistics (also listed as ANTH 340) – Language in its broadest sense. Discussion of phonetics, sound laws, and the linguistic relationship between English and other modern languages. Dialect geography, semantic change, bilingualism, and other topics. Study of the cultural roots of the Western Indo-European language family. *3 credits.*

MDLA 365 Ethnic Diversity in Eastern and Central Europe (also listed as HIST 365) – History and politics of Southeast, East Central, and Central Europe from the 1500s to the present. Consideration of ethnic, religious, cultural, and linguistic diversity from Ottoman expansion westward to Habsburg heritage of modern Austria. Taught in German. *Offered fall in Vienna only. 4 credits. (IS or VP or GP)*

MDLA 370 Modern Languages Research Methods – Practical preparation for designing and carrying out significant thesis-length research project; introduction to key methodologies and theoretical approaches used in both humanities and social science disciplines. *Offered Spring. 2 credits.*

MDLA 380 Abroad Portfolio – Preparatory work for MDLA 483, MLFR 485, MLJP 485, and MLSP-485. Construction of a portfolio during the year abroad including self assessment of progress in all skills and increased cultural understanding, representative coursework, and oral interviews. *See Majors Manual for specific requirements related to each language. All required items must be turned in on time as a prerequisite for admittance to MDLA 483. 2 credits.*

MDLA 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. May not be repeated for credit. *Prerequisites: Application and consent of instructor. 3 credits. (S/U) (EL)*

MDLA 483 Advanced Cross-Cultural Seminar – Integration of students' personal experiences living and studying abroad with the course work completed on campus and abroad for the language major. Emphasis on the role of language, both verbal and non-verbal, in cross-cultural interactions. *Prerequisites: senior standing, acceptance as a language major, and MDLA 380. 2-4 credits. (MWI)*

MDLA 487 Internship – Practical experience in a work setting drawing upon the specialized skills developed by language majors. Additional expertise as required for a given internship setting (marketing, communications, leadership potential, etc.). Preference given to language majors and minors. 40 hours on-site for each enrolled credit. *Prerequisites: Advanced language proficiency, complete preapplication, departmental approval. 1-3 credits. (S/U) (EL)*

MDLA 490 Senior Thesis – By invitation from language faculty on the basis of an interview and examination. Long (8,000 words minimum) research paper pertaining to a literary, linguistic, or cultural aspect of the target culture. Written in the target language in close contact with the thesis director. Culminates in an oral defense before the language faculty. *5 credits.*

Courses: American Sign Language

MLSL 101 Elementary American Sign Language I – Beginning course in American Sign Language (ASL) providing expressive and receptive exposure to and practice in ASL. Special focus on cultural values and beliefs of the Deaf community. With 102, meets the language requirement for the B.A. $20 fee. *Offered fall. 4 credits.*

MLSL 102 Elementary American Sign Language II – Continuation of 101 providing expressive and receptive exposure and practice in ASL. Special focus on cultural values and beliefs of the Deaf community. With 101, meets the language requirement for the B.A. $20 fee. *Prerequisite: 101 or consent of instructor. Offered spring. 4 credits.*

MLSL 201 Intermediate American Sign Language I – Intermediate course in American Sign Language (ASL). Continuation of work in MLSL 102 providing further expressive and receptive exposure and practice in ASL. Continued study of cultural values and beliefs of the Deaf Community. $20 fee. *Prerequisite: 102 or consent of instructor. Offered fall of odd-numbered years. 4 credits.*

MLSL 202 Intermediate Sign Language II – Greater development of ASL receptive and expressive modes through story telling and dialog creation. Increased awareness and understanding of Deaf Culture, its values and beliefs. $20 fee. *Prerequisite: 201 or consent of instructor. Offered spring of even-numbered years. 4 credits.*

Courses: Chinese

MLCH 101 Elementary Chinese I – Chinese phonetics and Pinyin Romanization system. Development of vocabulary, structures and strategy essential to basic comprehension, speaking, reading, and writing. Situation-based practice in asking and answering questions; identifying and describing people and things; expressing wants and needs. Four class hours per week. $20 fee. *Offered fall. 4 credits.*

MLCH 102 Elementary Chinese II – Continuation of 101. Practice in reading, writing, and talking about activities, making plans and inquiries, expressing wants and needs, and discussing experiences. Acquisition of vocabulary, sentence structures and patterns at an elementary level. Four class hours per week. $20 fee. *Prerequisite: 101 or placement test. Offered spring. 4 credits.*

MLCH 201 Intermediate Chinese I – Review of skills and structures learned in 101 and 102. Emphasis on building a larger practical vocabulary and using it to describe and narrate. Acquiring new knowledge of grammar, sentence patterns and structures at an intermediate level. Four class hours per week. $20 fee. *Prerequisite: 102 or placement test. Offered fall. 4 credits.*

MLCH 202 Intermediate Chinese II – Continuation of 201. Training in the areas of reading, speaking, writing, and comprehension at an intermediate level. Study in narration of present, past, and future events. Writing exercises including compositions on various topics. Preparation for living for an extended period in China. Four class hours per week. $20 fee. *Prerequisite: 201 or placement test. Offered spring. 4 credits.*

MLCH 211 Introduction to East Asian Culture – Introduction to East Asian thought and culture. Critical appreciation of distinctive cultural achievements of China, Korea, Japan and Vietnam. Exposure to the visual arts, music, theater and literatures of the region. Focus on tradition vs. modernity, the role of the individual in society, and the role of gender in traditional culture. No background in an Asian language required. $15 fee. *Offered fall. 3 credits. (CS or GP)*

MLCH 212 Survey of East Asian Literature – Survey of major works of East Asian literature. Readings in a variety of genres and periods on themes of the family in East Asia and the representation of nature in East Asian literature. Introduction to works from China, Korea, Japan and Vietnam in a variety of genres including fiction, poetry and drama. All works read in English translation. $15 fee. *Offered spring. 3 credits. (CS or GP)*

MLCH 250 Introduction to East Asian Film (in English) – Introduction to the rich history of East Asian film. Examines the development of cinema in China, South Korea, Taiwan and Japan from early twentieth century to present. Acquisition of tools of visual literacy in conjunction with inquiry into the cinematic representation of major themes. Screenings of films, student presentations, lectures, and discussions. Conducted in English. $20 fee. *4 credits (CS or GP)*

Courses: French and Francophone African Studies

The courses offered in France (Aix, Angers, Marseille) and Senegal (Dakar) cover a wide array of subjects, from language (including French and Wolof), culture and literature, to history, art, anthropology, sociology, philosophy, political science, international relations, etc. Many of them may count as LCs. Detailed information is available from the French faculty.

MLFR 101 Elementary French 1 – Development of vocabulary, structures, and speaking/reading/writing strategies essential to basic language use. Students practice asking and answering questions; identifying, comparing, and describing people and things; expressing wants and needs; and discussing plans. Preparation for living in a French-speaking culture. Four class hours per week. $20 fee. *ACTFL target: Novice High. Offered fall. 4 credits.*

MLFR 102 Elementary French 2 – Continuation of 101. Continued practice in reading, writing, and talking about activities, making plans and inquiries, and expressing wants and needs. Some practice in narration of present, past, and future events. Four class hours per week. $20 fee. *ACTFL target: Intermediate Low. Prerequisite: MLFR 101. Offered spring. 4 credits.*

MLFR 105 Intensive Elementary French – An accelerated one-semester course that covers the material of 101 and 102. Satisfies language requirement for BA degree. For students with some previous experience in the language but not enough to enroll in 201, and for students with superior language-learning ability. Five class hours per week. $25 fee. *ACTFL target: Intermediate Low. Offered fall. 5 credits.*

MLFR 201 Intermediate French I – Review of skills and structures described in 101 and 102. Emphasis on building a large practical vocabulary and on using it to describe and narrate. Reading and aural exercises that include authentic materials; writing exercises that include narration, exposition and dialogue. Preparation for living for an extended period in a French-speaking culture. $20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 102 or 105, or placement test. Offered fall. 4 credits.*

MLFR 202 French Culture and Free Expression – Continuation of 201, with strong emphasis on French oral and written expression through exploration of a contemporary novel, the current press, videos, and other materials selected from coverage of recent events in France. $20 fee. *ACTFL Target: Intermediate Mid. Prerequisite: a grade of C or better in 201 or placement test. Offered spring. 4 credits.*

MLFR 211 Introduction to French Civilization I (in English) – Introduction to the history and civilization of France from the early renaissance period (twelfth century) to the fall of the Monarchy. History of the constitution of a national identity through the analysis of salient political and artistic movements. Study of cultural achievements and contributions to the world; consideration of special questions inherent in dealing with other European neighbors and the world beyond. Sources include literature, historical and political writing. Conducted in English. $15 fee. *Offered fall. 3 credits.*

MLFR 212 Introduction to French Civilization II (in English) – Introduction to the recent history and civilization of the French-speaking countries from the revolution of 1848 to the present. Emphasis on the philosophical foundations of the French Republic, its evolution during the twentieth century, and the challenges that the Republican model had begun to encounter during the latter part of that century. Study of cultural achievements, artistic movements, and contributions to the world; consideration of special questions inherent in dealing with other European neighbors and the world beyond (colonialism); presentation of the Francophone world. Sources include literature, the visual arts, and contemporary historical and political writing. Conducted in English. $15 fee. *Offered spring. 3 credits. (CS or VP or GP)*

MLFR 215 Literature and Society: An African Perspective (in English) – Discussion, in a historical perspective, of issues of race, religion, and the human in précolonial, colonial, and postcolonial Africa. Analysis of the categories of difference and otherness in postcolonial African thought. Conducted in English. $15 fee. *Offered spring. 3 credits. (CS or IS)*

MLFA 230 Introduction to African Studies – Interdisciplinary introduction to African studies. Survey of main figures of African Studies with a particular attention to historical periods and geographic particularities, discussion of the relations between Africa and the African diaspora with an emphasis on the necessity to understand "Africans" in their proper human historical and international contexts. $20 fee. *4 credits. (CS or GP)*

MLFA 240 Modern African Thought (in English) – Critical analysis of tradition, colonial influences, and contemporary developments in modern African thought. Examination of the unique, sophisticated, and original conceptions of knowledge in African thought. Discussion of the particular character of an African philosophical/religious worldview through oral traditions, literature, and philosophy with a focus on African metaphysics. Conducted in English. $20 fee. *4 credits. (CS or GP)*

MLFR 301 French Composition and Conversation – Guided practice in expository and narrative writing as well as in aural comprehension of Francophone films and documentaries. Discussion of a variety of cultural topics based on selections from various Francophone countries. Speaking and writing practice involving describing, comparing, hypothesizing, supporting opinions, and functioning in unfamiliar situations. Review of grammar as a tool to improve writing. May be repeated once for credit with a different instructor and content. $20 fee. *ACTFL target: Intermediate High. Prerequisite: a grade of C or better in 202 or placement test. Offered fall. 4 credits. (GP, MWI)*

MLFR 302 Introduction to French and Francophone Studies – Introduction to Francophone literatures and cultures with main emphasis on acquisition of techniques and tools to analyze recorded oral tradition, texts, and film as cultural artifacts from various Francophone countries. May be repeated once for credit with a different instructor and content. $20 fee. *ACTFL target: Intermediate high. Prerequisite: 301 or college equivalent. Offered spring. 4 credits. (CS or GP)*

MLFR 311 French Civilization I – Introduction to the major events and important periods of French history from the Middle Ages to 1789, including political, social, and artistic development which have marked French civilization. Examination of the way these historical periods have influenced life in contemporary France. Conducted in French. $15 fee. *Prerequisite: 302 or equivalent. Offered fall. 3 credits. (CS or VP or GP)*

MLFR 312 French Civilization II – Examination of various aspects of French history and culture from 1789 to the present, including the structure of French society, its institutions, social categories, patterns of work, values, and attitudes. Study of the physical geography of France and its economic and social ramifications. Conducted in French. $15 fee. *Prerequisite: 302 or consent of instructor. Offered spring. 3 credits. (CS or VP or GP)*

MLFA 315 Francophone African Cinema in Translation – Critical examination of questions of representation and reality in Francophone Africa. Analysis of the image of Africa and Africans in Western media and film. Discussion, in a postcolonial perspective, of issues of race, religion, and gender in pre-colonial, colonial, and postcolonial African cinema. Re-thinking of traditional conceptions of Africa and the African subject. Analysis of the categories of difference and otherness in African cinema. Conducted in English. $20 fee. *Offered January term. 4 credits (CS or GP)*

MLFA 330 Topics in African Civilization (in English) – Survey of African history from prehistoric times to the present through literature and philosophy. Analysis of African civilizations with a focus on African social, cultural and political history. Study Africa in the ancient world, medieval Africa, the era of European colonialism, the rise of nationalism and independence movements, and contemporary Africa. Conducted in English. $20 fee. *4 credits (CS or GP)*

MLFA 340 Topics in African Literature (in English) – Explore topics in the areas of orature, literature, performance texts, film and/or other media produced in Africa. Identify authors, major themes, and major periods and genres in African literature. In-depth analysis of a particular author or a particular theme in African literature through the examination of the basic literary conventions of plot, character, setting, point of view, and theme. Conducted in English. $20 fee. *4 credits (CS or GP)*

MLFR 350 Topics in French Literature – Study of selected topics in French literature through reading and discussion of major works. Study of literary genres and movements. Practice in literary analysis. Recent topics have included Contemporary Theater and Society, Atheism in the 21st Century French novel, Annie Ernaux's social autobiography, and The Bosnian War in Fiction. Conducted in French. $20 fee. *Prerequisite: 302 or consent of instructor. 4 credits. (CS or GP).*

MLFR 360 Topics in French Civilization – Selected aspects of culture and cultural change that have been especially important in determining the nature of contemporary society associated with this language. Study and discussion of printed and broadcast sources from the various humanistic and social scientific fields. Recent topics have included Multiculturalism in Contemporary France, French Culture and Society through Films of the 1990s, and Contemporary France Through its Press. Conducted in French. $15 fee. *Prerequisite: 302 or consent of instructor. 3 credits. (GP or IS)*

MLFR 480 Independent Study – A flexible course suited to the needs of the individual. Reading and research on a specific topic. $15 fee. *Prerequisite: 302 and consent of instructor. 1-5 credits.*

MLFR 485 Senior Seminar – Reading, discussion, and writing on individual literary and/or cultural topics which will vary. Culminates in the writing of a long research paper. Recent topics have included Literature of the Occupation (1940-1944), The Francophone African and Caribbean Novel, and a collaborative project on French contemporary society. Mandatory for all seniors majoring in French. $15 fee. *Offered spring. 3 credits. (CS or GP, MWI)*

MLFA 486 Senior Seminar in African Studies – Analysis of a particular theme in Africana studies from multiple disciplinary perspectives. Reading and discussion of different material in African Studies. Selection of research topic by each student and writing of a major paper. $20 fee. *Offered spring. 4 credits. (GP)*

Courses: German

MLGR 101 Elementary German I – Development of vocabulary, structures, and strategy essential to basic comprehension, speaking, reading, and writing. Situation-based practice in asking and answering questions; identifying, comparing and describing people and things; expressing wants and needs; and discussing plans. Preparation for living in a German-speaking culture. $20 fee. *ACTFL target: Novice High. Offered fall and January. 4 credits.*

102 Elementary German II – Continuation of 101. Continued practice in reading, writing, and talking about activities, making plans and inquiries, expressing wants and needs and discussing experiences. Some practice in narration of present, past, and future events, and also in maintaining opinions. $20 fee. *ACTFL target: Intermediate Low. Prerequisite: 101 or placement test. Offered spring. 4 credits.*

MLGR 103 Survival German – Fundamentals of German vocabulary and structure within the German-speaking environment of Vienna, Austria. Taught each summer/fall as a prerequisite to MLGR 101, the elementary German course offered by the University of Vienna. *3 credits.*

MLGR 105 Intensive Elementary German – Accelerated one-semester course that covers material of MLGR 101 and 102. Satisfies language requirement for B.A. degree. For students with some previous experience in the language, but not enough to enroll in MLGR 201, and for students with superior language-learning ability. $25 fee. *ACTFL target: Intermediate Low. Offered spring. 5 credits.*

MLGR 201 Intermediate German I – Review of skills and structures described in 101 and 102. Emphasis on building a large practical vocabulary and on using it to describe and narrate. Reading and aural exercises that use authentic materials; writing exercises that reflect real-world tasks. Preparation for living for an extended period in a German-speaking culture. $20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 102 or placement test. Offered fall. 4 credits.*

MLGR 202 Intermediate German II – Continuation of 201; appropriate for intermediate students returning from Linfield's

semester abroad in Vienna. $20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 201 or placement test. Offered spring. 4 credits.*

MLGR 206 Austrian Cultural History: Art, Literature, and Society (Offered in Austria; also listed as HIST 206) – Historical development of the social and cultural structure of Austria using Vienna as a laboratory. Integration of tradition in the present-day patterns of life. Art, music, and literature. *Offered fall. 4 credits. (VP or GP)*

MLGR 208 Intermediate Conversation – Practice in speaking through preparation of talks, skits, and other oral exercises; strong emphasis on vocabulary building. Recommended for those returning from overseas. $15 fee. *3 credits.*

MLGR 212 Introduction to German Civilization II (in English) – Introduction to the contemporary culture and civilization of the German-speaking countries. Study of cultural achievements and contributions to the world; consideration of special questions inherent in the dealing with other European neighbors and the world beyond. Sources include literature, film, and contemporary historical and political writing. Conducted in English. $15 fee. *3 credits. (CS or GP)*

MLGR 220 German Language Practice I (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 102 or 105 before going abroad. *Offered summer. 3 credits.*

MLGR 221 German Language Practice II (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 102 or 105 before going abroad. *Offered fall. 5 credits.*

MLGR 240 Cinema Europe: Film and Society in German-speaking Europe (in English) – Study of the history and development of German film from the early twentieth century to the present. Includes, but is not limited to, history of German, Austrian, and Swiss cinema, film narrative, politics and film, image of Germans and Germany through film, and images of America in German film. Acquisition of tools of visual literacy in conjunction with inquiry into modern German culture through film. Screenings of films, student presentations, lectures and discussions. Conducted in English. $20 fee. *Offered fall. 4 credits. (CS or GP)*

MLGR 258/358 Music History: Baroque and Classic Era (offered in Austria; also listed as MUSC 258/358) – See MUSC 258/358. *Offered fall in Vienna. 4 credits.*

MLGR 301 German Composition and Conversation I – Intensive practice in task-specific writing and in comprehension of a wide variety of native speech in audio and video tapes. Discussion of a broad range of political, social and personal topics. Speaking and writing practice involves hypothesizing, supporting opinions and functioning in unfamiliar situations. Development of skills in writing well-organized essays. Review of grammar as a tool to improve writing. $20 fee. *ACTFL target: Intermediate High. Prerequisite: a grade of C or better in 202 or placement test. Offered fall. 4 credits. (MWI)*

MLGR 302 German Composition and Conversation II – Continuation of 301. Study of advanced syntax supports high-level writing tasks. ACTFL target: Intermediate High. $20 fee. *Prerequisite: 301 or placement test, or for advanced students returning from study abroad. Offered spring. 4 credits. (MWI)*

MLGR 312 – Contemporary German Civilization – Introduction to German culture and civilization; study of cultural achievements and contributions to the world. Emphasis on contemporary social and cultural developments on the German-speaking countries. In German. $15 fee. *Offered spring. 3 credits.*

MLGR 320 German Language Practice III (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 202 before going abroad. *Offered summer. 3 credits.*

MLGR 321 German Language Practice IV (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 202 before going abroad. *Offered fall. 5 credits.*

MLGR 350 Topics in German Literature – Study of selected topics in German literature through reading and discussion of major works. Study of literary genres and movements. Practice in literary analysis. Recent topics include Short Prose Fiction of the 19th Century, Society and Responsibility, and East/West Literature after 1945. In German. Repeatable for credit when topic changes. $15 fee. *3 credits. (CS or GP)*

MLGR 360 Topics in German Civilization – Selected aspects of culture and change important in determining the nature of contemporary German-speaking cultures. Study and discussion of printed and broadcast sources from various humanistic and social scientific fields. Recent topics: The Folklore of the Alps and 20th Century German Society on Film. In German. Repeatable for credit when the topic changes. $15 fee. *Prerequisite: 312 or consent of instructor. 3 credits. (IS or GP)*

MLGR 365 Austrian Politics and Society in a European Context (offered in Austria) – Conducted in English. Not for German major or minor credit. Offered fall in Vienna. *3 credits. (VP or GP)*

MLGR 370 German Language Practice V (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. Offered summer. *3 credits.*

MLGR 371 German Language Practice VI (offered in Austria) – Course work conducted in Vienna in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. Offered fall. *5 credits.*

MLGR 373 The Politics of European Integration (Offered in Austria; also listed as POLS 373) – Fundamental definitions, facts, and concepts relating to European integration. History of European integration from 1945 to the present. Strengths and weaknesses of the current political and economic institutions at both the national and transnational level. Prospects for a further (dis)continuation of the integration process. *Offered fall. 4 credits. (GP)*

MLGR 480 Independent Study – A flexible course suited to the needs of the individual student. Reading, research, and writing on a special topic. *Prerequisites: 302 and consent of instructor. 1-5 credits.*

Courses: Japanese

MLJP 101 Elementary Japanese I – Development of vocabulary, structures and speaking strategies essential to basic language use. Situation-based practice in asking and answering questions, identifying and describing things, shopping and asking directions. Practical use of katakana and hiragana syllabaries. $25 fee. *ACTFL target: Novice Mid. Offered fall. 5 credits.*

MLJP 102 Elementary Japanese II – Continuation of 101. Talking about activities, plans, and personal life, expressing wants and needs, basic conventions of social interaction with Japanese people, including appropriate use of formal and informal speech styles. Study of kanji characters with an emphasis on kanji most useful for daily life. $25 fee. *ACTFL target: Novice High. Prerequisite: 101 or placement test. Offered spring. 5 credits.*

MLJP 106 Accelerated Elementary Japanese I – Accelerated, one-semester course equivalent to MLJP 101. For students with previous experience with the language, but not enough to enroll in MLJP 102. Situation-based practice in asking and answering questions, identifying and describing things, shopping, and asking directions. $15 fee. *ACTFL target: Novice Mid. Prerequisite: Placement test or consent of instructor. Offered fall. 3 credits.*

MLJP 201 Intermediate Japanese I – Review of skills described in 101 and 102. Vocabulary, expressions, and structures for more

complicated interactions in social, business, and home environments. Preparation for living in Japan. Continued study of kanji. Four class hours per week. $25 fee. *ACTFL target: Intermediate Low. Prerequisite: a grade of* C *or better in 102 or 106 or placement test. Offered fall. 5 credits.*

MLJP 202 Intermediate Japanese II – Continuation of 201. Practice in obtaining and giving detailed information, problem solving and expressing opinions and emotions in culturally appropriate ways. Continued study of kanji. Four class hours per week. $25 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of* C *or better in 201 or placement test. Offered spring. 5 credits.*

MLJP 230 Japanese Language Practice I (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. *Offered fall. 4 credits.*

MLJP 231 Japanese Language Practice II (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. *Offered fall. 3 credits.*

MLJP 232 Japanese Language Practice III (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. *Offered fall. 3 credits.*

MLJP 240 Japanese Culture Today – Selected aspects of culture and cultural change that have been especially important in determining the nature of today's Japanese society. Conducted in English. $15 fee. *3 credits. (GP)*

MLJP 301 Japanese Composition and Conversation I – Vocabulary building and kanji for reading and discussion of a wide variety of topics, narrative and descriptive compositions, listening practice and enhancement of cultural competence through viewing of videotapes from Japanese network television. Three class hours per week. $20 fee. *ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. Participation in Linfield's study abroad program in Yokohama strongly recommended. 4 credits. (MWI)*

MLJP 302 Intermediate Japanese Conversation II – Enhancement of listening and conversational skills through situational role playing, watching the news, a television drama, and through in-class presentations. Three class hours per week. $15 fee. *ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. 3 credits. (MWI)*

MLJP 306 Japanese Culture and Society (offered in Japan) – Understanding Japanese culture by organizing ideas in writing on such topics as "ambiguity" vs. "clarity," seasonal flux, group consensus vs. individual ego, patriarchy, ritualistic etiquette, attitudes toward past and future. Taught in English. *Offered fall. 3 credits.*

MLJP 307 Japanese Political and Economic Institutions (offered in Japan) – Political, economic, and social institutions that facilitate economic growth in Japan. Taught in English. *Offered fall. 3 credits.*

MLJP 309 Intermediate Written Japanese – Development of reading and writing skills through magazine articles and short stories designed for native speakers. Writing of synopses and brief opinion pieces. Two class hours per week. $10 fee. *ACTFL target: Intermediate Mid. Prerequisite: 202 or placement test. Participation in Linfield's Study Abroad Program in Yokohama strongly recommended. Concurrent enrollment in 302 and 309 is possible. 2 credits.*

MLJP 330 Japanese Language Practice IV (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. *Offered fall. 4 credits.*

MLJP 331 Japanese Language Practice V (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. *Offered fall. 3 credits.*

MLJP 332 Japanese Language Practice VI (offered in Japan) – Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. *Offered fall. 3 credits.*

MLJP 350 Topics in Japanese Literature (in English) – A survey of representative works of Japanese literature in English translation. Readings reflect a variety of genres including fiction, poetry, and drama. No background in Japanese language is required. $15 fee. *Prerequisite: INQS 125. 3 credits. (CS or GP)*

MLJP 360 Topics in Japanese Civilization (in English) – Selected aspects of culture and cultural change that have been especially important in determining the nature of contemporary society. Study and discussion of printed and broadcast sources from the various humanistic and social scientific fields. Conducted in English. $15 fee. *3 credits. (GP)*

MLJP 480 Independent Study – A flexible course suited to the needs of the individual. Reading and research on a specific topic. *Prerequisites: 202 and consent of instructor. 1-5 credits.*

MLJP 485 Japanese Senior Seminar – Examination and analysis of contemporary social and cultural issues in Japan and the ways in which traditional values affect contemporary culture. Utilizes both print and broadcast sources from various humanistic and social scientific fields. Substantial individual research project with topic drawn from Japanese social and cultural issues discussed in class. Conducted in Japanese. $15 fee. *Prerequisite: MDLA 380 or equivalent. Offered spring. 3 credits. (IS or GP, MWI)*

Courses: Latin

MLLA 101 Elementary Latin I – Intensive introduction to Latin grammar, with readings in classical and medieval texts. Does not fulfill language requirement unless 102 also taken. *Offered January term. 4 credits.*

MLLA 102 Elementary Latin II – Continuation of 101. *Offered spring. 4 credits.*

Courses: Spanish

MLSP 101 Elementary Spanish I – Development of vocabulary, structures, and speaking/reading/ writing strategies essential to basic language use. Situation-based practice in asking and answering questions; identifying, comparing, and describing people and things; expressing feelings, wants and needs and discussing plans. Preparation for living in a Spanish-speaking culture. $20 fee. *ACTFL target: Novice High. Offered fall. 4 credits.*

MLSP 102 Elementary Spanish II – Continuation of 101. Continued practice in reading, writing, talking about activities, making plans and inquiries, expressing wants and needs and discussing experiences. Some practice in narration of present, past and future events, and also in maintaining opinions. $20 fee. *ACTFL target: Intermediate Low. Prerequisite: 101 or placement test. A grade of* C *or higher is required to continue to 201. A grade lower than* C *requires a repeat of 105 to progress to 201. Offered spring. 4 credits.*

MLSP 105 Intensive Elementary Spanish – An accelerated one-semester course that covers the material of 101 and 102, preparing students for intermediate-level work during the second semester. Satisfies language requirement for B.A. degree. For students with some previous experience in the language, but not enough to enroll in 201, and for students with superior language-learning ability. $25 fee. *ACTFL target: Intermediate Low. A grade of* C *or higher is required to continue to 201. A grade lower than* C *means a repeat of 105. Offered fall and spring. 5 credits.*

MLSP 170 Latin American History and Politics (also listed as HIST 170) – Latin American history from the European, African, and American Indian origins to the present. Continuing social, economic, and political fixtures. Desire for change in the 20th century. Not for Spanish major or minor credit. *Offered fall in Costa Rica. 3 credits.*

MLSP 201 Intermediate Spanish I – Review of skills and structures described in 101 and 102. Emphasis on building a large practical vocabulary, and on using it to describe, narrate, and start building connected discourse. Reading and aural exercises that use authentic materials; writing exercises that reflect real-world tasks. Preparation for living for an extended period in a Spanish-speaking culture. Four class hours per week. $20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 102 or 105 or placement test. 4 credits.*

MLSP 202 Intermediate Spanish II – Continuation of 201. Four class hours per week. $20 fee. *ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in 201 or placement test. 4 credits.*

MLSP 290/291 Spanish for Bilingual and Heritage Learners – Exposure to Spanish language for native speakers of the language. Development of reading and writing skills at an advanced level; work on advanced structural concepts and expansion of vocabulary in various formal registers. May be repeated once for credit. $15 fee. *Prerequisite: consent of instructor. Offered fall. 3 credits.*

MLSP 301 Spanish Composition and Conversation I – Study of advanced grammatical structures, idiomatic expressions, and more precise vocabulary. Discussion of a broad range of political, social, cultural and personal topics based on reading material. Speaking practice includes making more precise descriptions, narrating past events, hypothesizing, expressing and supporting opinions and functioning in unfamiliar situations. In Spanish. $20 fee. *ACTFL target: Intermediate High. Prerequisite: a grade of C or better in 202 or placement test. 4 credits. (MWI)*

MLSP 302 Spanish Composition and Conversation II – Continuation of 301 with emphasis on more advanced grammar, vocabulary building, sentence connection, more informal and formal writing. Discussion of a broad range of political, social, cultural and personal topics based on reading material. Preparation of formal oral presentation. Reading and discussion of short novel. Recommended for students returning from Semester Abroad Program. In Spanish. $20 fee. *ACTFL target: Advanced. Prerequisite: A grade of C or better in 301, equivalent course abroad, or placement test. 4 credits. (MWI)*

MLSP 311 Spanish Civilization I: Spain – Study of the historical/cultural background of peoples of Spain: intellectual and artistic achievements and contributions to the world from early beginnings to the present; their influence on the peoples they conquered in the new world; ethnic distinctions in Spain; traditions, religion, festivities, customs of the various ethnic groups of the Peninsula. In Spanish. $15 fee. *Prerequisite: 302 or consent of instructor. 3 credits.*

MLSP 312 Spanish Civilization II: Hispanic America – Study of the historical background of Latin American peoples, before and after the European conquest of the continent. Analyses of the most relevant cultural aspects such as: art, music, religion, ritualistic life, festivities, beliefs, traditions, ethnic issues. In Spanish. $15 fee. *Prerequisite: 302 or consent of instructor. 3 credits. (IS or GP)*

MLSP 320 Spanish Language Practice III (offered in Mexico – Course conducted in Oaxaca, Mexico, in the Semester Abroad Program. For students who have taken 202 before going abroad. *Offered spring. 5 credits.*

MLSP 321 Spanish Language Practice IV (offered in Costa Rica) – Course work conducted in San José, Costa Rica in the Semester Abroad Program. For students who have taken 202 before going abroad. *Offered fall. 5 credits.*

MLSP 350 Topics in Spanish Literature – Study of selected topics in Spanish and Latin American literature through reading and discussion of major works. Study of literary genres and movements. Practice in literary analysis. Recent topics have included the Hispanic American Short Story, Peninsular Short Story, Spanish One-act Plays, Introduction to Spanish and Hispanic American Literature, The Modern Mexican Novel, and Latin American women authors and poetry. In Spanish. Repeatable for credit when the topic changes. $15 fee. *Prerequisite: 302 or completion of semester abroad or consent of instructor. 3 credits. (CS or GP)*

MLSP 360 Topics in Hispanic Civilization – Selected aspects of culture and cultural change that have been especially important in determining the nature of contemporary societies associated with this language. Study and discussion of printed and broadcast sources from the various humanistic and social scientific fields. Course topics in recent years have included Historical, Feminine, and Mythological Figures in Latin American Cultures and Latin American film. Repeatable for credit when the topic changes. In Spanish. $15 fee. *Prerequisites: 302 and consent of instructor. 3 credits. (IS or GP)*

MLSP 362 Latin American Cultures Through Film – Study of cultural identity in film through the lens of gender, class and race. Focus on marginal groups in different societies from Latin America, individual and collective history. Inquiry into relevant historical periods of countries studied. Screenings of films, student presentations, lectures and discussion. In Spanish. $20 fee. *Prerequisite: 302 or consent of instructor. Offered spring. 4 credits. (IS or GP)*

MLSP 370 Spanish Language Practice V (offered in Mexico) – Course work conducted in Oaxaca, Mexico, in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. Offered spring. 5 credits.

MLSP 371 Spanish Language Practice VI (offered in Costa Rica) – Course work conducted in San José, Costa Rica in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. *Offered fall. 5 credits.*

MLSP 480 Independent Study – A flexible course suited to the needs of the individual student. Reading and research on a special project. *Prerequisite: 302 or consent of instructor. 1-5 credits.*

MLSP 485 Senior Seminar – Reading, discussion, and writing on cultural topics of the Spanish-speaking world, culminating in the writing of a senior thesis paper. Topics chosen while abroad in consultation with advisor. Mandatory for all seniors majoring in Spanish. $15 fee. *3 credits. (MWI)*

January Term Off-Campus Courses

MLXX 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. MLSL 198 Deaf History, Deaf Culture and American Sign Language is offered in even-numbered years. Past topics have included Introductory and Intermediate French in France; Introductory German in Germany; Cityscapes and Cultural Encounters: Andalusian Spain and Morocco. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

MLSP 111, 112 Elementary Spanish I and II – Development of vocabulary, structures, and speaking/reading/writing strategies essential to basic language use. Situation-based practice in asking and answering question; identifying, comparing, and describing people and things; expressing feelings, wants and needs and discussing plans. Preparation for working in health care environment. *3 credits each. Does not satisfy B.A. requirement.*

Music (Including Dance)

Faculty

Anton Belov, D.M.A.
Albert Kim, D.M.A.
Joan Paddock, D.M.
Andrea Reinkemeyer, D.M.A.
Anna Song, M.M.
Faun Tiedge, Ph.D. (Chair)

Music has been an integral part of human culture for at least 3,000 years. A significant means of human expression, music penetrates into all areas of life.

At Linfield, opportunities are available to majors, minors, and non-majors to take classes in various aspects of music and to participate in a wide variety of music activities. The department offers training in preparation for a lifetime of musical expression and involvement. Non-majors can explore and develop their musical talents as performers and as informed listeners.

Through the Department of Music, the college offers ballet, jazz, modern, and African dance classes, including a dance ensemble, which cover the various techniques associated with these dance forms.

Goals for the Major

In successfully completing a *music major,* a student will:

- understand melodic and harmonic practice from the common practice period into the 21st Century;
- understand the basic forms of music;
- compose music in different compositional techniques and forms;
- perform music in appropriate styles, demonstrating correct pedagogical techniques;
- develop an appropriate knowledge of solo and ensemble literature for the applied emphasis;
- demonstrate the ability to hear and sing music accurately;
- acquire piano proficiency as recommended;
- demonstrate the ability to write coherently about and discuss intelligently musical concepts and ideas;
- improvise simple accompaniments and musical thematic materials;
- use and understand basic music technology (hardware and software); and
- develop an understanding of and appreciation for the accomplishments and contributions that women and individuals from diverse cultures have made to the art of music.

In the *music education teacher preparation program*, a student will:

- understand instrumental and vocal pedagogy;
- demonstrate competency in choral and instrumental conducting;
- acquire piano proficiency as defined in the Music Handbook;
- demonstrate an understanding of the music of non-western cultures;
- develop knowledge of music education materials, technology, philosophy, and pedagogy;
- understand classroom management and curriculum planning; and
- gain pedagogical competency in music through student teaching.

In addition to the basic requirements for the degree, music courses at the upper-level will be determined in consultation with the full-time music advisor and the student. Students will pursue advanced study in performance, composition, music theory, music history and culture, or music education to prepare for the required completion of a senior capstone project. Music majors will be advised towards a choice of senior capstone project that meets their individual needs or interests, and will be required to complete one of the following:

- write a thesis or complete a significant project on a topic approved by the music faculty.
- demonstrate competency in performing a broad range of styles and perform a senior recital as a capstone experience.
- develop compositional skills to include counterpoint and orchestration, and compose a substantive final project or write a significant theoretical paper in the area of music theory.
- complete the Music Education Teacher Preparation E-Portfolio and give a lecture-recital or presentation on a topic related to teaching experience. The senior capstone proposal must be submitted by the student and approved by the advisor and chair of the Department of Music.

Requirements

The music major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 46 credits comprised of 121, 122, 123, 124, 221, 222, 223, 224, 233, and 320. In addition, two music history courses from 354, 356, or 357, and one music history course from 251, 253, or 355; seven credits over seven semesters of required ensemble participation; six credits over six semesters of required applied lessons; senior capstone from 490, 491, or 492; and four elective credits in music. At the end of the sophomore year, pass a junior standing jury prior to final admission to the music major. Also recommended is a demonstration of piano proficiency through a performance examination or by passing the class piano sequence of courses for the music major with a grade of B or better. For all music education students, a grade of B or better is required.

Music Education Teacher Preparation Program: 243, 253, 339, 340, 341, 342, 343, 347, 348, 447; one music history class selected from 251, 354, 355, 356, or 357; six credits over six semesters of required ensemble participation; and six credits over six semesters of applied lessons (203 for four credits and 403 for two credits). A grade of B or better in piano proficiency is required for all music education students.

For Oregon Initial Teaching Licensure in Music Education: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

For a minor: 20 credits comprised of 121, 122, 123, 124, 233; one music history class selected from 251, 253 or 355 (354, 356, or 357 may be substituted, but only with permission of instructor); four credits over four semesters of required ensemble participation; and four credits over four semesters of applied lessons.

Organizations and Honors

Linfield's chapter of the national honorary, Mu Phi Epsilon, is open to all qualified music students with a grade point average in music of 3.00 and an overall average of 2.50. This organization is dedicated to the personal and collegiate advancement of music. It works very closely with the Department of Music in helping to provide ushers for concerts and aides for receptions, aiding in special service projects within the department, and sponsoring several recitals or concerts during the year. Qualified majors or minors are urged to become involved with the group if they are interested in furthering music on the campus and in the surrounding community.

Outstanding music students are recognized at the annual award ceremony. Graduating seniors are also eligible for awards in leadership, performance, scholarship, and music education.

Paracurricular Courses: Dance

Dance classes may be counted toward the physical education requirement for graduation.

MUSC 070 Linfield Dance Ensemble – Meets three hours each week. *1 credit. (EL)*

MUSC 071 Beginning Modern Dance Technique – Basic modern dance skills, concepts, and techniques. Awareness of movement, physical strength and coordination of the body and proper body alignment. Two hours each week. *1 credit. (EL)*

MUSC 072 Intermediate Modern Dance Technique – Continuation of studies begun in 071. Two hours each week. *Prerequisite: 071 or consent of instructor. 1 credit. (EL)*

MUSC 073 Beginning Tap Dance – Basic tap dance skills including flap, shuffle, pull back, riffs, time steps, and breaks. Analysis of rhythm through movement. Combining steps into phrases and short dances. Two hours each week. *1 credit. (EL)*

MUSC 074 Beginning Jazz Dance Technique – Basic jazz dance skills, concepts and techniques. Awareness of movement, physical strength and coordination of the body, and proper body alignment. Two hours each week. *1 credit. (EL)*

MUSC 075 Beginning Ballet Technique – Basic ballet skills, concepts and techniques. Awareness of movement, physical strength and coordination of the body, focus on proper body alignment. Two hours each week. *1 credit. (EL)*

MUSC 076 Intermediate Ballet Technique – Continuation of studies begun in 075. Two hours each week. *Prerequisite: 075 or consent of instructor. 1 credit. (EL)*

MUSC 077 Advanced Ballet Technique – Continuation of studies begun in 076. Two hours each week. *Prerequisite: 076 or consent of instructor. 1 credit. (EL)*

MUSC 079 Intermediate Tap Dance – Basic tap dance skills, concepts and techniques developing more complex skills and routines. Two hours each week. *1 credit. (EL)*

MUSC 080 African Dance – An introduction to specific dances from various countries in Africa. Introduces fundamental movements and rhythms from many different styles of traditional African dance. Builds technique and flexibility. *1 credit. (EL)*

MUSC 084 Intermediate Jazz Dance Technique – Continuation of studies begun in 074. Two hours each week. *Prerequisite: 074 or consent of instructor. 1 credit. (EL)*

MUSC 088 Stage Movement for the Musical – Stage movement to enhance the sensitivity and technique of the musical stage actor. Specialized movement for the winter musical, including choreography. Two hours each week for technique plus rehearsals for production. *Prerequisite: audition. 1 credit. (EL)*

Courses: Dance

MUSC 189 Understanding Dance – A survey introduction to the art of dance which emphasizes its range of expression in Western civilization. Exploration of ballet and modern dance as well as jazz and tap forms by means of lecture and discussion and video viewing of famous dance works. *3 credits. (CS)*

Music

Applied Music and Performing Ensembles

Non-majors may enroll in applied music and ensemble courses without enrolling in theory or music history courses. Please see prerequisites for such study in the online catalog.

Applied music study is currently available in almost all performing areas. For areas which cannot be offered on campus, arrangements can generally be made for a teacher in nearby metropolitan areas. See the costs section of the online catalog for a full explanation of Applied Lesson fees.

For students taking applied instruction, one credit is given for each half hour of private lessons per week. Music majors generally take an hour lesson per week; other music students (including non-majors) take a half-hour lesson per week. Students in all performance areas meet regularly for a repertoire class in which they perform for each other. Departmental student recitals from all performing areas occur throughout the semester as well.

At the completion of each semester's study in an applied area, majors and minors are required to perform pieces of contrasting styles representative of works studied during the semester before a jury of music faculty members. A student may be asked to perform technical exercises representative of the semester's study.

Non-majors are not required to perform in a jury, but may perform with the approval of their instructor.

A wide variety of performing ensemble activity is available to all Linfield students. For students participating in an ensemble, one credit is granted each semester.

Paracurricular Courses: Music

MUSC 040 Beginning Class Piano – Skills on note reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation and sight-reading. Cannot be audited. Two hours each week. *1 credit. (EL)*

MUSC 041 Intermediate Class Piano for Non-majors – Performance of keyboard repertoire from folk to classical. Broadens skill development begun in 040. Cannot be audited. Two hours each week. *1 credit. (EL)*

MUSC 042 Beginning Class Voice – Basic vocal technique for beginning singers. Performance for other students in informal classroom setting. Cannot be audited. Two hours each week. *1 credit. (EL)*

MUSC 044 Beginning Class Guitar – Development of basic guitar performance skills; music notation and terminology; technique; performance and interpretation; repertoire in classical guitar. Two hours each week. Cannot be audited. *1 credit. (EL)*

Courses: Music

Applied Lessons

Applied lesson and usage fees may be applied to the following; see page 24.

MUSC 101 Applied Music for Non-majors – *1-2 credits.*

MUSC 202 Applied Music for Minors – *1 credit.*

MUSC 203 Applied Music for First and Second Year Majors – *1-2 credits.*

MUSC 403 Applied Music for Third and Fourth Year Majors – *Prerequisite: passed junior standing. 1-2 credits.*

Courses

MUSC 100 Music Fundamentals – Elementary aspects of notation: pitch, scales, intervals, keys and key signatures, note value, meter, time signatures, triads and rhythm. *3 credits. (CS)*

MUSC 108 Wildcat Men's Glee Club – All-male chorus consisting of singers from across campus and community; performance of variety of musical styles written for male voices; focus on building healthy singing technique and ensemble musicianship. Most performances on or near campus. Full-year commitment in ensemble is recommended. No audition required. *1 credit.*

MUSC 109 Linfield Women's Vocal Ensemble – All-female chorus of singers from across campus; performance of variety of musical styles written for treble voices; focus on building healthy

singing technique and ensemble musicianship. Most performances on or near campus. Full-year commitment in ensemble is recommended. No audition required. *1 credit*.

MUSC 110 Concert Band – *Prerequisite: advisory audition. 1 credit.*

MUSC 111 Jazz Choir – *Prerequisite: audition. 1 credit*.

MUSC 112 Jazz Band – *Prerequisite: audition. 1 credit*.

MUSC 113 Wind Symphony – *Prerequisite: advisory audition. 1 credit*.

MUSC 115 Chamber Ensembles – *Prerequisite: audition. 1 credit.*

1. Woodwinds
2. Flute Choir
3. Brass
4. Miscellaneous-Instrumental
5. Strings
6. Women's Vocal Ensemble
7. Musical Theatre-Instrumental
8. Musical Theatre-Vocal
9. Miscellaneous-Vocal

MUSC 117 Choir – *Prerequisite: audition. 1 credit*.

MUSC 119 Opera Theatre – Performance of opera and musical theatre scenes. Rehearsal one hour per week, increasing to more intense schedule prior to performance. *Offered spring. 1 credit*.

MUSC 120 Ensemble Education – Rehearse and perform intermediate/advanced chamber music with professional mentor musicians. *Prerequisites: Audition.1 credit*.

MUSC 121 Music Theory I – Melodic and harmonic analysis, four-part writing and voice leading harmonic progression, techniques of harmonization and non-harmonic tones. Elementary exercises in original composition and analysis. Three hours each week. *2 credits.*

MUSC 122 Ear Training and Sight Singing I – Ear training and sight singing skills. Materials generally parallel 121. Taken concurrently with 121. Two hours each week. *1 credit*.

MUSC 123 Music Theory II – Four-part writing and voice leading; studies of seventh chords, secondary dominants, modulation to closely related keys, borrowed chords and introduction to augmented sixth chords. Exercises in analysis and composition with emphasis on instrumental and keyboard works. Three hours each week. *Prerequisites: 121 and 122. Taken concurrently with 124. 2 credits.*

MUSC 124 Ear Training and Sight Singing II – Continuation of studies begun in 122 which generally parallel studies in 123. Taken concurrently with 123. Two hours each week. *1 credit*.

MUSC 131 Understanding Music – Materials, forms, and vocabulary used in music. Styles and genres of music literature. Representative composers from each historical period. Development of listening skills. *3 credits. (CS)*

MUSC 135 Understanding Jazz – The essence of jazz music. Knowledgeable listening. Historical and sociological background of jazz and the people who created it. *3 credits. (CS or US)*

MUSC 137 American Popular Music – Study and appreciation of American Popular Music through multicultural and social perspectives. African, European, Asian, Latin, and Native-American influences on American Popular Music of the twentieth and twenty-first centuries including Jazz, Rock, Ska, Reggae, Hip Hop, Rhythm & Blues, Salsa, Heavy Metal, etc. *Offered alternate years. 3 Credits. (CS or US)*

MUSC 140 Beginning Keyboard Studies for the Professional Musician – For music majors. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. *Prerequisite: consent of instructor. 1 credit*.

MUSC 141 Intermediate Keyboard Studies for the Professional Musician – For music majors. A continuation of 140 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Two hours each week. *Prerequisite: 140 with a grade of B or better or consent of instructor. 1 credit*.

MUSC 143 Intermediate Class Voice – Vocal technique for those with some previous knowledge who seek improvement as soloists and/or choral singers. Study through classical literature and classroom performances. Cannot be audited. Two hours each week. *Prerequisite: 042 or consent of instructor. 1 credit*.

MUSC 145 Intermediate Class Guitar – Continuation of 044. Cannot be audited. Two hours each week. *Prerequisite: 044 or consent of instructor. 1 credit*.

MUSC 221 Music Theory III – Additional study of augmented sixth chords, altered dominants, Neapolitan sixth chord, diminished seventh chords, chromatic mediants, foreign key modulation and 9th, 11th and 13th chords. Advanced exercises in original composition and in analysis. Three hours each week. *Prerequisites: 123/124. Taken concurrently with 222. 2 credits.*

MUSC 222 Ear Training and Sight Singing III – Advanced ear training and sight singing skills to parallel 221. Chromatic musical styles. Taken concurrently with 221. Two hours each week. *1 credit*.

MUSC 223 Music Theory IV – Evolution of harmonic tonality into 20th century compositional techniques: ultrachromaticism, denial of harmonic function, impressionism, twelve tone technique, serialism, and other compositional devices. Short original compositions and analytical problems as preparation for upper level theory. Three hours each week. *Prerequisites: 221/222. Taken concurrently with 224. 2 credits.*

MUSC 224 Ear Training and Sight Singing IV – Continuation of studies begun in 222 with some emphasis on 20th century musical styles. Two hours each week.Taken concurrently with 223. *1 credit*.

MUSC 225 Music and Technology – Introduction to the practical application of computers, synthesizers and audio equipment in classical and popular music. *Prerequisite: 121 or consent of the instructor. 3 credits.*

MUSC 233 Music History and Literature: An Introduction – Primarily for music majors, minors, and students with strong backgrounds in music. In-depth as well as broad coverage of the following: materials, forms, and vocabulary used in music; styles and genres of music literature; representative composers from each historical period; development of listening skills. *Prerequisite: 121 or consent of the instructor. 3 credits. (CS or VP)*

MUSC 234 Lyric Diction – Phonetic study of Italian, French, and German. Emphasis on applying diction skills through performing solo voice repertoire. *Corequisite: Applied Music – Voice. 3 credits.*

MUSC 240 Advanced Keyboard Studies for the Professional Musician – For music majors. A continuation of 140/141 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. Prepares the music education major for the required piano proficiency. *Prerequisite: consent of instructor. 1 credit*.

MUSC 241 Advanced Keyboard Studies for the Professional Musician II – For music majors. A continuation of 240 at a more intensive level. Skills on note and clef reading, melodic patterns, chord progressions, finger technique, transposition, harmonization, improvisation, and sight-reading. Diverse repertoire and class performance. Cannot be audited. With successful completion of this course with a grade of B or better, the music education major fulfills the required piano proficiency. *Prerequisite: consent of instructor. 1 credit*.

MUSC 243 Basic Conducting – Study of and experience with the basic techniques of choral and instrumental conducting. *Prerequisite: 123 or consent of instructor. 2 credits.*

MUSC 245 Introduction to Organ Literature and Performance – Techniques and practices in organ playing. Exercises in keyboard and pedaling; discussion of registration; regular prepared performances of standard pieces in the repertory. Exposure to the art of organ building and historical compositional practices. *Prerequisite:*

Intermediate level piano with repertoire including Eight Little Preludes and Fugues (J.S. Bach), Microcosmos Book III (Bartok), and Kindersangen (Schumann) or by audition. 2 credits.

MUSC 251 American Sense in Sound – A study of the three main areas of American contribution to the world's music: classical music, musical theatre, and jazz. *3 credits. (CS or US)*

MUSC 253 Music Cultures of the World – An introduction to the study and appreciation of music in selected non-western cultures of the world. *3 credits. (CS or GP)*

MUSC 258/358 Music History: Baroque and Classic Era (offered in Austria; also listed as MLGR 258/358) – Musical styles, genres, composers, performing forces, and performance practice of music 1600-1827. For music majors and minors only. *Prerequisites: 121, 123, MLGR 101, 102, or consent of instructor. Offered fall in Vienna. 3 credits. (CS or VP)*

MUSC 312 Musicianship for Elementary Teachers – Background for planning enjoyable educational musical experiences in the classroom. Meets the Oregon Department of Education requirement for preparation of classroom teachers for music teaching. Should be taken prior to student teaching. *3 credits. (CS)*

MUSC 320 Musical Form and Analysis – Survey of all major musical forms with a comprehensive discussion of appropriate analytical techniques and practical application to analytical projects. Two hours each week. *Prerequisites: 223, 224 and consent of instructor. 2 credits. (MWI)*

MUSC 326 Orchestration – Beginning study of orchestration with a survey of instruments and their use in small and large ensemble writing. Application through orchestration and performance of assigned projects. Two hours each week. *Prerequisites: 223, 224 and consent of instructor. 2 credits.*

MUSC 328 Contrapuntal Techniques – Counterpoint and contrapuntal forms used to refine and develop techniques begun in lower level theory. Survey of major contrapuntal forms and techniques with application to counterpoint projects. Two hours each week. *Prerequisites: 223, 224 and consent of instructor. 2 credits.*

MUSC 339 Music Methods: Elementary – Methods and materials, including practical and artistic components, needed for teaching music at the elementary level. Extensive off-campus observation and possible aiding or teaching in the public schools. *2 credits.*

MUSC 340 String Methods – Basic playing technique for each of the four-stringed instruments; violin, viola, cello, and bass. Bowing, finger patterns, notations, and discussion of methods for teaching strings. Two hours each week. *Offered in alternate years. 1 credit.*

MUSC 341 Woodwind Methods – Basic playing techniques for flute, oboe, bassoon, clarinet, and saxophone. Basic embouchures, fingerings, reed problems, instrument care, and methods of teaching woodwinds. Two hours each week. *Offered in alternate years. 1 credit.*

MUSC 342 Brass Methods – Basic playing techniques for trumpet, trombone, horn, baritone, and tuba. Basic embouchures, fingerings, and slide techniques. Instrument care and discussion of methods for teaching brass. Two hours each week. *Offered in alternate years. 1 credit.*

MUSC 343 Percussion Methods – Basic playing techniques for snare drum, tympani, cymbals, and other percussion instruments. Writing and performing small scale pieces for class performance. Methods for teaching percussion. Two hours each week. *Offered in alternate years. 1 credit.*

MUSC 347 Choral Methods: Secondary – Methods and materials, including practical and artistic components, needed for teaching choral music at the secondary level. Extensive off-campus observation and possible aiding or teaching in the public schools. *2 credits.*

MUSC 348 Instrumental Methods: Secondary – Methods and materials, including practical and artistic components, needed for teaching instrumental music at the secondary level. Extensive off-campus observation and possible aiding or teaching in the public schools. *2 credits. (MWI)*

MUSC 349 Art Song – A detailed study of one sub-area of the art song repertoire chosen from: a) the German Lied; b) the French melodie; c) Russian song of the Romantic Period; d) the contemporary American art song. *4 credits.*

MUSC 354 Music History: 20th Century Music – Musical style, forms, composers, and media. Performance practice of compositions from the 20th century. *Prerequisites: 221 and 233, or consent of instructor. 3 credits. (CS)*

MUSC 355 Women in Music – A study of art and popular music to create awareness and inform attitudes about women's contributions. Topics include performers and composers, characterizations of women in music literature, current gender ideology, and past and present cultural values affecting women's participation in music. *3 credits. (CS or GP)*

MUSC 356 Music History: Medieval, Renaissance, and Baroque Eras – Music literature, style, forms, composers, media, and performance practices of music through 1750. *Prerequisites: 123 and 233, or consent of instructor. 3 credits. (CS)*

MUSC 357 Music History: Classic and Romantic Eras – Musical styles, forms, composers, media, and performance practice of music from 1750 to 1900. *Prerequisites: 123 and 233, or consent of instructor. 3 credits. (CS)*

MUSC 360 Classical Music in the Northwest – Several days spent at a music festival. Discussion sessions and lectures about music heard. Reading about composers and genres represented on the program. *1 credit.*

MUSC 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. *Prerequisite: Application and consent of instructor. 1-3 credits. (S/U)*

MUSC 443 Advanced Conducting – Advanced techniques in choral and instrumental conducting. Score selection with in-depth analysis. Includes final conducting project with selected group. *Prerequisite: 243. 2 credits.*

MUSC 447 Vocal Pedagogy – Development and practical application of techniques for teaching voice/choir in the classroom and private studio. For the music education and vocal performance concentrations. Research and observation, with experience teaching fellow students. Three hours each week. *Prerequisite: consent of instructor. Offered in alternate years. 2 credits.*

MUSC 448 Keyboard Accompanying – Work with both instrumentalists and vocalists exploring the various techniques involved in accompanying the sonata, art song or lied, solo concerto, operatic aria, American popular music, and the dance studio. Meets two hours a week. *Prerequisites: one year of music theory, one year of music history, and piano skills of the intermediate to advanced level. Offered in alternate years. 2 credits.*

MUSC 449 Keyboard Pedagogy – Materials for the beginner through the advanced performer. Basic keyboard technique; standard keyboard repertoire from the 18th century to the present including art music as well as contemporary American idioms; application in the teaching setting. Meets two hours a week. *Prerequisites: one year of music theory, one year of music history, and piano skills of intermediate to advanced level. Offered in alternate years. 2 credits.*

MUSC 480 Independent Study – Advanced study and/or research in theory, applied music pedagogy, musicology, or music education. *Prerequisite: consent of instructor. 1-5 credits.*

MUSC 487 Internship – *1-5 credits. (EL)*

MUSC 490 Senior Thesis – Advanced study on a topic of special interest to the student, generally in the form of research or musical analysis. *Prerequisite: consent of instructor. 3 credits. (MWI)*

MUSC 491 Senior Recital – Preparation and presentation of applied music or composition repertoire in the student's applied area, under the instructor's supervision. *Prerequisite: three years of prior applied study or equivalent. Recital subject to pre-recital jury examination before public presentation. 1 credit. (MWI)*

MUSC 492 Senior Project – Final culminating project for Music Composition-Theory students. May focus on a significant composition for multiple instruments and/or voice with a supporting paper, a set of pieces composed for a specific purpose with presentation and supporting paper, or a theoretical issue in music theory with paper and presentation of findings. *1 credit. (MWI)*

January Term Off-Campus Courses

MUSC 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. January Term music classes have been offered in the Middle East, Asia, Africa, Europe, and the Caribbean. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

Philosophy

Faculty

Kaarina Beam, Ph.D. (on sabbatical spring 2015)
Leonard Finkelman, Ph.D.
Jesús Ilundáin-Agurruza, Ph.D. (Chair)

A mind trained to view an issue critically, think logically, and function with rational consistency is indispensable in dealing with the complexities of contemporary society. Although a liberal arts education provides various avenues for achieving these proficiencies, there is no more direct way to achieve them than through a study of philosophy.

The student of philosophy acquires an appreciation of the great philosophers and the penetrating questions raised in their works. The Department of Philosophy seeks to present the perspectives of the major schools of philosophical thought.

At the same time, a breadth of exposure to various philosophical points of view is provided by the curriculum.

The Department of Philosophy offers an intellectual experience in which the emphasis is not on information retrieval but upon the dialectical process through which the students learn to think and question. Course offerings in the department serve these purposes: development of the capacity to think and write clearly and coherently, the opportunity to explore the basic philosophical ideas which constitute the intellectual heritage of the Western and Eastern worlds, encouragement of a synoptic view of life through the integration of insight derived from studies in the sciences and humanities, and encouragement for students to formulate their own working philosophies of life.

Goals for the Major

In successfully completing a major in philosophy, a student will:

- Develop a competence in principles of correct reasoning;
- Demonstrate competence in understanding at least two major historical periods in Western philosophy;
- Demonstrate competence in understanding at least two topical areas in philosophy;
- Develop competence in understanding major motifs in both Western and non-Western philosophy; and
- Demonstrate an ability to analyze and construct philosophical arguments through the writing of analytic and creative research papers and reflection essays.

Requirements

The philosophy major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 40 credits in the department, including 490 and either 190 or 170, and at least two courses in the history of philosophy series (230, 350, 370, 430, 460) and two in topics (210, 215, 245, 270, 280, 285, 306, 320, 360, 365, 375, 380, 470). Of the 40 credits required, no more than 24 can be from 100- and 200-level courses.

For a minor: 20 credits in the department, including at least one course in the history of philosophy series (230, 350, 370, 430, 460) and one in topics (210, 215, 245, 270, 280, 285, 306, 320, 360, 365, 375, 380, 470). Of the 20 credits required, no more than 12 can be from 100 and 200 level courses. Either 170 or 190 is strongly recommended.

Honors

Qualified students are invited to membership in Phi Sigma Tau, the national honorary society in philosophy. Known as Oregon Alpha, Linfield's chapter was the first in the Northwest.

Courses

PHIL 150 Fundamentals of Philosophy – Philosophic ideas and problems at the root of human culture. Major Western views of self, conduct, and meaning. *4 credits. (UQ)*

PHIL 160 Philosophy East and West (also listed as RELS 160) – Comparative introductory study of major philosophical traditions of east and west: ethics, metaphysics, epistemology, philosophy of religion. *4 credits. (UQ or GP)*

PHIL 170 Critical Thinking – Introduction to logical and inductive reasoning emphasizing arguments in everyday contexts. Common informal fallacies and their relation to debates about current events and prominent philosophical arguments. Topics including emotive and ambiguous language, causation, common statistical mistakes, and how to read polls. *Offered spring of odd-numbered years. 4 credits.*

PHIL 180 Moral Problems – General introduction to Western ethical philosophy with a focus on application of ethical theory to contemporary moral issues. Examination of classic and contemporary readings to gain working familiarity with central theories, issues, and moral dilemmas in ethics. Some comparative work in Non-western and/or divergent U.S. ethical traditions. Examination of issues in both normative and metaethics, including: the problems of relativism and skepticism; the nature and limits of moral obligations to others; religion an d ethics; and ethical analysis applied to social and political issues relevant to 21st century U.S. life. *4 credits. (UQ or US)*

PHIL 190 Logic – Introduction to categorical logic, truth-functional logic, quantificational logic, induction, and the classification of logical fallacies. Includes translation of arguments in ordinary language into their logical equivalents as well as some study of the properties of logical systems. *Offered spring of odd-numbered years. 4 credits. (QR)*

PHIL 210 Sport, Philosophy and Society (also listed as SOAN 210) – Examination of sport from philosophical and sociological perspectives. Topics may include metaphysics of sports and games, sports and technology, human embodiment and sports, issues of race, gender, and politics, unique ethical problems of sports (e.g. doping), sport and society, the

connections between art, aesthetics, and sport, or the relation between sport, culture, and life. Readings from classical and contemporary sources. *Offered fall of even-numbered years. 4 credits. (UQ)*

PHIL 215 Bioethics – Case studies and primary source readings highlighting central theories, issues, and problems in bioethics, generally, and biomedical ethics, specifically. Bioethical concerns including the right to live and die, paternalism versus autonomy and the patient's bill of rights, biomedical experimentation and research, reproductive technologies, social and institutional justice, and health care duties, responsibilities, and relationships. Both normative ethics and metaethics considered. *Offered spring of even-numbered years. 4 credits. (UQ)*

PHIL 230 Ancient Philosophy – Historical survey of ancient Western philosophy from the Presocratics to the Neoplatonism of Plotinus (6th Century BCE to 6th Century CE). Study of selected primary source readings to examine foundational Western questions and conceptions about the nature of being, the nature and limits of knowledge, and the nature and origin of politics and morality. *Offered fall of odd-numbered years. 4 credits. (UQ)*

PHIL 245 Aesthetics – Survey of aesthetic theories that engages issues such as definition of art, relationship between art and truth, role of expression, nature of aesthetic experience, artistic creation, relevance of beauty, autonomy of art, women and art, and non-Western conceptions of art. Selections from classical and contemporary aestheticians may include figures such as Plato, Kant, Hume, Nietzsche, Danto, Dewey, Margolis, Weitz, besides others. *Offered fall of even-numbered years. 4 credits. (UQ or CS)*

PHIL 270 Philosophy of Education – Examination of educational philosophies operative in and/or relevant to the U.S. educational tradition. Designed to bring into focus the often unexamined ways in which educational goals, policies, procedures, methods, etc. are founded upon particular conceptions of the nature, purpose, and interrelations of human beings. Primary source readings are utilized to critically interrogate selected educational theories, practices, and outcomes through an examination of the philosophical and cultural assumptions and practices of their respective theorists and practitioners. *Offered spring semester of odd-numbered years. 4 credits. (UQ or US)*

PHIL 280 Philosophy and Literature – Examination of imaginative literature as a vehicle for philosophy, examining those philosophical problems best suited to literary expression. Variable content where philosophical and critical pieces work in conjunction with works ranging from novels and short stories to plays or poems. Considers such issues as truth and literature, interpretation, authorship, ontology of fictional characters, and the definition of literature. *Offered spring of even-numbered years. 4 credits. (UQ)*

PHIL 285 Philosophy of Science – Introduction to philosophy of science, including such topics as verification and falsification of theories, laws in nature, objectivity, impartiality, theory versus description, and value commitments of scientists outside the framework of scientific explanation. *Offered fall of odd-numbered years. 4 credits (UQ)*

PHIL 306 Environmental Ethics – Moral and aesthetic readings applied to questions of value about land, air, water, and non-human species. Particular attention to issues surrounding human disruption of ecosystems. *4 credits. (UQ)*

PHIL 320 Ethical Theory – Study of systematic approaches to moral philosophy from virtue ethics to deontology to utilitarianism to human rights theory. Considers both the normative conclusions of ethical theory and the metaphysical basis for those conclusions. *Prerequisite: one previous philosophy course or consent of instructor. Offered fall of odd-numbered years. 4 credits. (UQ)*

PHIL 350 Modern Philosophy – Historical survey of modern philosophy, emphasizing but not limited to rationalism and empiricism. Primary readings including key representatives such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, and/or others. *Offered spring of even-numbered years. 4 credits (UQ)*

PHIL 360 Philosophy of Law – Examination of moral dimension of legal reasoning (jurisprudence), with consideration of such topics as natural law, legal positivism, jurisprudence and the U.S. Constitution, international law, and moral justification of punishment. *Offered fall of odd-numbered years. 4 credits. (UQ)*

PHIL 365 Social and Political Philosophy – Examination of major topics in social/moral and political philosophy, such as: freedom and liberty, order and revolution, peace and justice, rights and representation, power and authority, individual and community. Concepts and issues will be studied via an examination of selected primary source texts, both classical and contemporary. *Offered fall of even-numbered years. 4 credits. (UQ)*

PHIL 370 Twentieth Century Philosophy – Historical survey of twentieth-century philosophy, including pragmatism, positivism, ordinary language philosophy, process philosophy, and post-modern philosophy. *Offered fall of even-numbered years. 4 credits. (UQ)*

PHIL 375 Comparative Philosophy: Asian Thought – Study of philosophical and cultural traditions of some area(s) of Asia, as compared with those traditions in the West, especially the U.S. Readings consist of primary and secondary sources in literature of East-West comparative philosophy, including texts of Confucianism, Taoism, Buddhism, and/or Hinduism. *Offered January term or spring of even-numbered years. 4 credits. (UQ or GP)*

PHIL 380 Existentialism – Examination of interrelated movements of Existentialism and Phenomenology, beginning with Dostoyevsky or Nietzsche as introduction to existentialist themes. Primary source readings include texts from selection of movements' most influential thinkers: Kierkegaard, Nietzsche, Husserl, Heidegger, Arendt, Sartre, DeBeauvoir, and/or Merleau-Ponty. Some analysis and/or reading of contemporary issues or texts. *Offered fall of odd-numbered years. 4 credits. (UQ)*

PHIL 430 Topics in Contemporary Philosophy – Senior-level seminar focusing on key issue(s), current topic(s), and/or exploring some school(s) of thought from the last forty years of philosophical scholarship. Topical content variable, according to discretion and expertise of instructor. May be repeated for credit with different content. *Prerequisite: at least one lower-level philosophy class or consent of instructor. Offered spring of odd-numbered years. 4 credits. (UQ)*

PHIL 439 Peer Instruction – Advanced study opportunity for outstanding students to assist faculty members in the classroom. Focus on course content and pedagogy. *Prerequisites: Application and consent of instructor. 1-4 credits. (S/U)*

PHIL 460 American Philosophy – Examination of the historical emergence and nature of classical U.S. American Philosophies, including Puritanism, Transcendentalism, and Pragmatism, with concentration on American Pragmatism. Primary source readings include contemporary American perspectives, including one or more of the following: Neo-Pragmatist, Native American, African American, and/or Latin American perspectives. *Prerequisite: at least one lower-level philosophy course or consent of instructor. Offered spring of odd-numbered years. 4 credits. (UQ or US)*

PHIL 470 Philosophy of Mind – Examination of issues arising when we think philosophically about the mind, with consideration of advances in neuroscience, cognitive science, and artificial intelligence. Questions include: what is mind?, what counts as a thinking being?, what is consciousness?, could a robot or computer ever be considered a person? Topics include dualism, materialism, the nature of consciousness, the nature of thought, and others. *Prerequisite: at least one lower-level philosophy class or consent of instructor. Offered fall of odd-numbered years. 4 credits. (UQ)*

PHIL 480 Independent Study – Program of directed tutorial reading on some topic or problem of special interest to the student. *1-5 credits.*

PHIL 487 Internship – Individualized learning in applied philosophy through work in an approved business, government

agency, or community organization. *Prerequisites: junior standing or higher, and consent of instructor. 3-4 credits (EL)*

PHIL 490 Research/Thesis – Intensive research on a topic of special interest to the student, culminating in a senior thesis on an advanced topic in philosophy. Seminar includes course readings, discussions, and presentations, along with research guidance and collaborative writing support. Required of majors in their senior year. Minors may enroll with instructor consent. O*ffered every fall. 4 credits. (MWI)*

January Term Off-Campus Courses

PHIL 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Recent courses include Environmental Ethics in the Galapagos and Comparative Philosophy: Asian Thought in China. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

Physics

Faculty

Michael Crosser, Ph.D. (Chair spring) (on sabbatical fall 2014)
Jennifer Heath, Ph.D.
William Mackie, Ph.D.
Joelle Murray, Ph.D. (Chair fall)
Tianbao Xie, Ph.D.

Laboratory Coordinator

Donald T. Schnitzler, Ph.D.

Physics explores the underlying rules that describe the behavior of the universe in all its complexity, including objects ranging in size from smaller than an atom to larger than a galaxy. By increasing our understanding of the physical world around us, physics has been the driving force for many advances in technology including electronics, medical imaging techniques, microscopy, and communications.

The Department of Physics maintains a history of successfully training students through two majors: physics and applied physics. The curriculum for both majors is organized to provide a strong, research oriented background. Because of its fundamental nature, physics is closely intertwined with other sciences and engineering, and physics students pursue a wide variety of directions after graduation.

The physics major trains students more generally in physics, and graduates often continue to graduate programs in physics, medical physics, applied math, or electrical engineering; to teaching; or to medical school. The applied physics major is for students who wish to continue in more applied fields, usually mechanical or civil engineering, materials science, or employment in technology related industry. Linfield also offers a 3-2 pre-engineering program designed to accommodate those students wishing to transfer to a school of engineering after three years (see Pre-Professional Programs).

Goals for the Major

The Department of Physics aims for ongoing assessment of its programs by the faculty of the department. The department measures student achievement of desired learning objectives through performance in formal course exams, labs, projects, presentations, and a senior thesis based on independent research. To the extent possible, students are tracked and surveyed after leaving Linfield College, to determine how their experience in the department has helped them establish careers. These data are helpful in maintaining high-quality programs and in keeping our focus on research involvement for all students.

In successfully completing a major in physics or applied physics, students will:

- demonstrate knowledge of the foundational principles and methods in physics,
- understand that physics is a process, not just a body of knowledge, and implement the process of scientific inquiry
- communicate scientific knowledge effectively both orally and in writing, and
- leave Linfield with an appreciation for the power and elegance of physics and the ability to achieve science-related goals.

Requirements

The physics major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog.

For a major in Physics: 43 credits in the department, consisting of 37 credits in the core courses of 210, 211, 215, 220, 385, 386, 420, 440, 441, 475, 489, 490, and six elective credits chosen from the following list: 025, 303, 315, 316, 325, 370. The Physics major also requires MATH 170, 175, and 200, and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

For a major in Applied Physics: 43 credits in the department, consisting of 35 credits in the core courses of 025, 210, 211, 215, 220, 252, 253, 315, 385, 386, 489, and 490, and eight elective credits chosen from the following list: 303, 316, 325, 370, 420, 440, 441, 475. Core courses must be completed with a grade of C- or better to count toward the major. The Applied Physics major also requires MATH 170, 175, and 200, and CHEM 210. Courses must be completed with a grade of C- or better to count toward the major.

For a minor in Physics: 20 credits in the department including 210, 211, and 10 credits in courses that apply to either the Physics or Applied Physics major. Courses must be completed with a grade of C- or better to count toward the minor.

For Oregon Initial Teaching Licensure in Physics: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Organizations and Honors

Sigma Pi Sigma

The National Physics Honor Society was founded at Davidson College in North Carolina in 1921, and became a national society in 1925. About 2,000 members are inducted annually into over 460 chapters. The Linfield College chapter was installed on April 17, 1959, with 29 charter members. New members are elected by the chapter each year from among those students who (1) have completed at least three semesters of college work, (2) rank in the upper third of their college class in overall scholarship, (3) have completed at least three full semester courses in physics and (4)

have earned a minimum grade point average of 3.00 overall and 3.20 in physics courses.

The Senior Science Prize

The Senior Science Prize was established to encourage students in the natural sciences and mathematics to plan for graduate study and eventual careers in the field of pure and applied science and mathematics. The prize will be awarded to students scoring on the Graduate Record Examination at the 90th percentile in chemistry, mathematics, or physics; in the 95th percentile in biology, computer science, or engineering.

Paracurricular Courses

PHYS 025 Laboratory Techniques: Machine Shop – *1 credit. (EL). $30 lab fee.*

Courses

PHYS 100 How Things Work – Introduction to physical concepts behind modern technology. Studies of science of every day phenomena considered, including how electricity is generated, how refrigerators operate, and how CDs and DVDs contain information. Lecture, readings, writing, and discussion. *Recommended: MATH 105 or equivalent. 3 credits. (NW)*

PHYS 101 Descriptive Astronomy – The solar system, stars and their evolution, galaxies and cosmology. Emphasis on observational evidence. Lecture, discussion, and occasional evening observing sessions. *3 credits. (NW)*

PHYS 102 The Physics of Art and Music – Ways that artistic expression are explained through physical mechanisms. Studies of light, color, and sound will be explored. Lecture, discussion, and occasional evening trips. $50 lab fee. *3 credits. (NW)*

PHYS 103 Physical Geology – The earth's crust and mantle with emphasis on physical and chemical processes. Concepts of energy, uniformity, and plate tectonics. Erosion by various agents, volcanism, earthquakes, and mountain building. Lecture, discussion, and laboratory, including mapping and field work. *3 credits. (NW)*

PHYS 107 Energy and the Environment (also listed as ENVS 107) – Introduction to the concept of energy (kinetic, potential, thermal) and the physical laws governing energy transformation. Forms of energy consumed by society (fossil fuels, nuclear power, renewable energy) and their impacts on the environment (nuclear waste, global warming, air pollution). *3 credits. (QR)*

PHYS 109 Aviation Physics and Ground School – Introduction to all physical aspects of flying: aerodynamics, forces, meteorology, electromagnetic spectrum, and vectors. Complete ground school training coverage for those seeking a private pilot's license for single-engine land planes. *3 credits. (NW)*

PHYS 210 Introduction to Mechanics – Introduction to the various ways in which the mechanical universe is described, using the concept of particles, waves, and flows. Extensive treatment of Newtonian mechanics, including motion, forces, energy, and waves. The special theory of relativity and basic ideas of quantum mechanics are introduced. Lecture, discussion, and laboratory. $15 lab fee. *Prerequisite: MATH 170 (may be taken concurrently). 5 credits. (QR)*

PHYS 211 Introduction to Electromagnetism – Introduction to the study of electromagnetic force, including the basic laws of electricity and magnetism, the concept of a field, Maxwell's equations, basic circuits, elecromagnetic radiation, and optics. The relationship of electromagnetism to the special theory of relativity. Lecture, discussion, and laboratory. $15 lab fee. *Prerequisites: 210 and MATH 170. Recommended: MATH 175 concurrently. 5 credits. (QR)*

PHYS 215 Modern Physics – Developments since 1900; relativity, the nature of radiation and matter and their interaction, radioactivity, elementary quantum mechanics, introductory atomic and nuclear physics. Lecture and discussion. *Prerequisites: 211 and MATH 175. Recommended: 385 and CHEM 210 concurrently. Offered fall. 4 credits. (NW)*

PHYS 220 Thermal and Statistical Physics – Study of solids, liquids, and gases at the atomic level to develop appreciation for and mathematical understanding of their thermal properties. Topics derive from thermodynamics, statistical mechanics, and solid state physics including transport processes, energy distributions, classical and quantum statistical development. *Prerequisites: 211 and MATH 175. Recommended: CHEM 210. Offered spring. 3 credits.*

PHYS 252 Engineering Statics and Dynamics – Newtonian mechanics with emphasis on problem-solving and engineering applications: force, mass, and acceleration; force systems; free-body diagrams; distributed forces; particle kinematics; motion of rigid bodies; conservation of energy; translational and angular momentum; systems of particles; applications of vector algebra and calculus. Lecture and discussion. *Prerequisites: 210 and MATH 200 (may be taken concurrently). Offered fall of odd-numbered years. 4 credits.*

PHYS 253 Strength of Materials – Continuation of study of engineering mechanics following 252. Equilibrium and geometric compatibility in devices and structures; Hooke's Law, stress and strain in variously loaded members; deformation and deflection; theory of failure. Lecture and discussion. *Prerequisites: 210 and 252. Offered spring of even-numbered years. 3 credits.*

PHYS 303 Introduction to Materials Science – Introduction to the science of materials (metals, ceramics, polymers, composites, and semiconductors). Crystal structures and designations. Techniques of materials characterization. Mechanical, thermal, electrical, and magnetic properties. Forming and materials processing. Problem solving, lecture, discussion, and field trips. *Prerequisite: 215. 3 credits.*

PHYS 315 Circuits and Electronics I – Electrical concepts and measurements. Circuit laws and theorems. Analysis of dc and ac steady state circuits, including phasor analysis techniques and Bode plots. Operational amplifiers and diodes. Digital combinational and sequential logic circuitry. Lecture, discussion, and laboratory. *Prerequisite: MATH 170. Recommended: 211, junior standing. Offered fall. 4 credits. (NW)*

PHYS 316 Circuits and Electronics II – Semiconductor materials and solid-state devices. Diode and transistor circuits. Selected topics such as magnetism, inductors, and transformers; second-order ac and dc circuit analysis; Laplace and Fourier transforms; analog to digital conversion; and electronic system design. Completion of an independent project. Lecture, discussion, and laboratory. *Prerequisite: 315. Offered spring of odd-numbered years. 4 credits. (QR)*

PHYS 325 Computational Physics – Use of computers in scientific problem-solving using MATLAB, algorithm development, numerical differentiation and integration, sorting, data analysis, simulation development. Laboratory and lecture. *Prerequisite: 211 or consent of instructor. 3 credits. (QR)*

PHYS 370 Advanced Topics in Physics – Selected advanced physics topics. *Prerequisite: 215 or consent of instructor. 3 credits.*

PHYS 385 Great Experiments in Physics – Experiments in modern physics, thermal physics, and electricity and magnetism. Introduction to planning and executing physics experiments. Introduction to writing reports in the standard journal style. *Prerequisite: 215 (may be taken concurrently). 1 credit.*

PHYS 386 Exploration in Experimental Physics – Design and execution of physics experiments. Most projects will be drawn from topics in modern physics, thermal physics, and electricity and magnetism. Results will be reported using standard journal style. *Prerequisite: 385. Offered spring. 1 credit.*

PHYS 420 Classical Mechanics – Classical theories and analytical methods of statics and dynamics: kinematics, vectors and tensors, potential theory, moving coordinate systems and generalized methods. Lecture and discussion. *Prerequisites: 211 and MATH 200. Recommended: MATH 210. Offered fall. 4 credits.*

PHYS 440 Electricity and Magnetism I – Review of vector analysis, electrostatic and magnetostatic theory, field properties in matter. Lecture and discussion. *Prerequisites: 211 and MATH 200. Recommended: MATH 210. Offered fall. 3 credits.*

PHYS 441 Electricity and Magnetism II – Electrodynamics, Maxwell's equations, electromagnetic waves, radiation, relativity. *Prerequisite: 440. Offered spring. 3 credits.*

PHYS 475 Quantum Physics – Quantum mechanics and its application in studies of atomic systems and nuclei. Lecture and discussion. *Prerequisites: 215 and MATH 200. Recommended: 420, MATH 210, 250, and junior standing. Offered spring. 4 credits.*

PHYS 480 Independent Study – Supplemental work for students with advanced standing in physics. By permission. *1-5 credits.*

PHYS 485 Physics Colloquium – Presentations of topics of current interest by visiting speakers, faculty, and students. May be repeated for credit. *1 credit.*

PHYS 488 Research – Individual research projects for Physics and Applied Physics majors. Work done in collaboration with faculty. Departmental permission required. May be repeated for credit. *1-5 credits.*

PHYS 489 Thesis Research – Required of all Physics and Applied Physics majors in the senior year. *Prerequisite: 386. 1-5 credits.*

PHYS 490 Senior Thesis – Comprehensive written report on advanced level individual investigative project. Also requires public oral presentation of project and participation in Physics Colloquium. Baccalaureate thesis required of all Physics and Applied Physics majors. *Prerequisites: 489 and senior standing. Offered spring. 3 credits. (MWI)*

Political Science

Faculty

Nicholas Buccola, Ph.D. (Chair)
Patrick Cottrell, Ph.D. (on sabbatical 2014-15)
Shaik Ismail, Ph.D.
Dimitri Kelly, Ph.D.
Dawn Nowacki, Ph.D. (on sabbatical spring 2015)

At its root, the study of politics involves the exploration of relationships between government and the governed, the powerful and the powerless, as well as the ways in which identities and interests shape these relationships. The Political Science curriculum investigates these and other thematic relationships in the context of five broad fields: American politics, comparative politics, international politics, political theory, and public law. Students are encouraged to take courses in each field, and many students choose to specialize in one.

While Political Science is one of the most flexible and diverse majors at Linfield, it is also one of the most challenging and rigorous. Above all, the Political Science curriculum is intended to help students acquire the tool set and knowledge they need to excel in an increasingly interconnected world.

A student's education in political science is enriched through opportunities for direct experience with the political world. The department's required internship program makes it possible for students to work at local, state, national and international levels and integrate their coursework with practical, real world experiences.

In addition to providing a core foundation in the study of politics, students pursue in depth issues of particular interest to them in one required proseminar and a senior thesis, in which they work closely with faculty members on more intensive research projects. The senior thesis course concludes with a substantial revision and oral defense of an independent research project, and is accompanied by small professional development workshops designed to help seniors make the transition beyond Linfield to graduate school and/or to pursue successful careers in government, law, NGO activism, education, journalism, business, academia, and many other fields.

Goals for the Major

In successfully completing the Political Science major, students will be able to:

- think critically, systematically, and creatively about political issues by employing a variety of theoretical and methodological tools;
- demonstrate a fundamental grasp of the central political problems in local, national, and global contexts;
- communicate in a clear, cogent, and literate fashion to a range of audiences, both in writing and verbally;
- apply their coursework to their own experience through January term courses abroad, internships, and/or a semester in Washington, D.C.; and
- engage productively and responsively in civic debate and discourse.

Requirements

The political science major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 40 credits in the department, including 201, 210, 220, 230, 487, 490, and 498. The proseminar is chosen during the junior year from among elective courses designated by department faculty. Students taking a course as a proseminar register simultaneously for the course (4 credits) and 498 (1 credit). Students must sign up for the senior seminar (POLS 490) in the spring of their senior year.

For a minor: 20 credits in the department, including 201, 210 or 220.

For Oregon Initial Teaching Licensure in Social Studies: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

International Relations Major

The International Relations major is housed in the Political Science Department. Because of the overlapping major requirements in Political Science and IR, students are not permitted to double major in these disciplines. However, they are encouraged to double major in either Political Science or IR, and other disciplines. Unlike Political Science, the IR major requires language proficiency (at least two years) and a semester study abroad. Refer to page 81 of this catalog for further information and the major requirements in International Relations.

Law, Rights, and Justice Minor

The Law, Rights, and Justice minor is housed in the Political Science Department. The minor is interdisciplinary with requirements in Political Science, Philosophy, and English, Mass Communications, Business, Sociology, or Economics. Refer to page 83 for further information and the requirements for the Law, Rights, and Justice minor.

Honors

The Elliot Tenofsky Award for Outstanding Senior in Political Science

The department established the Outstanding Senior award in 1991 to recognize the top graduating senior student. In 2003 the award was renamed to honor Elliot Tenofsky, Professor of Political Science at Linfield from 1975-2003. Criteria for selection include several factors indicating excellence: overall grade point average, grade point average in the major, the ability to analyze complex political phenomena, exceptional writing and speaking skills, and potential for advanced study.

Chi Omega

Chi Omega is Linfield's chapter of Pi Sigma Alpha, the National Political Science Honor Society. Upper division students are elected to membership based on appropriate academic qualifications.

Courses

POLS 201 American Politics – How our national government is supposed to work and how it does work. Problems and tensions. Contemporary issues and controversies. *4 credits. (IS or US)*

POLS 210 International Politics – Nature of the state system and the conduct of international diplomacy in the nuclear age. Causes of instability and conflict and the various means aimed at conflict resolution. *4 credits. (IS or GP)*

POLS 220 Great Political Thinkers – Unchanging and continuing themes and issues of politics and political philosophers. Original works of selected major political theorists including Plato, Aristotle, Machiavelli, the contract theorists, and Marx. *4 credits. (UQ)*

POLS 225 The Study of Law – The nature, functions, uses, and operations of the legal process. Types of law (civil, criminal, equity) courts, judges, and other legal actors. Specific current problems to illustrate the legal process. *4 credits. (IS)*

POLS 230 Research Methodology – Qualitative and quantitative approaches to the study of politics and public policy. The logic, assumptions, goals, and limitations of the scientific approach to the study of politics, with emphasis on quantitative methods and the use of computers in research. *Prerequisite: 201, 210, or 220, or consent of instructor. 5 credits. (QR)*

POLS 240 State and Local Government – State and local government structures, processes, and policies. Problems of local-state cooperation and relations with specific policy areas of concern to these governmental levels, including pollution, law enforcement, taxation, and education. *4 credits.*

POLS 310 American Political Thought – American political thought from colonial times to the present. Consideration of how the political theories of early American thinkers addressed the problems of their age and relate to modern problems and issues. Theories of change and resolution. Application of contemporary theories from various areas in society to evolutionary trends in American thought. *4 credits. (UQ or US)*

POLS 312 Rebels, Thugs, and Skeptics: Twentieth-Century Political Theory – Examination of original works of twentieth-century political theory. Consideration of alternative views of central political concepts such as power, liberty, equality, and resistance. *Prerequisite: 220 or PHIL 365, or consent of the instructor. 4 credits. (UQ)*

POLS 315 Politics and Religion (also listed as RELS 315) – Examination of the relationship between politics and religion in varying contexts: theories of the role of religion in government and society, religious social movements, contemporary political controversies involving religion. *Prerequisite: one of 201, 210, 220, RELS 110, 115, or consent of instructor. 4 credits. (UQ)*

POLS 320 Law, Rights, and Justice – Examination of rights and justice in the United States. Analysis of law in society. The concepts of obligation, authority, disobedience, and punishment. Focus on contemporary legal controversies. *Prerequisite: any POLS 200-level course or consent of instructor. 4 credits. (IS or UQ)*

POLS 325 U.S. Supreme Court – Exploration of the role of the Supreme Court in the American political system. Examination of debates over the Court's proper role in the system, empirical research on judicial behavior, and the role of the executive and legislative branches in the judicial nomination and confirmation process. *4 credits. (IS)*

POLS 330 Politics and the Arts – Exploration of what can be learned about politics from other disciplines, including literature, film, and the fine arts. *4 credits. (CS)*

POLS 333 Gender and Politics (also listed as GENS 333) – Exploration of concepts of gender in society and their social and political implication. Analysis of sex, gender, and sexuality through different theoretical approaches. Focus on political behavior, rights, recognition and justice. *4 credits. (IS or GP)*

POLS 335 Topics in Public Policy – The making, content, and consequences of public policies in American, cross-national and/or international contexts. Analysis of the policy making process in general and the study of specific types of public policies. Health care, education, energy, environmental protection and social welfare. *Prerequisite: sophomore standing or higher. Offered every two years. 4 credits. (IS)*

POLS 337 Mass Media and the Law – See MSCM 337. *4 credits.*

POLS 345 Mass Media, Politics, and Public Opinion – See MSCM 345. *4 credits.*

POLS 361 Current Debates in U.S. Foreign Policy – Formal debate course on the current problems in US foreign policy. Possible topics included: US military intervention abroad, US foreign economic policy, climate change. humanitarian intervention, weapons proliferation, immigration, democracy promotion, and regional issues. *Recommended Prerequisite: 210 or 384. 4 credits (IS or GP)*

POLS 362 International Law, Ethics, and Global Governance – Provides introduction to international public law and the global governance arrangements that aim to address many of the world's most urgent problems, including use of force, climate change, poverty, and human rights violations. Special emphasis on moral and ethical dimensions of these issues. *Prerequisite: 210 strongly recommended. Offered fall. 4 credits. (IS or GP)*

POLS 365 Topics in American Politics – Topics important to the study of the American political system, for example, the American Presidency, American Politics and the Culture Wars, and Why Americans Hate Politics. *Strongly Recommended Prerequisite: 210. Offered every two years. 4 credits. (IS)*

POLS 370 Topics in International Politics – Exploration of various areas of international politics. Possible topics include globalization, international environmental politics, women and war, international law and human rights, advanced study of theories of international relations, U.S. foreign policy. *4 credits. (IS or GP)*

POLS 371 Political Psychology – Explanation of political attitudes and behavior based on individual and group psychology. Various psychological theories explaining political behavior are examined, as well as a wide variety of issues including war, terrorism, leadership, voting behavior and differences in elite and mass decision making. *Prerequisite: junior standing or higher, or consent of instructor. Offered every 2-3 years. 4 credits (IS)*

POLS 372 Islamist Movements in Middle Eastern Politics – Consideration of the various forms taken by Islamist movements as influenced by the country contexts within which they are embedded. Comparative methodology used to examine important similarities and differences across movements and country cases to explain political outcomes, such as violence or moderation. *Prerequisite: 210 or consent of instructor. 4 credits. (IS or GP)*

POLS 373 The Politics of European Integration (Offered in Austria; also listed as MLGR 373) – Fundamental definitions, facts, and concepts relating to European integration. History of European integration from 1945 to the present. Strengths and weaknesses of the current political and economic institutions at both the national and transnational level. Prospects for a further (dis)continuation of the integration process. *Offered fall. 4 credits. (GP)*

POLS 380 Topics in Political Theory – Advanced seminar in political theory. Varying topics such as concepts of justice, order, authority, ethics, and other subjects central to political theory. *Prerequisite: 215 (for majors) or consent of instructor. Offered fall. 4 credits. (UQ)*

POLS 384 U.S. Foreign Policy – History, conduct, and politics of U.S. foreign policy. Specific current problems used to highlight connections between past and present, illuminating domestic political determinants of foreign policy and promoting civic engagement. *Strongly Recommended Prerequisite: 210. 4 credits. (IS or VP)*

POLS 385 Topics in Comparative Politics – Comparison of the major political institutions and processes of nations in the same region, or of one nation with those of the United States and other nations with which a student is familiar. Possible foci: Britain, Canada, Germany, Latin America, Africa, and Western Europe. *Prerequisite: 390 or consent of instructor. 4 credits. (IS or GP)*

POLS 390 Comparative Politics – Domestic political systems of countries in various world regions, including Western Europe, former communist countries, and developing countries in a framework of comparative analysis. Attention to understanding how modern political systems try to resolve domestic and international problems. *Prerequisite: sophomore standing or higher. 4 credits. (IS or GP)*

POLS 450 January term in Washington, D.C. – Opportunities to learn how Washington works, including site visits to key institutions, briefings with members of the media, study of legislative and executive branches of government, and research projects. *5 credits.*

POLS 480 Independent Study – For students wanting to investigate further topics of interest developed in regular courses or desiring to study material not specifically addressed in other courses. *1-5 credits.*

POLS 487 Experiences in Politics: Internship – Strongly recommended during junior year. *3 credits. (S/U) (EL)*

POLS 490 Senior Seminar – Capstone course in Political Science, includes instruction on research design, appropriate research methods in different subfields, peer review workshops, professional development workshops. Successful completion requires integrative thesis paper, or departmental honors thesis and oral defense of research. *Prerequisites: 230, senior standing and Political Science major status. Offered spring. 4 credits. (MWI)*

POLS 498 Proseminar – Further investigation of topics developed in regular elective departmental courses that students elect to pursue as proseminars (registration required in both the course in question and the pro-seminar). *Prerequisites: concurrent enrollment in corresponding lecture and junior standing or higher, or consent of instructor. 1 credit. (MWI)*

January Term Off-Campus Courses

POLS 198, 298, 398 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included From Colonialism to Globalism: Political Change in Southeast Asia from World War II to the Present; Religion and Politics in Turkey; Politics and the Past in Post-Soviet States; Comparative Women's Politics in Europe; Politics and Religion in Ireland. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

Pre-Professional Programs

To further the professional aims of many of Linfield's students, the college has developed a number of programs that prepare them for specialized study at other institutions while ensuring them strong backgrounds in the broad spectrum of liberal arts. Some of Linfield's pre-professional programs are cooperative in nature, enabling students to earn Linfield degrees while taking courses in their specialties at other schools. Other programs help students meet entrance requirements for professional schools that they might attend following graduation from Linfield. In all cases, students are urged to consult with their advisors as soon as possible after deciding to seek specific professional training.

Cooperative Programs

Engineering

Coordinator

Joelle Murray, Ph.D.

Under an agreement with the engineering schools at Oregon State University, the University of Southern California, and Washington State University, students may attend Linfield for three years, pursuing courses in mathematics and the sciences in addition to the general education program in the humanities and social sciences, then apply for entrance into the professional engineering program (junior year) at the cooperating engineering school. In a minimum of two additional years, they complete all of the requirements both for the B.A. or the B.S. degree from Linfield (with an appropriate major), and for the B.S. in Engineering degree from the cooperating university. Special arrangements can be made for students wishing to enroll at other schools of engineering.

Since most four-year B.S. programs at engineering schools now take many students more than four years to complete, however, the cooperative program, often referred to as "3-2," may take the student more than five years to complete.

Courses in the Linfield portion of the program include PHYS 210/211 and 252; CHEM 210/211; MATH 170, 175, and 210; a selection of advanced courses depending on the particular engineering field of interest; and general education requirements. Students considering the engineering program must consult with a program coordinator.

Preparatory Programs

Health Professions – McMinnville Campus

Pre-Professional Advisors

Dentistry: John Syring Ph.D. (Biology)

Medicine: Anne Kruchten, Ph.D. (Biology)

Medical Technology: Sarah Coste, Ph.D. (Health and Human Performance)

Nursing: Shanai Lechtenberg (Academic Advising)

Optometry: Sarah Coste, Ph.D. (Health and Human Performance)

Occupational Therapy: Sarah Coste, Ph.D. (Health and Human Performance)

Pharmacy: Chad Tillberg, Ph.D. (Biology)

Physical Therapy: Greg Hill, M.S., A.T.C. (Health and Human Performance)

Physician Assistant: Deborah Canepa, Ph.D. (Health and Human Performance)

Veterinary Medicine: J. Christopher Gaiser, Ph.D. (Biology)

Students at the McMinnville Campus may choose courses to prepare for further study in health-related fields such as medicine, dentistry, optometry, veterinary medicine, pharmacy, occupational therapy, and physical therapy.

Linfield has a long tradition of preparing students for the health professions. A large number of practicing physicians, surgeons, and dentists serving in all parts of the world began their scientific and liberal arts work at Linfield, and continued through some of the finest health professions training programs.

Students interested in health professions may declare any major. Students will work with the pre-health advisors to ensure they are also working towards completing the appropriate prerequisites for their chosen field. The basic science courses required for entrance to the health professions listed are offered at Linfield. These requirements are slightly different for each profession, but generally include one year each of biology, general chemistry, organic chemistry, physics, and mathematics.

Students in these programs have access to the expertise of both a pre-professional advisor and their major advisor. Students should consult both of these faculty members early in their academic careers to receive up-to-date information.

Engineering and Business Administration

Coordinator

Joelle Murray, Ph.D.

A substantial number of prospective students who indicate an interest in pre-engineering also have an interest in business administration. Some of these students may be attracted to a program which prepares them for graduate study leading to a master's degree in technical management.

Graduate programs in technical management are offered at a number of high quality institutions under the names of technology management, industrial engineering, or operations research. At least three preparatory options are available to Linfield students: (1) the Applied Physics major; (2) the Chemistry major with a dditional courses in business; (3) the 3-2 Pre-engineering program. Students should expect to take MATH 170 and 175, as well as COMP 160.

Two points need to be stressed to those considering a career in technical management. First, a business degree alone is generally not adequate preparation for a career in technical management; most people engaged in the management of technology are technically trained. Second, this is a rigorous program, most suitable for students with a record of academic success.

Law

Coordinator

John McKeegan, J.D.

In recent years there have been growing numbers of students wishing to pursue careers in law. A law degree does not limit one to the practice of law – it provides excellent preparation for careers in business, government, and education as well. Students interested in law should develop skills in reading, writing, and textual analysis.

There is no prescribed pre-law curriculum or major. Students should plan to major in a discipline that they enjoy and will challenge them. They also have the option of taking the following law related courses: POLS 225 (The Study of Law); POLS 320 (Law, Rights and Justice); PHIL 190 (Logic); as well as broad studies in history, literature, and philosophy.

Psychology

Faculty

T. Lee Bakner, Ph.D.
Megan Kozak Williams, Ph.D.
Jennifer R. Linder, Ph.D.
Kay Livesay, Ph.D. (Chair)
Tanya Tompkins, Ph.D.
Yanna Weisberg, Ph.D.

The science of psychology explores behavior, mental processes and experience. Psychologists apply research, knowledge and expertise to an array of human concerns. The psychology department's goal is to provide a diversity of courses to meet the range of interests and professional aspirations of students majoring in psychology. The psychology faculty have backgrounds and interests in a variety of areas to assist students as they progress through the major.

Students are encouraged to participate in experiential learning opportunities offered by the department. For students interested in human-relations oriented areas of the discipline, experiences are available through community service and internship programs. For those interested in research, the department has well-equipped facilities where students may conduct independent and/or collaborative student-faculty research.

Goals for the Major

Students who successfully complete the psychology major will have:

- A basic understanding of major areas of psychology such as development, personality, social, cognition, biopsychology, abnormal psychology;
- The ability to read and comment on primary research in psychology;
- The ability to design, carry-out, and evaluate research in psychology;
- Knowledge in personally identified and selected specialties in psychology;
- Basic knowledge of psychology as a scientific discipline.

Requirements

The psychology major is available as a bachelor of arts or bachelor of science degree, as defined in the section on degree requirements for all majors in this course catalog. Courses must be completed with a grade of C- or better to count toward the major.

For a major: A total of 41 credits including: 090, 101, 251, 252 and 485;

- one introductory course from each concentration for a total of 12 credits:
  - social/personality (option A): 284 or 287
  - developmental/abnormal (option B): 281 or 286
  - biopsychology/cognition (option C): 282 or 283
- one seminar from one of the concentrations and one other upper-division course (may be another seminar) from a different concentration for a total of 8 credits:
  - social/personality (option A): 330, 347, 384, 387
  - developmental/abnormal (option B): 341, 352, 372, 381, 386
  - biopsychology/cognition (option C): 325, 382, 383
- an additional 4 credits of electives in Psychology

For a minor: At least 20 credits including the following: 101, 251, 252; one course from 281, 282, 283, 284, 286, 287; one seminar, other than the Senior Seminar, or one elective upper-division course numbered 300 and higher selected from eligible upper-division courses listed for the major.

For Oregon Initial Teaching Licensure in Social Studies: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Organizations and Honors

Awards/Research Support

Adrian Tieleman and Marie Ploog-Tieleman, after having served in the Department of Psychology for many years, provided an endowment to support student research and an annual award for outstanding student research activity.

Psi Chi

The Department of Psychology maintains an active chapter of the national honor society, Psi Chi, and invites interested students to consider membership and participation.

Departmental Honors

Students who complete an honors thesis will be awarded at graduation a degree with departmental honors. To do an honors thesis students must have at least a 3.50 GPA in Psychology.

Paracurricular Courses

PSYC 040 Community Service Activities – Applied learning experience in psychology involving volunteer work in a variety of community social service agencies. *1 credit. (EL)*

PSYC 080 Research Assistantship in Psychology – Applied learning experience in psychology involving an introduction to research through assisting with a psychology faculty member's ongoing research program. May be repeated once for credit. *1 credit. (EL)*

PSYC 090 Professional Development: Psychology Major – Paracurricular course designed to inform psychology majors and minors about post-undergraduate career options. Involves meetings with academic advisors and office of career development, crafting a career road map, attending career/research panels and doing an informational interview. Ideally taken sophomore year. *Prerequisite: declared major or minor in psychology. Offered fall. 1 credit.*

Courses

PSYC 101 Survey of Psychology – The study of human behavior. Neurological mechanisms, individual differences, learning, dysfunctional behavior, and social processes. Lecture and discussion. *Typically offered fall and spring. 4 credits. (IS or NW)*

PSYC 155 Lifespan Developmental Psychology – Study of biosocial-developmental processes in the context of individual psychological development from conception to death. Emphasis on life transitions and their multi-determined influences in human development. Applied science orientation. Does not count towards the psychology major or minor. Students may not receive credit for both 155 and 286. *4 credits. (IS)*

PSYC 203 Aggression and Children – Study of aggression and violence in the lives of children and adolescents. Exploration of the development of aggression, including relevant theories and research, and the effects of family and community violence on development. Lecture and discussion. *Prerequisite: 101. 4 credits.*

PSYC 251 Quantitative Methods for Psychology – Study of data as used in quantitative social science research, including interpretation, analysis, and communication of findings. Techniques will cover quantitative methodology for categorical and continuous variables as found in survey and experimental designs, including correlation, regression, mean differences, and tests of fit and independence. Practical application via laboratory exercises, both by hand and using computer software. *Prerequisites: 101 and at least one of 281, 282, 283, 284, 286, 287. 4 credits. (QR)*

PSYC 252 Research Methods in Psychology – Research methods in the discipline: reading/critiquing psychological studies, reviewing a range of research designs including: correlation and descriptive, basic experimental, factorial, and quasi-experimental. Conduct a collaborative empirical study: review the related literature, formulate a hypothesis, evaluate a range of possible designs, collect data in accord with professional ethics, analyze data, interpret and present results in a manner consistent with professional standards. *Prerequisites: 251. 4 credits.*

PSYC 275 Learning – Exploration of an organism's adaptive capacity to acquire information. Use of the scientific method to explore principles and empirical phenomena of classical (Pavlovian) and instrumental/operant conditioning. Attention also given to memory processes in primarily nonhuman animals, and the work of systematic theorists (e.g., Hull, Tolman) discussed to acquaint students with major historical figures in the field. Lecture/discussion portion of the course considers empirical findings, theories, and applications within the field of learning, while the learning simulation projects provide an opportunity for the student to see these principles in action. *Prerequisite: any one of the following: 101, 281, 282, 283, 284, 286 or 287. Typically offered spring of even-numbered years. 4 credits. (NW)*

PSYC 281 Introduction to Abnormal and Community Psychology – Introduction to the classification, causes, and treatment of dysfunctional behavior, with emphasis on phenomenology, theoretical issues, and research. *Prerequisite: 101. Typically offered fall and spring. 4 credits. (IS)*

PSYC 282 Introduction to Biopsychology – Introduction to the physiological, biochemical, and neuroanatomical foundations of behavior and mental processes. Attention to central nervous system function and psychoactive drug effects, sensory/perceptual processes, sleep and dreaming, learning phenomena, memory mechanisms, human communication disorders, and abnormal behavior. *Prerequisite: 101. Typically offered fall and spring. 4 credits. (NW)*

PSYC 283 Introduction to Cognition – Exploration of theory and approaches to the study of thinking, memory, problem solving, concept formation, and related areas. *Prerequisite: 101. Typically offered fall and spring. 4 credits. (NW)*

PSYC 284 Introduction to Social Psychology – The individual in social settings. Social cognition, attitudes, attributions, aggression, altruism, affiliation, conformity. Research, theory and application. *Prerequisite: 101. Typically offered fall and spring. 4 credits. (IS)*

PSYC 286 Introduction to Developmental Psychology – Study of the cognitive, physical, emotional, and interpersonal development of an individual from birth through adolescence. Issues posed by life stages and transitions, including infancy, childhood, and adolescence. Students may not receive credit for both 155 and 286. *Prerequisite: 101. Typically offered fall and spring. 4 credits. (IS)*

PSYC 287 Introduction to Personality Psychology – Introduction to contemporary and historical perspectives in personality psychology. Topics include trait, social-cognitive, and motivational approaches to personality; personality consistency, stability, change, and development; origins and outcomes of personality. *Prerequisite: 101. Typically offered fall and spring. 4 credits. (IS)*

PSYC 288 Psychology of Language – Introduction to the psychological study of language representation, development and processing. Examines issues involved in ordinary language use from a psycholinguistic point of view; including how individuals comprehend, produce and acquire language, social rules involved in language use, and the effects of second language learning on language representation. *Offered spring semester of odd-numbered years. 4 credits.*

PSYC 325 Drugs and Behavior – General principles of drug effects with attention to neural mechanisms of drug action, addiction, tolerance, and drug classification. Drug use in the treatment of psychopathologies, and drug effects on learning, cognitive, and social processes. Laboratory exposure to experimental research techniques in behavioral pharmacology and descriptive research techniques in psychopharmacology. Requires work with live animals (rats and/or mice). $35 lab fee. *Prerequisites: 252 and any one of the following: 101, 281, 282, 283, 284, 286, 287. Typically offered fall of odd-numbered years and spring of even-numbered years. 4 credits.*

PSYC 330 Social Psychology of Terrorism – Examination of psychological factors in terrorism, becoming a terrorist, suicide terrorism, and being a target of terrorist activities. Exploration of role of psychology in dealing with terrorism. Other topics as generated by students enrolled in course. *Prerequisites: 101 and junior standing or higher. 4 credits.*

PSYC 340 Topics in Psychology – Specialized focus on new developments, advanced topics, or subjects of current interest in psychology. Lecture/lab or seminar format. May be repeated once for credit with different content. *Prerequisite: 252 or consent of instructor. 4 credits.*

PSYC 341 Media and Child Development – The role of media in the lives of children and adolescents. Theories and current research on the effects of television, movies, magazines, music, the internet, and video games on cognitive, emotional, and social development. Topics include educational media, advertising, violent media, health behaviors, and policy issues. *Prerequisite: 252 or consent of instructor. 4 credits.*

PSYC 347 Psychology of Women and Gender – Current theory and research regarding the psychology of gender. Exploring psychological implications of gender in relation to biology, sexuality, and culture. Topics include (but are not limited to) research methods, achievement, the workplace, parenting, relationships, happiness, and health. *Prerequisites: 101 and an area course (281,282,283,284, 286, 287), or consent of instructor. 4 credits. (IS)*

PSYC 352 Child and Adolescent Clinical Psychology – Survey of child and adolescent psychopathology and psychotherapy from a developmental perspective. Includes information on description, prevalence, etiology, prognosis, and prevention/intervention of prominent childhood disorders and related phenomena. *Prerequisite: 281 or 286. 4 credits. (IS)*

PSYC 362 Theories of Counseling and Psychotherapy – Comparisons of major contemporary theories including: psychodynamic, behavioral, humanistic, cognitive, and family system theories. Emphasis on components of each theory, similarities and differences among theories, and application of theories described in current professional psychology literature. *Prerequisite: 281 or 287. 4 credits. (IS)*

PSYC 372 Psychological Assessment: An Introduction – Basic introduction to psychological assessment. Theories, methods, applications, and limitations of assessment in various areas. Ethical and cultural issues addressed, as well as problems of test administration, construction, and evaluation. *Prerequisites: 252. 4 credits.*

PSYC 381 Seminar in Abnormal Psychology – Advanced topics in the phenomenology, classification, and integration of theory

and research in the study of dysfunctional behavior, etiology, and treatment. *Prerequisites: 252, 281, or consent of instructor. Typically offered fall. 4 credits.*

PSYC 382 Seminar in Biopsychology – Physiological, biochemical, and neuroanatomical foundations of behavior and mental processes. Primary resources in basic and applied research. Laboratory experience with histological techniques for imaging the nervous system. Research into structure-function relationships in the CNS. Use of classical and operant conditioning techniques to study biological bases of learning. Requires work with live animals (rats and/or mice). $25 lab fee. *Prerequisites: 252 and 282, or consent of instructor. Typically offered spring of odd-numbered years. 4 credits.*

PSYC 383 Seminar in Cognition – Advanced study of major theories and findings of cognitive science. Topics include attention and visual search, memory, language, reasoning, expertise, problem solving, creativity, intelligence, problems in everyday living, contemporary issues in cognitive science. *Prerequisites: 252 and 283, or consent of instructor. Typically offered spring of even-numbered years. 4 credits.*

PSYC 384 Seminar in Social Psychology – Advanced study of topics in social psychology. Social cognition and attribution theory, attitudes and cognitive consistency theories, impact of the group on the individual, self-awareness. *Prerequisite: 252, 284, or consent of instructor. Typically offered fall. 4 credits.*

PSYC 389 Cognitive Neuroscience – Introduction to the neural bases of cognitive functioning. Examination of both lower-order functions such as perception and encoding, and higher-order functions such as memory and language, at both a cellular and systems level of analysis. *Prerequisite: any one of the following: 101, 282, 283, or BIOL 212, 213. 4 credits. (NW)*

PSYC 386 Seminar in Developmental Psychology – Examination of biological processes, cognitive processes, psychosocial processes, and their functional vs. dysfunctional components across infancy, childhood, and adolescence. *Prerequisites: 252 and 286, or consent of instructor. Typically offered spring. 4 credits.*

PSYC 387 Seminar in Personality Psychology – Advanced study of research and theory in personality psychology. Focus on topics in current personality research from trait, social cognitive, and motivational perspectives. *Prerequisites: 252 and 287, or consent of instructor. Typically offered spring. 4 credits.*

PSYC 480 Independent Study – For students wanting to investigate further topics of interest developed in regular courses or desiring to study material not specifically addressed in other courses. *Prerequisite: consent of instructor. 1-5 credits.*

PSYC 485 Senior Seminar: Issues in Psychology – Topics vary with instructors. Psychology staff and other faculty as resource people. *Prerequisite: senior standing or consent of instructor. Typically offered fall and spring. 4 credits. (MWI)*

PSYC 487 Internship – Individualized learning in applied psychology through work in a community service agency. *Prerequisite: consent of internship supervisor. 3-5 credits. (EL)*

PSYC 490 Advanced Research or Thesis in Psychology – Collaborative research experience in an area of psychology. Discussion of research literature, refinement and implementation of a specific research question or proposal, data collection, analysis and presentation of outcomes. Project developed in close consultation with psychology department faculty member providing students with hands-on experiential learning conducting research. Research projects may involve independent or team investigations. *Prerequisites: 252, at least one seminar in an area or approved upper-division course, and approval of the faculty member supervising the research. No more than 10 credits to be taken as 490. 1-5 credits.*

January Term Off-Campus Courses

PSYC 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

PSYC 200 Social Psychology – The individual in a variety of social settings at the inter-person, intra-group, and inter-group levels. Social interaction, attitudes, attributions, aggression, altruism, affiliation, conformity, environment, nonverbal communication. Research, theory, and application. *Prerequisite: 101 or consent of instructor. 3 credits.*

PSYC 312 Health Psychology – Psychological aspects of health and disease, the medical setting, patient behavior, stress, and medical treatment. Pain and pain management, social support, patient cooperation with medical regimens. *Prerequisite: one of the following: 101, 281, 282, 283, 284, 286, 287 or consent of instructor. 4 credits.*

PSYC 355 Learning, Memory, and Behavior – Human adaptation to environmental and social situations. Principles and theories of learning and memory. *Prerequisite: 101 or consent of instructor. 3 credits.*

PSYC 360 Sexuality: A Developmental View – Psychological development of an individual as a sexual being presented from the scientific view. Sexuality, theory, and data in an interdisciplinary framework ranging from neuro-endocrinology to humanistic psychology. *Prerequisite: 101 or consent of instructor. 3 credits.*

PSYC 367 Psychology East and West – Introduction to cross-cultural issues in personality and clinical psychology with emphasis on Western and Asian perspectives. Does not count toward the Psychology Major or Minor. *4 credits. (IS or GP or UQ)*

PSYC 375 Theories of Personality – Study of human personality including psychoanalytic and other depth perspectives as well as existential-phenomenological, behavioral, cognitive, and other approaches. *Prerequisite: 101 or consent of instructor. 3 credits.*

PSYC 385 Psychology of Animal Assisted Therapy – Science of the application of therapeutic programs utilizing interspecific relationships in health care. Grounding theory within the discipline of psychology, explores human-other animal relationships in the specific context of applied animal assisted therapy (AAT), as well as the "human-animal bond" literature, and research. *Prerequisite: consent of instructor. Concurrent enrollment in 040 recommended. Offered January term or spring. 3 credits.*

PSYC 391 Abnormal Psychology – Clinical psychology and the study of dysfunctional behavior, with emphasis on theoretical issues and research, assessment, and strategies of treatment intervention. *Prerequisite: 101 or consent of instructor. 3 credits.*

PSYC 411 Seminar in Gender Psychology (also listed as GENS 411) – Gender socialization and its institutional manifestations in the growth of individuals and cultural alternatives. Does not count toward the psychology major or minor. *4 credits. (UQ or US)*

PSYC 412 Psychology of Disability and Resilience – Focus on research findings in the psychological adaptation to the disability experience in the context of societal norms of compulsory abledness. Resilience explored as an interactive concept (social, political, therapeutic) within ableist relations rather than an individualized psychological attribute. Readings, media, guest experts, on site laboratory experiences and individual simulations enriching understanding of disability and professional relationships with the PWD (Persons With Disabilities) population. Does not count toward the psychology major or minor. *Prerequisites: previous course in psychology and junior standing or higher. Offered January. 4 credits. (UQ)*

PSYC 413 Counseling Principles and Theories – Theory, techniques, and principles utilized in individual and group counseling settings; the importance of research as well as interpersonal competencies of students. *Prerequisite: 101 or consent of instructor. 3 credits.*

Religious Studies

Faculty

David V. Fiordalis, Ph.D. (Co-Chair)
David L. Massey, D.Min.
William R. Millar, Ph.D. (Co-Chair)
Stephen H. Snyder, Ph.D.

The academic study of religion at Linfield College embodies the core values of a comprehensive, liberal arts education. It does not espouse any particular religious perspective, but rather seeks to understand religion in its manifold dimensions. Since our field of inquiry touches upon many different aspects of human existence, we necessarily combine many different methods of analysis, drawn from numerous academic disciplines in the humanities and social sciences, including history, language, art, literature, philosophy, anthropology, psychology, and cultural studies. What sets our field apart is our sustained focus on religion as an historical and cultural phenomenon, or complex of phenomena, worthy of specific analysis. Our courses serve as a platform for students to think carefully and critically about religion, and then go beyond the classroom to test what they have learned through firsthand experiences of cultural and religious diversity, both locally and around the world. In this way, students can learn to reflect in both critical and constructive ways upon their own ideas, beliefs and practices in a rigorous, supportive and respectful environment.

Goals for the Major and Minor

In successfully completing a major in Religious Studies, apart from the general objectives of a liberal arts education (including strong oral and written communication skills, problem-solving ability, and familiarity with various methods for conducting academic research), a student will:

- Demonstrate critical thinking about religion, drawing upon various scholarly understandings of religion and its place in human life;
- Provide evidence of exposure to some of the historical and ` cultural diversity of global religious traditions;
- Show depth of study in either one religious tradition (at least) or the religions of one geographically, culturally or historically circumscribed area (for instance, Biblical studies, Buddhist studies, American religions, Asian religions, etc.);
- Engage, at least once, a "constructive" approach to the study of religion, such as religious ethics, practical theology or comparative philosophy of religions;
- Take opportunities (one or more) for personal growth and reflection through experiential learning.

In successfully completing a minor in Religious Studies, a student will demonstrate some familiarity with academic approaches to the study of religion, provide evidence of exposure to some of the historical and cultural diversity of religion and satisfy in a partial way some combination of the remaining objectives listed above.

Requirements

The religious studies major is available as a bachelor of arts degree only, as defined in the section on degree requirements for all majors in this course catalog.

For a major: 40 credits, including 110, 485 and 490. (Ideally students should take 110 sometime during their first two years. The courses 485 and 490 together constitute the Departmental capstone experience taken in Fall and Spring of the senior year. Other courses should be selected in consultation with a member of the Religious Studies faculty in order to fulfill all the goals of the major.)

For a minor: 20 credits, including 110. (Other courses should be chosen in consultation with a member of the Religious Studies faculty in order to fulfill the goals of the minor.)

Courses

RELS 110 Approaches to Religion – Introductory course in the academic study of religion. Required for majors and minors. *4 credits. (UQ or GP)*

RELS 115 Religious Ethics – Formation and meaning of religious ethics in contemporary life. Human responsibility, community, racism, sexism, violence, war. *4 credits. (UQ or GP or US)*

RELS 120 Old Testament – Literature of the Old Testament: its form, content, historical development, and interpretation. *4 credits. (UQ or VP)*

RELS 130 New Testament – Literature of the New Testament: its form, content, historical development, and interpretation. *4 credits. (UQ or VP)*

RELS 140 The Holy Qur'an – Literature of the Qur'an: its form, content, historical development, and interpretation. Course designed especially for students with some familiarity with Old and New testament narrative. Provides students an opportunity for further study of the major world faith that is Islam. *4 credits. (UQ or VP or GP)*

RELS 160 Philosophy East and West (also listed as PHIL 160) – Comparative introductory study of major philosophical traditions of east and west: ethics, metaphysics, epistemology, philosophy of religion. *4 credits. (UQ or GP)*

RELS 200 New Testament Greek – Study of Greek grammar; readings from the New Testament; use of exegetical tools. With 201, meets the language requirement for the B.A. *5 credits.*

RELS 201 Greek Readings – Greek from the New Testament, Stoic authors, Hellenistic Jewish texts, and early church fathers. *Prerequisite: 200. 3 credits.*

RELS 202 Hebrew I – Elements of Hebrew grammar. Language tapes and class exercises to give the student experience in spoken, elementary, Modern Hebrew; readings from prose sections of the Hebrew Bible. With 203, meets the language requirement for the B.A. *5 credits.*

RELS 203 Hebrew II: Readings in Biblical Hebrew – Selected passages from the prose and poetry of the Hebrew Bible. *Prerequisite: 202. 3 credits.*

RELS 218 Buddhism – Selective introduction to prominent Buddhist traditions of Asia and contemporary West. Introduction to basic Buddhist doctrines, practices, institutions and material culture. Analysis of Buddhist sacred literature with attention to historical context and contemporary lived realities. *4 Credits. (UQ or GP)*

RELS 220 Christianity – Prominent people, movements, and doctrines within Christianity. Special attention to primary source materials and biographies. *4 credits. (UQ or VP)*

RELS 230 Religious Thinkers – Exposition of contemporary theologians through primary reading sources. *4 credits. (UQ)*

RELS 254 Folklore and Mythology – See ANTH 254. *4 credits.*

RELS 310 History of Religion of the Middle East (also listed as HIST 310) – Prominent periods and events in the formation and development of the three major religious traditions of the Middle East: Judaism, Christianity, and Islam. Historical context, the prophet, conquest and empire, crisis and disaster, Holy Text. *Prerequisite: sophomore standing or higher. 4 credits. (UQ or VP or GP)*

RELS 315 Politics and Religion – See POLS 315. *4 credits.*

RELS 320 Pilgrimages: Sacred Journeys – A study of the role and practices of pilgrimages in major religious traditions. Exploration of symbolic pilgrimages including the use of labyrinths. Relevance for personal practice and sacred journeys. *4 credits. (UQ or GP)*

RELS 325 Forgiveness and Reconciliation – A study of the theology, role and practices of forgiveness in four major religious traditions: Buddhism, Judaism, Islam, and Christianity. Includes examination of forgiveness, revenge, reconciliation and restorative justice. Case studies will focus on individuals, group/cultures, and national contexts. Relevance for personal practice will be explored. *4 credits. (UQ)*

RELS 330 History of Religion in America (also listed as HIST 330) – History of prominent religious experiences in America. Protestant empire, Native American presence, minority appropriation, post-Christian responses. *Prerequisite: sophomore standing or higher. 4 credits. (UQ or VP or US)*

RELS 340 Monks and Mystics – Study of western monasticism and the way of the mystic. Focus on Trappists, their community and spiritual disciplines. Visits to Trappist Abbey, dialogue with monks. Additional trip to Brigittine monastery and Benedictine convent. Academic reflection and personal exploration. *4 credits. (UQ)*

RELS 360 Dead Sea Scrolls – The discovery, content, and historical context of the Dead Sea Scrolls. What the Scrolls tell us about Second Temple Judaism, the origins of Christianity, the history of the biblical text, the Qumran community. Making the scrolls available to the general public. Not open to those who have taken INQS 125: The Dead Sea Scrolls. *4 credits. (UQ or VP)*

RELS 365 John and the Gnostic Gospels – Examination of the Gnostic Christian texts discovered at Nag Hammadi, Egypt, as context for the Gospel of John. Topics include: the variety of early Christian communities; roles of women in early Christian churches; the so-called Q Document; the politics of Christian canon formation; the Gospel of John as an orthodox response to Gnostic Christians. *Not open to those who have taken INQS 125: John and the Gnostic Gospels. 4 credits. (UQ or VP)*

RELS 367 Scribes and Schools: Recording Ancient Wisdom – The invention of the alphabet. How the Bible became a book. The Canaanite origin of the Biblical God. How to read a Northwest Semitic inscription. The ancient world of the patriarch Abraham. *4 credits. (UQ)*

RELS 383 Tibetan Buddhism – Introduction to Buddhism of Tibet and the Tibetan diaspora communities, particularly in India and the Himalayan region (Nepal, Bhutan, etc.), as well as that of westerners (Americans, Europeans, Australians, etc.) who identify themselves as Buddhist within a specifically Tibetan tradition. Basic Tibetan Buddhist doctrines and practices, institutions and identity formation, historically and in a contemporary context. *4 credits. (UQ or GP)*

RELS 435 Death and Dying – American ways of death and dying. Cultural immorality, obscenity, confrontation, technicalities, realities, living. *4 credits. (UQ)*

RELS 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom. Typically involves tutoring in a language course or introductory content course. Focus on course content and pedagogy. *Prerequisites: application and consent of instructor. 1-4 credits. (S/U) (EL)*

RELS 480 Independent Study – Independent study for students of advanced standing under the supervision of departmental faculty. *Prerequisite: consent of instructor. 1-5 credits.*

RELS 485 Senior Seminar – First course of departmental capstone sequence. Examination of academic approaches to the understanding of religious phenomena. Focus on theories and methods of analysis. Leads to completion of a proposal for the senior thesis. *Prerequisite: consent of department. 4 credits.*

RELS 487 Internship – Individualized learning in applied religion through working in a church, synagogue, temple, or other institution related to a denomination or ecumenical group. Letter grades. *Prerequisite: consent of department. 4 credits. (EL)*

RELS 490 Senior Thesis – Second course of departmental capstone sequence. Advanced research and writing in consultation with one or more members of the department. *Prerequisites: 485 and senior standing. 4 credits (MWI)*

January Term Off-Campus Courses

RELS 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Old Testament in Israel; New Testament in Israel and Jordan; New Testament in Rome. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

Sociology and Anthropology

Faculty

Hillary Crane, Ph.D.
Robert Gardner, Ph.D.
Thomas Love, Ph.D.
Amy Miller, P.h.D. (Visiting)
Amy Orr, Ph.D. (Chair)
Jeff Peterson, Ph.D.

Sociology is the historical, comparative study of society, including social relations, institutions, and practices. To possess a sociological imagination is to see the strange in the familiar – to analyze the taken-for-granted, common sense understanding of our social worlds. The department emphasizes social research methods and social theory as core building blocks of the sociological enterprise. The department has several areas of expertise, such as: race and ethnicity; political sociology (social movements, rural and urban society); environmental sociology; community; and sociology of education. The core concepts of inequality and stratification (in the United States and from a global perspective) are emphasized across the curriculum.

Applied Sociology/Social Policy Track. While the Linfield College Department of Sociology and Anthropology does not offer a major in social work, the applied sociology/social policy track can help to prepare students for careers or graduate education in this field. Students interested in pursuing this track are encouraged to choose among the following when selecting elective courses: SOCL 201, SOAN 205, SOAN 265, SOAN 270, SOAN 232, SOAN 330, SOAN 365, SOCL 370. Completion of an internship is strongly encouraged.

The study of humanity, anthropology is both broad in its approach and global in its scope. Drawing on a wide variety of disciplinary perspectives – archaeological, cultural, physical, and linguistic – the field of anthropology provides means for understanding and appreciating other cultures and, through a comparative lens, a fresh perspective on our own. The program is composed of several interest clusters within anthropology, including cultural ecology, economic anthropology, symbolic anthropology, museums and material culture, archaeology, language and culture, gender and sexuality, anthropology of religion, and medical anthropology.

The SoAn Department emphasizes close student-faculty relations and collaboration in research and social practice. The Linfield Anthropology Museum provides hands-on training in exhibit design, installation, registration, and artifact conservation; the annual Summer Archaeology Field School provides fieldwork in historic and prehistoric archaeology at various sites; other student-faculty collaborative research projects have focused on local Hispanic and migrant communities, homeless and other underserved local populations, disaster research, educational inequality, non-timber resource utilization in northwest forests, people coping with Celiac Disease, rural electrification in the Andes, and Century Farms and sustainable agriculture. Sociology and Anthropology faculty and students actively participate in Linfield's Gender Studies, Latin American Studies, Asian Studies, and Environmental Studies Programs. Departmental faculty and students are especially active with Linfield's strong International Studies program, which includes a dozen semester programs as well as rotating January term and summer courses on site in Guatemala, Ecuador, India, Peru, Nicaragua, Mexico, New Orleans, Scandinavia, Taiwan and elsewhere. Departmental majors frequently present papers based on independent and collaborative research at regional academic conferences as well as at an annual on-campus academic poster session.

Mission Statement

The mission of the Department of Sociology and Anthropology is *to assist our students in and out of the classroom in developing their ability to think and act critically and responsibly about the world and the place of humans as social beings within it*. The ability of department faculty to do this hinges on our active development of teaching, research and service ideals and commitments.

Goals for the Major

In successfully completing a major in the Department of Sociology and Anthropology, a student will possess:

- the ability to see how individual lives are connected with wider social and cultural processes and forces;
- fundamental understanding of the relationship between theory and method in the historical context of their discipline;
- the ability to access, organize, critically analyze, and produce knowledge about humans as social and cultural beings;
- oral and written skills for effective communication in a variety of contexts; and
- the ability to work both independently and cooperatively in application of sociological or anthropological ideas.

Requirements

The sociology and anthropology majors are available as bachelor of arts or bachelor of science degrees, as defined in the section on degree requirements for all majors in this course catalog.

The Department of Sociology and Anthropology (SOAN) offers courses in two distinct major-related categories which are identified accordingly: those supporting only sociology (SOCL) and those supporting only anthropology (ANTH). Courses serving both areas (the bulk of the curriculum) are designated SOAN.

For a major in Sociology: 40 credits in Sociology (SOCL) and Sociology/Anthropology (SOAN) courses, including SOAN 040; SOAN 085; SOCL 101; SOAN 307; SOAN 385; one other 300-level course; SOAN 485/486. Seniors required to take a 400-level seminar (SOAN 404, 454, 456, 460, or 465) in addition to the SOAN 485/486 sequence.

For Bachelor of Science in Sociology: Those students pursuing a Bachelor of Science degree in Sociology are strongly encouraged to take either MATH 140 and/or SOAN 375. Completion of a thesis is strongly encouraged.

For a major in Anthropology: 40 credits in Anthropology (ANTH) and Sociology/Anthropology (SOAN) courses, including SOAN 040, SOAN 085, ANTH 111; either ANTH 105, ANTH 112 or ANTH 340; one semester of study abroad; SOAN 307; SOAN 385; one other 300-level course; SOAN 485/486. Seniors required to take a 400-level seminar (SOAN 404, 454, 456, 460, or 465) in addition to the SOAN 485/486 sequence.

For a minor in Sociology: 20 credits in Sociology (SOCL) and Sociology/ Anthropology (SOAN) courses, including SOCL 101 and at least one 300- or 400-level course.

For a minor in Anthropology: 20 credits in Anthropology (ANTH) and Sociology/Anthropology (SOAN) courses, including ANTH 111; one world area, in the department or, with approval of SOAN chair, a world area course from another department (e.g. HIST); and at least one 300- or 400-level course.

The following core courses in the major must be completed with a grade of C- or higher: ANTH 111 or SOCL 101 (for the respective major), SOAN 307, SOAN 385, SOAN 400-level seminar, SOAN 485/486. Seniors are required to take a 400-level seminar (SOAN

404, 456, 454, 460, or 465) in addition to the SOAN 485/486 sequence. These seminars serve as a capstone experience in which majors build on their four-year course sequence and draw on both theory and methods training to produce original research on a topic of sociological and/or anthropological significance. These research papers become eligible for the Howd and Gebauer Prizes. Additionally, Sociology and Anthropology majors are encouraged to write senior theses (based on original research or scholarship) or to curate a museum exhibit. Theses and museum exhibits also become eligible for the Howd and Gebauer Prizes. Students completing senior theses or museum exhibits are eligible to receive departmental honors.

For Oregon Initial Teaching Licensure in Social Studies: a student must complete the Linfield Teacher Education Program requirements (see page 56). In order to complete these requirements, a student must begin taking education courses no later than his/her sophomore year. The student must be advised by an Education Department faculty member each semester prior to registration.

Prizes, Honors, and Organizations

Sociology Prize

The Howd Sociology Prize was made possible through a gift of Dr. Cloice Howd, Class of 1912, in honor of his wife, Martha Wilson Howd, B.A. in Sociology, Class of 1931. The prize is awarded annually to the student who presents the best sociological paper or thesis completed during the year.

Anthropology Prize

The Gebauer Anthropology Prize was created in 1971 to honor Dr. Paul Gebauer, B.A. Linfield, 1943, DD Linfield, 1952, for 30 years a missionary in the British Cameroons and former professor of Anthropology at Linfield. The prize is awarded annually to the student who presents the best anthropological paper, thesis or museum project completed during the year.

Departmental Honors

At graduation, a student who has completed a senior honors thesis or curated a museum exhibit is eligible to receive a degree in the major with departmental honors.

Alpha Kappa Delta

The Department of Sociology and Anthropology maintains an active chapter of the international sociology honor society. Membership is open by invitation to any interested student in sociology or anthropology with appropriate academic qualifications.

Lambda Alpha

The Department of Sociology and Anthropology maintains an active chapter (Oregon Delta) of the international anthropology honor society. Membership is open by invitation to any interested student in anthropology or sociology with appropriate academic qualifications.

Pi Gamma Mu

Pi Gamma Mu is an international honor society that recognizes academic achievement among juniors and seniors in the social sciences. Membership is open to students who have completed at least 20 hours in the social sciences and meet the specified requirements for GPA and class ranking.

Paracurricular Courses

SOAN 040 Community Service – Community service activity, helping with such social services as nursing home care, tutoring, family recreation programs, juvenile corrections, special day schools. Requires 40 hours of service. May be repeated for credit. *Prerequisite: consent of instructor. 1 credit. (EL)*

SOAN 085 Exploring Sociology & Anthropology – Paracurricular course designed for newly declared sociology and anthropology majors. Discussion of opportunities available to students, career options, meetings with SOAN faculty and senior majors, and attendance at Voices. Course taken during first fall semester after declaring the major (preferably in the sophomore year). *Prerequisites: declared major in sociology or anthropology; consent of instructor. 1 credit.*

Departmental Courses

SOCL 101 Fundamentals of Sociology – Sociological concepts and explanations of social organization and social behavior; organization through social roles, intimate groupings, large organizations; sociology as social science and agent in improving human welfare. *Prerequisite: freshman or sophomore standing or consent of instructor. 4 credits. (IS or US)*

ANTH 105 Human Biology and Evolution (also listed as BIOL 105) – See BIOL 105. *3 credits. (NW)*

ANTH 111 Cultural Anthropology – Anthropological study of culture and society; world cultures and their variation in social, political, and economic organization, belief systems and world view, material culture and the arts, patterns of adaptation. Assumptions, concepts, and methods of anthropologists. *Prerequisite: freshman or sophomore standing or consent of instructor. 4 credits. (IS or GP)*

ANTH 112 Archaeology and World Prehistory – Survey of world socio-cultural evolution from the Lower Paleolithic through the Neolithic Transition to the rise of complex societies and agrarian state systems. What archaeologists have learned about the past and how they have learned it. Key issues and sites in prehistoric archaeology and the relevance of these discoveries for our understanding of humanity. Includes laboratory. *4 credits. (VP)*

SOCL 201 Deviance: Individual and Society – Definitions, cultural contexts, and power issues surrounding deviance. Power-conflict, structural-functionalist, control and labeling, theoretical understandings of such issues as violent behavior, white- and blue-collar crime, social control, race, alcohol and alcoholism, drug use, heterosexual deviance, male and female homosexuality, mental disorder, and mental institutions. *4 credits. (IS or US)*

ANTH 203 Human Adaptive Strategies (also listed as ENVS 203) – Social scientific findings and ways of understanding humanity's place in nature and our current ecological predicament; causes and consequences (environmental, demographic, economic, political and cultural) of humankind's transition from food foraging to Neolithic and now industrial adaptive strategies; scientific, policy and cultural implications and aspects of these changes and interactions through case studies at global, regional and local scales. $60 lab fee. *Offered spring. 4 credits (IS or GP)*

SOAN 205 Gender and Society (also listed as GENS 205) – Comparison of historically and culturally situated conceptualizations of gender, gender identity, and gender inequality. Significance of gendered meanings and their symbolic representation in society and social institutions regarding distributions of social, economic, and political power. *4 credits. (IS or US)*

SOAN 210 Sport, Philosophy and Society (also listed as PHIL 210) – Role of sport in contemporary political, economic, and social issues; sport as cultural representation; sport and deviance; sport and socialization; sport and the reproduction of social inequality (race, class, gender, and sexual orientation); sport and imperialism. *4 credits. (UQ)*

SOAN 221 Religion, Society and Culture – Examines religion and religious belief as a social phenomenon. Focuses on the relationship between society and religion, and the role that religion plays in individuals' lives, with special emphasis on the larger social and cultural context of religious belief and expression in the United States. Topics to be considered include: belief and its institutionalization, religion as a social form, forms of religious organization, religion and social change, politics and religion, fundamentalism, religion in popular culture, secularization, and the shifting boundaries of religious and non-religious activity. *4 credits. (IS or UQ)*

SOAN 222 Mexico, Central America, and the Caribbean: Societies and Cultures – Social organizations and cultures of Mexico, Central America, and the Caribbean. Patterns of economic, political, and social organization, including ethnicity, gender, race, class, and other social cleavages. Migration to the United States and effects on U.S. society, including Latinas and Latinos, Rastafarian influences, and U.S. migration policy. *4 credits. (IS or GP)*

SOAN 225 Peoples and Cultures of North America: The Native Americans – Indigenous people of North America: prehistory and patterns of adaptation, culture areas and the diversity of cultural configurations prior to European colonization, history of Indian-white relations, Native Americans today. *4 credits.*

SOAN 226 South America: Peoples and Cultures of the Least Known Continent – Social organization, cultures, and histories of the diverse peoples of South America. Current patterns of economic, political, and social organization, including countryside and cities; ethnic, class, and other social cleavages; local, national, and international levels of integration. *4 credits. (IS or GP)*

SOAN 229 Contemporary Chinese Societies – Overview of Chinese society, drawing on insights from anthropology, sociology, history, political science, religion, gender studies, and economics. Continuity and change in Chinese cultural traditions and the unity and diversity of Chinese culture both within Chinese national borders and with overseas Chinese. Orientalism, religion, marriage, kinship, gender, ethnicity, traditional medicine, understandings of the body, the usefulness of a "timeless Chinese" concept, and the possibility of a "Chinese sense of self." *4 credits. (IS or GP)*

SOAN 230 Peoples and Cultures of South Asia – Peoples and cultures from Afghanistan to Thailand, their social, economic, and religious institutions, regional disputes and conflicts. Forces for change, urban and rural strategies for survival and development, roles of women. *4 credits.*

SOAN 232 Medicine and Culture – Cultural bases of illness and curing; ethnographic examination of how non-Western societies perceive and treat illness and how knowledge of non-Western practices can be used to critique and inform the management of our own health problems. Meanings of sickness, nature of relationships between patients and healers, and effects of culture on health. *4 credits. (IS or GP)*

SOAN 240 Utopias and Dystopias: Sociology of Science Fiction – Exploration of theory of utopic and dystopic thought, social theory and their representation in works of science fiction. Specific areas of focus include gender and sex, sexual orientation, race, societal structure, war, terrorism, peace, inequality and political theory. *4 credits. (IS or UQ)*

SOAN 244 The Other Europe – Marginalized populations of the European subcontinent and their cultures in historical and anthropological perspective: East Europeans, Basques, Roma, Jews, Irish, recent Asian and African immigrants, and European underclasses. Views of pre-modern and modern European Civilization from core and periphery. Other Europeans and the U.S. *4 credits. (IS or GP)*

SOAN 250 Environmental Sociology (also listed as ENVS 250) – Relationship between social groups and natural and human-built environment, human-induced environmental decline, sustainable alternatives, environmentalism as social movement, public environmental opinion, environmental racism and classism. Social dimensions of built environment including urban sprawl, development, place, space, community, and urban design. *4 credits. (IS)*

SOAN 251 Sociology of Music Subcultures – Sociological and Anthropological investigation of music subcultures in modern society. Focus on the social and cultural significance of popular and folk music genres with a particular emphasis on sociological theories of representation, identity, community, subculture, tradition, authenticity, and social change. Emphasis on social institutions, social interaction, and their interrelationship. *4 credits. (CS)*

ANTH 254 Folklore and Mythology (also listed as RELS 254) – Comparative anthropological study of traditional oral literature: myths, legends, folktales, riddles, proverbs, jokes. Dynamics of folklore, its creation, performance, and transmission; functions of folklore and myth in diverse cultures, including the contemporary United States. *4 credits.*

ANTH 255 Museums: Objects and Artifacts – Introduction to the modern museum and museum work. Historical context and types of museums. Collecting, interpreting, and preserving objects of artistic, cultural, and scientific value. Field trips to museums and laboratory training in association with the Linfield Anthropology Museum. Includes laboratory. *3 credits. (CS)*

SOAN 265 Race and Ethnicity – Racial and ethnic minorities in the United States. Historical knowledge of role of race in formation of U.S.; current state of dominant-minority relations. *4 credits. (IS or US)*

SOAN 270 Latinas and Latinos in the U.S. – Examination of major Latina/o subpopulations, including immigration history, population trends, general socio-cultural tendencies. Specific topics of migration and border studies, gender and family, labor and gender, Latina/o politics and policy, poverty, identity and citizenship issues arising among various Latina/o subgroups as they experience and affect U.S. society and culture. *4 credits. (IS or US)*

SOAN 275 Topics: Other Americans – A field-based topics course submerging students in a marginal or counter-cultural community. Methodological training in field research. May be repeated with consent of instructor. *4 credits. (IS or US)*

SOAN 280 Families in Comparative Perspective – Examines the family as a social institution, both domestically and globally. Addresses historical and cultural perspectives, with emphasis on family diversity, variations in family form and life style, and the interdependence between family and other institutions. Analysis of major family issues, as well as forces for change in the family. *4 credits. (IS or US)*

ANTH 290 Plants and Society (also listed as BIOL 290) – See BIOL 290. *4 credits. (NW)*

SOCL 297 Topics in Applied Sociology and Social Work – Introductory-level course focusing on key issues in social work and applied sociology, such as addictions, homelessness, domestic violence, and poverty. May be repeated once for credit with different content. *Prerequisite: 101 or consent of instructor. 3 credits. (IS)*

SOAN 307 Social Research Methods – For future researchers and consumers of research. Designs for research on social behavior, data collection, and analysis; reporting results; funding of research; uses of research in social work, government, and management. Four hours of lecture and three hours of lab each week. Includes laboratory. *Prerequisite: 101 or ANTH 111. 5 credits. (QR)*

ANTH 326 Archaeological Field Methods – Theories and methods of archaeology. On-site training in methods of survey, excavation, laboratory analysis, and report writing. Integration of archaeological data within a larger anthropological and environmental framework. Includes laboratory. *Fee may apply. Prerequisites: 112, SOAN 307, and 385. 5 credits.*

SOAN 330 Sociology of Community – Examines the social science concept of community and its context in rural life. Focus

on the intersection of rural and urban cultures. Issues covered include racial and cultural diversity, globalization and rural communities, urban-rural migration, community identity and change, community building, and community survival. Experiential component focusing on local region. *Prerequisites: SOCL 101 or ANTH 111. 4 credits. (IS)*

SOCL 335 Sociology of Education – Examines the sociological principles that relate to education in the United States. Topics include theoretical approaches to education, stratification, adolescent behavior and subcultures, the relationship between education and other institutions, and educational reform. *Prerequisite: 101 or consent of instructor. 4 credits. (IS or US)*

ANTH 340 Introduction to Linguistics (also listed as MDLA 340) – See MDLA 340. *3 credits.*

ANTH 341 Language and Culture – Anthropological study of the relationship between language and culture, sociolinguistics (situating language in cultural context), and language patterns that shape culture. *Prerequisite: 111 or ANTH/MDLA 340. 4 credits. (IS or GP)*

SOAN 350 Global Political Economy: Social and Cultural Perspectives – Understanding economic behavior in nonindustrial societies by locating it in its wider social and cultural setting. Survey of major theoretical positions and review of concrete cases; issues arising from ongoing incorporation of formerly autonomous economies into dominant world system. *Prerequisite: SOCL 101 or ANTH 111 or consent of instructor. 4 credits. (IS or GP)*

ANTH 355 Museums: Exhibiting Cultures – Anthropology museums in their historical and sociological context. Critical examination of artifact collections, exhibits, and exhibiting theories as representative of cultural values and social conflicts. Museums and the politics of culture. Field trips to Northwest museums and preparation of Linfield Anthropology Museum exhibits. $25 lab fee. Includes laboratory. *Prerequisite: 111. Recommended: 255. 4 credits. (CS)*

SOAN 360 The Sociology of Culture – Major perspectives in the study of culture: culturalism, structuralism, post-structuralism, Marxism, feminism, postmodernism; theoretical and empirical scholarship of contemporary culture with emphasis on the U.S.; methodological issues for studying culture. *Prerequisite: SOCL 101 or ANTH 111. 4 credits. (IS or US)*

SOAN 365 Urban Society and Culture – Historical emergence of the pre-industrial city; pre-modern experiments in city systems; modernization, industrialization and urbanization; structure of the modern city; urban politics, urban social problems, semiotics and interpretation of urban space. *Prerequisite: SOCL 101 or ANTH 111. 4 credits. (IS)*

SOCL 370 Society, State and Social Policy – Analysis of the complexities of social policy in the U.S. Strategies for examining social policy; role of government and outside forces in forming policy. Several current policies discussed. *Prerequisite: 101. 4 credits. (IS or US)*

SOAN 375 City and Countryside in Transition – Local sociocultural organization in state societies, using ethnographic field methods to explore such topics as ethnicity and tribalism, patron-client relations and brokers, the interrelation of formal institutions and informal social relations, and the tension between urban and rural societies. $50 lab fee. *Prerequisite: SOCL 101 or ANTH 111. 4 credits. (IS)*

SOAN 385 Seminar: Social Theory – Junior-level seminar focusing on the major intellectual currents leading to the development of the sciences of culture, society, and human social behavior. Four hours of lecture and two hours of lab each week. *Prerequisites: SOCL 101 or ANTH 111, and junior standing. 5 credits.*

SOAN 404 Social Movements, Citizenship, and Dissent – Social movements in cross-cultural perspective ranging from microsociological to macrosociological. Political, economic, gender, religious, racial, and lifestyle issues that have been a focus of collective activity in promoting or resisting change on a sociocultural level. Resource mobilization, the J-curve theory of revolution, class conflict, urban social movements, identity construction, new social movements, and issues of citizenship and dissent. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307 and 385. 4 credits. (MWI)*

ANTH 410 Topics in Physical Anthropology and Archaeology – Field- and laboratory-based course with focus on such selected topics as primate studies, ancient estuary environments, and archaeology of the Holy Land. May be repeated once for credit with different content. Includes laboratory. *Prerequisites: 112, SOAN 307, and 385. 4 credits.*

ANTH 411 Topics in Cultural Anthropology and Linguistics – Senior level seminar focusing on key issues in socio-cultural and linguistic anthropology, such as History of Consciousness, War and Peace, Anthropology of Conflict Resolution, Religion and Culture. May be repeated once for credit. *Prerequisites: 111, SOAN 307, and 385. Recommended: ANTH/MDLA 340. 4 credits.*

SOAN 439 Peer Instruction – Opportunity for outstanding students to assist faculty in the classroom and laboratory. May not be repeated for credit. *Prerequisites: Application and consent of instructor. 3-5 credits. (S/U) (EL)*

SOAN 454 Symbols in Society and Culture – Study of world cultures as systems of symbols and the process by which people give meaning to their world and their action in it. Critical examination of theoretical models used in the analysis of a variety of semantic domains: ritual, myth, media, popular culture, folklore, politics, and the self. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307, and 385. 4 credits. (MWI)*

SOAN 456 Socio-cultural Change: Transformation, Collapse, Rebirth – Understanding transformations underway in late modernity which may presage collapse; survey of major theoretical positions and concrete cases to discern patterns and processes involved in transformation, collapse and rebirth of complex societies; causes and consequences of societal collapse, including what actually "collapses" when collapse happens. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307 and 385. 4 credits. (MWI)*

SOAN 460 Gender, Sexuality and the Body (also listed as GENS 460) – Gender, sexuality, and the body as focus for both independent and interrelated areas of scholarship using several theoretical perspectives; examination of ethnographic materials from a wide variety of cultural contexts. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307 and 385. 4 credits. (MWI)*

SOAN 465 Self and Society – Examines the concept and notion of the self and identity through a symbolic interaction perspective, particularly on how the self is affected in a given social context. Major areas of focus include education, gender, race, and community/nation. *Prerequisites: SOCL 101 or ANTH 111, SOAN 307, and 385. 4 credits. (MWI)*

SOAN 480 Independent Study – Study of special topics not available as courses. For advanced students. *Prerequisites: approval of supervising instructor and department chair. 1-5 credits.*

SOAN 485, 486 Senior Proseminar I, II: Theory and Practice – Capstone course for graduating seniors focusing on the practice of sociology and anthropology. Work includes preparation of portfolios, self-assessment on the meeting of departmental goals, research into graduate school opportunities and other career options, organization of SOAN Tables, teaching in other classes and public presentations, discussion of the relationship between social theory and practice and independent theoretical readings. *Prerequisites: SOCL 101 or ANTH 111, SOAN 385, and senior standing or consent of instructor. Offered fall, spring. 4 credits (2 per semester).*

SOAN 487 Internship – Student participation in an organization whose activities relate to vocations requiring preparation in sociology, social work, or anthropology. Supplemented with appropriate readings and reports. May be repeated for credit. *Prerequisite: approval of departmental internship supervisor. 2-10 credits. (EL)*

SOAN 490 Research/Thesis – Intensive research on a topic of special interest to the student, leading to a thesis. Projects undertaken by individuals or small teams of students. Honors thesis

students required to register for this course. May be repeated for credit. *2-5 credits.*

January Term Off-Campus Courses

SOAN 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Down and Out in America; Prehistory and History of Ireland; Tradition and Change in Romania; Nepal – Sustainable Development and Social Change; City and Countryside in Transition – Nicaragua; Strangers in Strange Lands; City and Countryside in Transition – India; How Children Learn: Scandinavian Schools, Society, and Culture. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

DCE & Portland Courses

Courses offered only through the Adult Degree Program or on the Portland Campus:

Courses with ANTH prefix may be taken for anthropology credit only. Courses with SOCL prefix may be taken for sociology credit only. SOAN courses may be taken for anthropology or sociology credit.

SOAN 223 Cultural Environment of Health – The relation of health to cultural background, cultural setting, and cultural adaptation. Anthropological knowledge, theory, and observational methods as the means of understanding health behavior and sharpening cognitive and practical skills. *3 credits.*

SOAN 308 Social Research Methods – For future researchers and consumers of research. Designs for research on social behavior, methodology, quantitative and qualitative data collection and analysis, discipline standards, and ethics of research. Resources for and development of research proposals. *4 credits.*

SOAN 323 Native Americans of Oregon – Ethnography of Native Americans of Oregon at the time of contact. Early European observations, direct testimony of Native Americans. Origins, pre-history, history, environmental adaptations, integrated socio-politico-economic systems, technology, subsistence, ethnobiology, worldview, culture change. *3 credits.*

ANTH 332 Medical Anthropology – A biocultural approach to problems of health and illness. Integrated understanding through empirical research on ritual and belief systems, health practitioners, curing techniques and delivery systems; nutrition; fertility and population control; environmental factors in disease; evolutionary perspective on disease and human adaptability. *3 credits. (IS or GP)*

SOAN 491 Independent Study – Study of special topics not available as courses. For advanced students. *Prerequisites: approval of supervising instructor and department chair. 1-5 credits. (MWI)*

Sport Management

Faculty

Denise Farag, J.D. • Business (Coordinator)
Randy Grant, Ph.D. • Economics (on sabbatical fall 2014)
Jesús Ilundáin-Agurruza, Ph.D. • Philosophy
Garry Killgore, Ph.D. • Health, Human Performance, and Athletics

The Sport Management minor is an interdisciplinary program designed to allow students the opportunity to obtain theoretical knowledge in the fields of business, economics, philosophy, and health and human performance and apply it to the study of sport management. Courses in this minor encourage critical analysis of the cultural and social significance of sport, the need for ethical and moral decision-making and the role of sport as business.

Students who complete a minor in Sport Management would be prepared for graduate studies in sport management or athletic administration. They will also be well positioned to pursue careers in the areas of sport business and the management of sport.

Goals for the Minor

In successfully completing a minor in Sport Management, a student will:

- Demonstrate an understanding of theories of marketing, management, and organizational behavior and how these theories are applied to sports enterprises;
- Identify the basic principles of economics and finance and apply them to the sport industry;
- Examine the social and cultural significance of sport in society; and
- Analyze legal, ethical, and philosophical issues related to the field of sport management.

Requirements

For a minor: Completion of 6 courses (22-24 credits), distributed as follows: BNSS 250, 350; ECON 210, 321 or 322; and two courses (6-8 credits) from the following: PHIL/SOAN 210, HHPA 350, 390, 410, 425, 485, and 487.

Only two courses counted for the Sport Management minor may also be counted toward Linfield Curriculum or major requirements. With the permission of the coordinator of the Sport Management minor, one-time offerings may be substituted for courses already approved.

Due to overlap in course content, BNSS 250 waived for students completing the 24-credit Business Department core sequence (BNAC 260, 261, BNMG 301, BNMK 321, BNSS 340, and BNFN 341).

Theatre and Communication Arts

Faculty

Malynda Bjerregaard, M.A. (Visiting)
Janet Gupton, Ph.D.
Sandra Lee, M.A.
Brenda DeVore Marshall, Ph.D. (Chair)
Tyrone Marshall, M.F.A.
Jackson Miller, Ph.D. (on sabbatical 2014-15)

Instructional Associates

Laurel Peterson, M.F.A.
Robert Vaughn, M.F.A.

The programs in the Department of Theatre and Communication Arts seek to connect learning, life, and community by exploring human interactions. Whether expressed creatively from the theatrical stage, rhetorically from the speaker's platform, or interpersonally within diverse social relationships, appreciating and reflecting upon these interactions are essential to an understanding of a multicultural society and ourselves. Faculty, staff, and students seek this understanding by integrating creative and intuitive skills, imagination and scholarship, public presentation and private introspection. Through such individual and collaborative engagement in scholarly and creative research communities, the department demonstrates its strong belief in integrated teaching and learning and the centrality of its disciplines within the liberal arts.

Beyond service to students enrolled in courses, the department contributes to the broader community through its public performances and community discussions, engagement with local, regional, and global organizations, and participation in professional associations. Such events and activities promote thoughtful dialogue about the human condition in a climate of mutual respect and genuine commitment to varied ways of learning and understanding.

More specifically, the various programs in theatre arts endeavor to develop students who understand the multi-disciplinary facets of the theatre process within the context of the broader liberal arts; to help students learn the various theatrical skills and integrate those skills in public theatre presentations; and to prepare students for entry-level positions in theatre and theatre-related activities, for graduate school if they so choose, or for a life-long avocational but informed activity in theatre.

The communication arts and forensics programs strive to develop students who realize that the ability to use symbols to interact with one another is one of the defining characteristics of humans; that through this symbolic process self and social reality are created; and that if humans are to realize their potential, they must be able to produce and receive those symbols in meaningful and responsible ways with respect for both similarities and differences among people and cultures.

Course work and experiential learning opportunities in paracurricular and co-curricular activities, the department's internship program, and its community service opportunities provide students with theoretical perspectives, practical skills, and flexibility that prepare them to be engaged citizens as they pursue careers or graduate work in theatre, communication arts, intercultural communication, and related fields.

The department offers a major and a minor in theatre arts, a major and a minor in communication arts, and serves as the home department for an interdisciplinary major in intercultural communication.

Goals for the Theatre Arts Major and Minor

Through the pursuit of a major in theatre arts, students will have an opportunity to:

- Obtain knowledge of a broad range of theatrical disciplines and experiences, each of which is important to an understanding of the whole
  Learning Outcomes: 1) describe the key terms, concepts and theatre artists in each major area of the theatre discipline; 2) employ the basic skills required in selected major areas of the theatre discipline
- Comprehend the interrelationships among the theatrical disciplines by analyzing and solving problems in most practical areas of theatre production
  Learning Outcomes: 1) articulate the relationships among the various facets of the theatre discipline, develop and defend artistic concepts, and collaborate within the theatre production process; 2) analyze and create solutions to specific challenges in the theatrical process
- Achieve adequate preparation to accept post-graduate internships or entry-level positions in theatre, to enter graduate school, to adapt theatre knowledge and skills to other careers, and to adopt creative approaches to life-long learning
  Learning Outcomes: 1) present the appropriate skill sets to enter a specific theatre entry-level position or graduate program in theatre; 2) identify theatre skills that can be applied in other areas of life or careers; 3) communicate clearly in written and spoken English and conduct basic research in the theatrical discipline
- Acquire the skills necessary to function as mindful, creative, and responsible individuals who appreciate the diversity and ambiguity of theatrical experiences and the role of theatre in society
  Learning Outcomes: 1) think conceptually about and critically evaluate text, performance, and production; 2) explain production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces; 3) articulate critical awareness of one's position within a complex society

The goals are the same for students pursuing majors and minors with the recognition that minors will not attain the depth of study in the discipline afforded majors.

Goals for the Communication Arts Major and Minor

In successfully completing a major or minor in Communication Arts students will have opportunities to:

- Learn to create and deliver articulate, reasoned, and ethical messages
  Learning Outcomes: 1) Employ critical thinking skills in the formation of arguments; 2) Use competent verbal and nonverbal communication skills; 3) Apply high ethical standards in their conduct as senders and receivers of messages
- Gain an understanding of the general theory and practice of communication across public, relational, intercultural, political, and mediated contexts
  Learning Outcomes: 1) Explain the nature and process of theoretical inquiry; 2) Critically analyze messages using a theoretical framework; 3) Describe and use principles and techniques that may be employed to improve communication effectiveness
- Explore the multicultural dimensions of communication by investigating communication practices across cultures as well as culture specific communication patterns
  Learning Outcomes: 1) Explain the contingent nature of cultural patterns and value orientations; 2) Analyze cultural

differences as they affect and are affected by the process of communication
- Acquire the skills necessary to function as mindful, creative, and responsible citizens who grasp the ambiguity of diverse communication situations
  Learning Outcomes: 1) Articulate an understanding of one's position within a complex society; 2) Employ engaged listening skills in a variety of social contexts; 3) Explain empathy and apply this concept in social interactions

The goals are the same for students pursuing majors and minors with the recognition that minors will not attain the depth of study in the discipline afforded majors.

Goals for the Intercultural Communication Major

In successfully completing a major in Intercultural Communication students will have opportunities to:
- Adopt multiple worldviews in the creation and delivery of articulate, reasoned, and ethical messages
  Learning Outcomes: 1) Employ critical thinking skills in the formation of arguments; 2) Use culturally competent verbal and nonverbal communication skills; 3) Apply culturally appropriate ethical standards in their conduct as senders and receivers of messages
- Gain an understanding of the general theory and practice of communication across public, relational, intercultural, political, and mediated contexts
  Learning Outcomes: 1) Explain the nature and process of theoretical inquiry; 2) Critically analyze messages using a theoretical framework; 3) Describe and use principles and techniques that may be employed to improve communication effectiveness
- Explore the multicultural dimensions of communication within and across contemporary U.S. and global societies
  Learning Outcomes: 1) Explain the contingent nature of cultural patterns and value orientations; 2) Analyze cultural differences as they affect and are affected by the process of communication
- Acquire the skills necessary to function as mindful, creative, and responsible citizens who grasp the ambiguity of diverse communication situations
  Learning Outcomes: 1) Articulate an understanding of one's position within a complex society; 2) Employ engaged listening skills in a variety of social contexts; 3) Explain empathy and apply this concept in social interactions
- Develop interdisciplinary perspectives on the multicultural dimensions of U.S. and global societies through coursework and experiential learning activities
  Learning Outcomes: 1) Apply communication theories and skills in varied cultural contexts through study abroad, internships, community service, and service learning experiences; 2) Analyze how disparate disciplines investigate and explain diversity

Requirements

The theatre and communication arts majors are available as bachelor of arts degrees only, as defined in the section on degree requirements for all majors in this course catalog.

The Department of Theatre and Communication Arts offers coursework in two distinct disciplines, which are identified accordingly: those supporting Theatre (THTR) and those supporting Communication Arts (TCCA). Courses serving both areas are labeled TACA.

For a Theatre Arts major: 45 credits including 162, 181, 185, 270, 281, 290, 295, 365, 370, 380, 385, 390, 470, 473, 489, and a 300 or 400 level THTR elective beyond core requirements. Majors must also complete performance and crew requirements explained below.

Public performance is required of all Linfield theatre majors. This requirement may be satisfied by one public performance as part of an acting class and one additional public performance. Students appearing in major shows produced by the department may receive credit for Theatre Practicum: Acting courses.

Theatre majors must complete four crew assignments in addition to those included in the courses listed above. These include Front of House, Costume/Makeup, Properties, and Sound. Students may receive academic credit for crew assignments by enrolling in Theatre Practicum: Production courses.

As part of the department's assessment program, theatre majors participate in several conferences. In the spring of the freshman and sophomore years, each major meets with theatre faculty to discuss the student's progress. During the junior year, students discuss plans for the capstone seminar with faculty. All majors participate in an exit interview included as part of the senior capstone seminar.

Majors must maintain a minimum overall GPA of 2.50 to enroll in practicum courses and participate in production activities. In addition, students must earn a grade of C- or higher in courses meeting major requirements.

For a Theatre Arts minor: 25 credits including 162, 181, 185, 270, 470 or 473; at least one additional THTR 300 or 400 level course; remaining credits selected from available theatre courses in consultation with the student's theatre arts advisor. Minors must also complete performance and crew requirements explained below.

Public performance is required of all theatre minors. This requirement may be satisfied by one public performance as part of an acting class or one other public performance. Students appearing in major shows produced by the department may receive credit for Theatre Practicum: Acting courses.

Theatre minors must complete two crew assignments in addition to those included in the courses listed above. These may be selected from Front of House, Costume/Makeup, Properties, and Sound. Students may receive academic credit for crew assignments by enrolling in Theatre Practicum: Production courses.

As part of the department's assessment program, theatre minors participate in several conferences. In the spring of the freshman and sophomore years, each theatre minor meets with theatre faculty to discuss the student's progress. All minors participate in an exit interview with departmental faculty.

Minors must maintain a minimum overall GPA of 2.50 in order to enroll in practicum courses and participate in production activities. In addition, students must earn a grade of C- or higher in courses meeting minor requirements.

For a Communication Arts major: 39 credits, including 130, 140, 220, 230, 255, 340, 455, and 476. In addition, students select two courses from among 233, 333, 335, 430 and two courses from among 353, 355, 420, THTR 181. Students must earn a grade of C- or higher in courses meeting major requirements. As part of the department's assessment program, communication arts majors participate in a sophomore conference with faculty and a senior interview.

For a Communication Arts minor: 23 credits including core courses 140, 255, 340; one course from among 130*, 230*, 233*; one course from among 130*, 230*, 233*, 333, 335, 430; one course from among 220, 353, 355, 420, 455; and one additional TCCA elective from among those courses outside the core with at least three TCCA courses at the 300 or 400 level; Senior Exit Interview. Students must earn a grade of C- or higher in courses meeting minor requirements.

*None of these courses may fulfill more than one requirement within the minor.

For an Intercultural Communication major: 49-54 credits including 31-32 credits in Communication Arts courses 130, 220,

230, 233, 255, 335, 476, and 140 or 340, and 333 or 353, and 420 with cultural content or 430 with cultural content. In addition, students complete ANTH 111 (4 credits) and select four cultural courses (14-18 credits) in other disciplines including two courses selected from among courses providing disciplinary perspectives on culture including ANTH 341, ENGL 305 or 365, HIST 267 or 370, PHIL 160 or 375, POLS 210, RELS 140 or 310, SOAN 265 or 375; one course selected from among courses providing contemporary social and cultural perspectives including MLFR 312, MLGR 312, MLSP 312, MLJP 360, SOAN 222, 225, 226, 229, 230, or 244; and one course selected from among courses providing historical social and cultural perspectives including HIST 300, 315, 318, 320, 322, 400, MLFR 311. Semester Abroad with public presentation upon return. U.S. Community Diversity Project with public presentation. With approval of advisor, students may substitute an appropriate class taken abroad for one of the cultural courses focused on contemporary perspectives or for one of the cultural courses focused on historical perspectives. Students must earn a grade of C- or higher in courses meeting major requirements. As part of the department's assessment program, intercultural communication majors participate in a sophomore conference with faculty and a senior interview. Intercultural Communication majors are encouraged to take language courses beyond those required for the B.A. degree.

Notes: 1) As appropriate, students may elect to earn community service or internship credit for the community diversity project. 2) Given the fluidity of the curriculum, including the frequent addition of one-time special topics courses, students, with the approval of the Communication Arts faculty, may make course substitutions.

Organizations, Honors and Prizes

Alpha Psi Omega, Sigma Cast, is a national theatre honor society.

Pi Kappa Delta, Oregon Alpha Chapter, is a national forensics honorary.

Lambda Pi Eta, Iota Beta Chapter, is a national speech communication honor society.

The Outstanding Senior in Communication Arts award may be presented annually to a student who has demonstrated scholarly excellence in and beyond the classroom.

The Outstanding Senior in Intercultural Communication award may be presented annually to a student who has demonstrated scholarly excellence in and beyond the classroom.

The Outstanding Senior in Theatre Arts award may be presented annually to a student who has demonstrated excellence in both academic and production endeavors.

Scholarships

The Roy "Hap" Mahaffey Memorial Merit Scholarship for forensics and theatre students

The Donald and Nelda Balch Endowed Scholarship for Theatre Arts Majors

The Ballenger Scholarship for theatre arts students

The Singletary Communication Arts Scholarship

Speech Achievement Awards

Theatre Achievement Awards

Theatre Talent Awards

Forensics Talent Awards

Paracurricular Courses

Majors and minors enroll in 100-level versions of the courses cited below and receive letter grades; see academic courses sections. Non-majors enroll in the paracurricular versions as listed and receive Satisfactory/Unsatisfactory grades.

THTR 010 Theatre Practicum: Production I – Paracurricular version of 110. *1 credit. (EL)*

THTR 012 Theatre Practicum: Production 2 – Paracurricular version 112. *1 credit. (EL)*

THTR 013 Theatre Practicum: Production 3 – Paracurricular version of 113. *1 credit. (EL)*

THTR 014 Theatre Practicum: Production 4 – Paracurricular version 114. *1 credit. (EL)*

THTR 015 Theatre Practicum: Costuming 1 – Paracurricular version 115. *1 credit. (EL)*

THTR 016 Theatre Practicum: Costuming 2 – Paracurricular version 116. *1 credit. (EL)*

THTR 017 Theatre Practicum: Costuming 3 – Paracurricular version 117. *1 credit. (EL)*

THTR 018 Theatre Practicum: Costuming 4 – Paracurricular version 118. *1 credit. (EL)*

THTR 020 Theatre Practicum: Acting 1 – Paracurricular version of 120. *1 credit. (EL)*

THTR 021 Theatre Practicum: Acting 2 – Paracurricular version of 121. *1 credit. (EL)*

THTR 022 Theatre Practicum: Acting 3 – Paracurricular version of 122. *1 credit. (EL)*

THTR 023 Theatre Practicum: Acting 4 – Paracurricular version of 123. *1 credit. (EL)*

TCCA 027 Performance Events Practicum 1 – Paracurricular version of 127. *1 credit. (EL)*

TCCA 028 Performance Events Practicum 2 – Paracurricular version of 128. *1 credit. (EL)*

TCCA 029 Performance Events Practicum 3 – Paracurricular version of 129. *1 credit. (EL)*

TCCA 051 Public Speaking Events Practicum 1 – Paracurricular version of 151. *1 credit. (EL)*

TCCA 052 Public Speaking Events Practicum 2 – Paracurricular version of 152. *1 credit. (EL)*

TCCA 053 Public Speaking Events Practicum 3 – Paracurricular version of 153. *1 credit. (EL)*

TCCA 057 Debate Practicum 1 – Paracurricular version of course 157. *1credit. (EL)*

TCCA 058 Debate Practicum 2 – Paracurricular version of 158. *1 credits. (EL)*

TCCA 059 Debate Practicum 3 – Paracurricular version of 159. *1 credit. (EL)*

TACA 040 Community Service – Community service activity at an appropriate organization as arranged through the department by individual students. *Prerequisite: consent of instructor. 1 credit. (EL)*

Courses: Theatre Arts

THTR 110 Theatre Practicum: Production 1 – Laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit (EL)*

THTR 112 Theatre Practicum: Production 2 – Second-level laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit. (EL)*

THTR 113 Theatre Practicum: Production 3 – Third level laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit. (EL)*

THTR 114 Theatre Practicum: Production 4 – Fourth level laboratory experience in theatre production with focus on design and technical theatre. Requires participation on one or more

production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit. (EL)*

THTR 115 Theatre Practicum: Costuming 1 – Laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 116 Theatre Practicum: Costuming 2 – Second-level laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 117 Theatre Practicum: Costuming 3 – Third-level laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 118 Theatre Practicum: Costuming 4 – Fourth-level laboratory experience in theatre production with focus on costuming and makeup for the theatre. Requires participation on one or more production crews for major theatre presentations. Specific work assignments vary by semester and production. *1 credit.*

THTR 120 Theatre Practicum: Acting 1 – Participation in experiential activity of acting in major Linfield College theatre production. Application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. *1 credit. (EL)*

THTR 121 Theatre Practicum: Acting 2 – Participation in experiential activity of acting in major Linfield College theatre production. Second-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. *1 credit. (EL)*

THTR 122 Theatre Practicum: Acting 3 – Participation in experiential activity of acting in major Linfield College theatre production. Third-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. *1 credit. (EL)*

THTR 123 Theatre Practicum: Acting 4 – Participation in experiential activity of acting in major Linfield College theatre production. Fourth-level application of skills learned in 181 and other acting courses. Development of actor as one facet of production ensemble. *1 credit. (EL)*

THTR 162 Fundamentals of Theatre Design and Drawing – Exploration of design elements common to scenic, costume, and lighting design and the visual processes necessary for communicating these elements, including sketching, drafting, and rendering. $60 fee. *Offered fall. 3 credits. (CS)*

THTR 170 Introduction to Theatre – Audience-based approach to theatre that develops observational skills and perceptions in order to enhance students' understanding and enjoyment of theatre events. Introduction to acting, directing, dramatic structure and form, and technical theatre. $40 fee. *3 credits. (CS)*

THTR 181 Acting – Fundamentals of acting, including techniques that free the actor, basic skills needed to communicate inner truth, analysis of roles, interdependence of all people on stage. Public performance of final scenes. Appropriate for both majors and non-majors. *3 credits. (CS)*

THTR 185 Stagecraft – Principles and methods of stagecraft as used in theatre and other productions. Two- and three-dimensional scenery, production organization, and safety. Lecture, discussion, and laboratory work. $40 fee. *Offered spring. 3 credits. (CS)*

THTR 210 Theatre Practicum: Production 5 – Advanced laboratory experience in theatre production focusing on design and technical theatre. Participation on one or more production crews for major theatre presentations. May include crew head or assistant technical director responsibilities. *Prerequisite: one 100-level theatre production practicum course. 1 credit. (EL)*

THTR 211 Theatre Practicum: Production 6 – Second-level advanced laboratory experience in theatre production focusing on design and technical theatre. Participation on one or more production crews for major theatre presentations. May include crew head or assistant technical director responsibilities. *Prerequisites: one 100-level theatre production practicum course and 210. 1 credit. (EL)*

THTR 212 Theatre Practicum: Theatre Production Staff Assistant 1 – Participation as assistant director or assistant dramaturg on theatre production staff for one major theatre presentation. Application of principles from 370. Intense experiential activity that also requires research and creative contributions appropriate to the role and in support of director. *Prerequisites: 370 and consent of instructor. 1 credit.*

THTR 213 Theatre Practicum: Theatre Production Staff Assistant 2 – Participation as assistant scenic designer, assistant lighting designer, assistant costume designer, or assistant sound designer on theatre production staff for one major theatre presentation. Application of principles from 380, 385, 390 and/or 466. Intense experiential activity that also requires research and creative contributions appropriate to role and in support of designer. *Prerequisites: 380, 385, 390 or 466 (Topics: Sound Design) as appropriate, and consent of instructor. 1 credit. (EL)*

THTR 270 Play Reading and Analysis – Directed reading of classical and contemporary plays. Provides an introduction to dramatic literature and various approaches to play analysis. *1 credit.*

THTR 281 Intermediate Acting – A second acting course to broaden and polish performance skills. Emphasis on motivation, physicalization, development of vocal instrument and use of dialects, auditioning and beginning media acting skills. Public performance required. Open to all students. Three lecture/lab sessions per week. $40 fee. *Offered spring of even-numbered years. Prerequisite: 181. 3 credits. (CS)*

THTR 290 Stage Makeup – Makeup for stage, including materials and procedures, character interpretation, design creation and application, and creation and presentation of final electronic portfolio. Lecture, discussion, and laboratory work. $65 fee. *Offered spring. 3 credits.*

THTR 295 Theatre Business and Promotions – Managerial theory and practices of professional and not-for-profit theatre operations, including organizational structure, financial practices, promotions (including social media), front of house operations, box office, season selections, grant writing and institutional advancement, and legal concerns. *Offered fall of odd-numbered years. 3 credits.*

THTR 314 Theatre Practicum: Stage Managing 1 – Participation as stage manager on theatre production staff for one major theatre presentation during semester. Application of principles from THTR 365. Intense experiential activity that also requires research and creative contributions. *Prerequisites: 365 and consent of instructor. 1-2 credits.*

THTR 315 Theatre Practicum: Stage Managing 2 – Participation as stage manager on theatre production staff for one major theatre presentation during the semester. Second-level application of principles from 365. Intense experiential activity that also requires research and creative contributions. *Prerequisites: 365 and consent of instructor. 1-2 credits.*

THTR 316 Theatre Practicum: Design – Participation as scenic designer, lighting designer, costume designer, or sound designer on the production staff for a major theatre presentation. Application of principles from THTR 380, 385 and/or 390. Intense experiential activity for the exceptional student with demonstrated talent in design. *Prerequisites: 380, 385, or 390 as appropriate, 212, and invitation of the faculty. 2-3 credits.*

THTR 317 Theatre Practicum: Directing – Participation as director for a major theatre presentation. Application of principles from THTR 370 and 371. Intense experiential activity for the exceptional student with demonstrated talent in directing. *Prerequisites: 212, 370, 371 and invitation of the faculty. 2-3 credits.*

THTR 320 Theatre Practicum: Advanced Acting – Participation as actor in a "major" role (as determined by the faculty) in a main stage presentation. Application of principles from THTR 181 and 281. *Prerequisites: 181, 281, invitation of the faculty, and successful casting in a production by participating in the audition process. 2-3 credits.*

THTR 365 Stage Management – Theory and practice of procedures used to organize, mount, run, and strike a production, including responsibilities during rehearsals for crew assignments, scheduling, and performance operations. Requires final prompt book and digital portfolio with presentations. *Offered spring even-numbered years. 3 credits.*

THTR 370 Play Directing – The director's tasks in preparing, rehearsing, and mounting a show. Play analysis, casting, scheduling, blocking, business, picturization, and polishing. Three lecture/lab sessions per week. $45 fee. *Prerequisites: 181, Theatre Arts major or minor status, or consent of instructor. Offered fall of odd-numbered years. 3 credits.*

THTR 371 Advanced Directing – Practical application of principles from 370. Examination of advanced directing theory and practice, including varied stylistic approaches and conventions. Includes public performance integrating theatrical production elements. Three lecture/lab sessions per week. $45 fee. *Prerequisites: Theatre major, successful completion of 370 (course work and final project), application, and consent of theatre instructors. Offered spring of even-numbered years with sufficient student interest and departmental resources. 3 credits.*

THTR 380 Scene Design – Visual interpretation of play scripts and thematic ideas, including concept development, advanced drafting and rendering techniques, and model building. Designs for proscenium, thrust, and arena stage. Lecture, discussion, lab. $180 fee. *Prerequisites: 162 and 185, or consent of instructor. Offered spring of odd-numbered years. 3 credits. (CS)*

THTR 385 Lighting Design – Principles of design, electricity, lighting instrument function and maintenance, script analysis and concept development, control systems, drafting and lighting theory for stage performances. Lecture, discussion and laboratory work. $25 fee. *Prerequisites: 162 and 380, or consent of instructor. Offered spring of even-numbered years. 3 credits. (CS)*

THTR 390 Costume Design – Theories and techniques of design for visual interpretation of the playscript, including study of principles of line, silhouette, texture. Study of relationships among historical context, characterization and costume. Lecture, discussion and laboratory work. $125 fee. *Prerequisite: 162 or consent of instructor. Offered fall of even-numbered years. 3 credits. (CS)*

THTR 466 Topics in Theatre Design and Technology – Advanced design and technology studio course for majors and minors. Developing specialized scenographic talents and techniques through topics such as scene painting, model-making in theatrical design, sound, and computer technology in the theatre. Offered every 2-3 years as resources permit. May be repeated once for credit with different content. $30 fee. *Prerequisites: 162 and consent of instructor. 3 credits.*

THTR 470 Theatre History and Literature I – Development of Western and major non-Western theatre traditions to 1700, including sociological, philosophical, and cultural foundations of each major period; dramatic literature; physical stage and production techniques; major critical theories. $45 fee. *Prerequisite: junior standing or higher. Offered fall of even-numbered years. 4 credits. (CS or VP, MWI)*

THTR 473 Theatre History and Literature II – Development of Western and major non-Western theatre traditions from 1700 to the present, including sociological, philosophical, and cultural foundations of each major period and aesthetic movement; dramatic literature; physical stage and production techniques. $45 fee. *Prerequisite: junior standing or higher. Offered spring of odd-numbered years. 4 credits. (CS or VP, MWI)*

THTR 475 American Musical Theatre – History and analysis of American musical theatre as exemplified primarily by the Broadway stage. Major forms that contributed to the contemporary musical theatre, including opera, operetta, minstrels, vaudeville, and revue. Offered in the Adult Degree Program and, as resources permit, on the McMinnville campus. *3 credits.*

THTR 481 Topics in Theatre Performance – Advanced studio acting for majors and minors. Focus on specialized acting styles and techniques through topics such as acting Shakespeare, farce, ancient tragedy, mime, performance art, and improvisation. Three lecture/lab sessions per week. Offered every 2-3 years as resources permit. May be repeated once for credit with different content. $45 fee. *Prerequisites: 181 and 281, or consent of instructor. 3 credits. (CS)*

THTR 489 Senior Capstone Seminar – Capstone course focusing on the holistic and collaborative practice of theatre. Includes self-assessment, preparation of portfolios, research into graduate school opportunities, internships and other career options, development of an article of "publishable" quality tailored to the interest of the student, public demonstration of skills through formal oral presentation of electronic portfolio. *Prerequisite: senior standing. Offered fall. 3 credits.*

Courses: Communication Arts

TCCA 127 Performance Events Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one competition in performance of literature events at intercollegiate tournaments. Focus on improving skills in dramatic and humorous performance. *1 credit. (EL)*

TCCA 128 Performance Events Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two competition in performance of literature events at intercollegiate tournaments. Focus on improving skills in dramatic and humorous performance. *1 credit. (EL)*

TCCA 129 Performance Events Practicum 3 – Active participation in the Linfield Forensics Program through practice sessions and level three competition in performance of literature events at intercollegiate tournaments. Focus on improving skills in dramatic and humorous performance. *1 credit. (EL)*

TCCA 130 Interpersonal Communication – Theory and application of skills in relational communication. Emphasis on self-awareness, listening, verbal and nonverbal codes, role competency, conflict management. *3 credits. (IS)*

TCCA 140 Public Speaking – Effective and ethical presentation of ideas to an audience. Issues of First Amendment rights and responsibilities and the role of persuasive discourse in effecting individual and societal change. Theory and practice of audience adaptation, message organization, language use, and delivery. Classroom speeches and evaluation. *3 credits. (IS)*

TCCA 151 Public Speaking Events Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. *1 credit. (EL)*

TCCA 152 Public Speaking Events Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. *1 credit. (EL)*

TCCA 153 Public Speaking Events Practicum 3 – Active participation in the Linfield Forensics Program through practice

sessions and level three public speaking competition at intercollegiate tournaments. Focus on improving skills in speech writing and delivery, and impromptu speaking. *1 credit. (EL)*

TCCA 157 Debate Practicum 1 – Active participation in the Linfield Forensics Program through practice sessions and level one debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. *1 credit. (EL)*

TCCA 158 Debate Practicum 2 – Active participation in the Linfield Forensics Program through practice sessions and level two debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. *1 credit. (EL)*

TCCA 159 Debate Practicum 3 – Active participation in the Linfield Forensics Program through practice sessions and level three debate competition at intercollegiate tournaments. Focus on improving argumentation techniques, speaking skills, and current events knowledge. *1 credit. (EL)*

TCCA 220 Performing Literature – Performance studies approach to performing literature. Analysis and performance of selections from various literary genres with emphasis on works of diverse voices in U.S. literature. *Offered spring semester. 3 credits. (CS or US)*

TCCA 230 Intercultural Communication: Global Perspectives – Theory and practice of human communication in a multicultural world. Interdisciplinary and global perspectives on social and cultural contexts of communication. Emphasis on perception, values, enculturation, acculturation, verbal and nonverbal language systems, strategies for effective intercultural interaction. Strongly recommended for students planning to participate in Linfield's Study Abroad programs. *3 credits. (IS or GP)*

TCCA 233 Multicultural Communication in the United States – Theory and practice of human communication in a multicultural world. Emphasis on dynamics of human interaction within and across co-cultures in the United States. Development of communication skills to deal effectively with cultural identity and diversity. *Offered spring. 3 credits. (IS or US)*

TCCA 255 Foundational Theories of Rhetoric and Communication – Introduction to foundational theories of rhetoric and communication. Examination of how humans use or manipulate symbols to convey information, influence attitudes and beliefs, and engender action. Focus on understanding connections between communication and thought, particularly societal values and ethics, the nature of knowledge, and the nature of being and reality. Application of theory to contemporary political, social, and cultural phenomena. *Offered fall. 4 credits. (UQ)*

TCCA 333 Gendered Communication – Current scholarship and controversies in communication and gender research. The interdependence of gender, communication, and culture. Focus on lived experience within U.S. culture through interactive course format. *Offered spring of odd-numbered years. 3 credits. (IS or US)*

TCCA 335 Nonverbal Communication – The processes and effects of nonverbal communication. Research about communication by means of body movement, spatial relationships, vocal cues, touch, and physical appearance. Focus on impact of nonverbal cues in specific communication contexts such as interviews, doctor-patient interactions, and the courtroom. *Offered fall of odd-numbered years. 3 credits. (IS)*

TCCA 340 Persuasion and Social Influence – Rhetorical, psychological, and social principles used to influence behaviors of individuals and groups. Focus on logic and reasoning, structure of arguments, symbols, credibility, motivation, attitude change and ethics. Study of persuasion in public relations and political campaigns, interpersonal contexts and social movements. Includes oral and written projects. *Offered fall. 4 credits. (IS)*

TCCA 353 Topics in Women's Rhetoric – Women's public discourse, including survey of significant female speakers in political, social, and religious contexts. The role of women's public discourse in the process of social change through topics such as Rhetoric of the Women's Movement – 1770-1920, Women's Public Voices – 1960 to present, and Women's Political Campaign Discourse. May be repeated once for credit with different content. *Offered spring of even-numbered years. 3 credits. (US or GP or IS or VP depending on topic)*

TCCA 355 Topics in U.S. Public Address – Study of U.S. public address, including significant speakers in political, social, and religious contexts. The role of public discourse in promoting and accommodating social change through topics such as the discourse of war and peace; presidential discourse, discussion of human rights in the United States, protest rhetoric in the 1960s. May be repeated once for credit with different content. *Offered spring of odd-numbered years. 3 credits. (IS or US or VP depending on topic)*

TCCA 420 Topics in Performance Studies – Methodological approaches to performance studies and the objects or sites of performance those methods presume, construct, and privilege. Techniques for scripting, directing, and presenting public performances in topics such as Performing Ethnography, Performance and Popular Culture, Group Performance, and Performing Gender. May be repeated once for credit with different content. *Prerequisite: junior standing or higher. Offered fall of odd-numbered years. 3 credits. (CS or GP or US)*

TCCA 430 Topics in Human Communication – Human communication theories and how they explain and influence human interaction. Topics such as Organizational Communication, Intercultural Conflict Resolution, Theories of Intercultural Communication, Small Group Communication, Theoretical Perspectives in Relational Communication. May be repeated once for credit with different content. *Prerequisite: junior standing or higher. Offered fall of even-numbered years. 3 credits. (IS or GP or US depending on topic)*

TCCA 455 Rhetorical Theory and Criticism – Examination of major writers, works, and paradigms in the discipline of rhetoric from the Greeks to postmodernists. Rhetorical perspectives that focus on societal values and ethics, the nature of knowledge, and the nature of being and reality. Theory, methods, and varied practices of rhetorical criticism. *Prerequisite: junior standing or higher or consent of instructor. Offered spring of even-numbered years. 4 credits. (UQ, MWI)*

TCCA 476 Senior Seminar – Capstone course integrating theoretical and practical issues of the curriculum. Includes self-assessment; research into graduate school opportunities, internships and other career options; development of research project of "publishable" or "performative" quality with public presentation. *Prerequisites: 255 and senior standing. Offered fall. 3 credits. (MWI)*

Courses Shared by Both Programs

TACA 287 Internship – Supervised work at an appropriate organization as arranged through the department by individual students. Theatre internships in production, front-of-house, or performance activities. Communication Arts internships in the areas of intercultural, interpersonal, political, organizational, or public communication. *Prerequisite: consent of instructor. 1-5 credits. (EL)*

TACA 439 Peer Instruction – Advanced opportunity for outstanding students to assist faculty members in the classroom or laboratory. Focus on course content and pedagogy. *Prerequisites: application and consent of instructor. 3 credits. (S/U) (EL)*

TACA 480 Independent Study – Advanced study in Theatre or Communication Arts arranged with a professor and approved by the director of the area of study. *Prerequisite: consent of department chair. 1-3 credits.*

TACA 487 Capstone Internship – Supervised work at an appropriate organization as arranged individually through the department. Theatre internships in production or performing activities. Communication Arts internships in the areas of intercultural, interpersonal, political, organizational, or public communication. Includes reflective paper. Elective experience for exceptional students. May not be repeated. *Prerequisites: Junior or Senior standing and consent of instructor. 2-5 credits. (EL)*

January Term Off-Campus Courses

TACA or TCCA or THTR 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Past topics have included Politics and Theatre in Ancient Greece, British Theatre, The Ancient Art of Oratory in Italy, and Theatre and Oratory in Italy and Greece. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

Portland Campus

Linfield's Portland Campus is the site of its Nursing major. It is located in the historic Northwest district of Portland, next to Legacy Good Samaritan Medical Center.

The center of campus consists of Peterson and Loveridge Halls. The former houses classrooms, nursing labs, faculty and administrative offices, as well as an art gallery and auditorium. The latter provides residential accommodations for up to 85 students. It also contains the Computer and Educational Media Center, Enrollment Services, Business Office, Student Life offices, faculty offices, meeting and seminar rooms, and a Barnes & Noble Bookstore.

Undergraduate Programs

The Portland Campus offers the Bachelor of Science in Nursing (B.S.N.) degree.

Portland Campus students may also pursue any of the departmentally based minors identified within the academic departments described in the McMinnville Campus section of the catalog so long as they can meet the requirements enumerated therein.

Additional Portland Information

Financial Aid

For Linfield's financial aid policies and procedures, consult the Financial Aid section of this catalog. Those applying for financial aid should use both Linfield codes. Portland Campus code: E00614. McMinnville Campus code: 003198.

Computer Facilities

Computing facilities on the Portland Campus are located in the Computer and Educational Media Center on the second floor of Loveridge Hall and in Room 108 in Peterson Hall. The labs include both Windows and Macintosh operating systems.

Clinical Facilities

Nursing students have access to a wide variety of clinical facilities in the Portland-Metro area. These range from hospitals to public health agencies and provide diverse opportunities for students to gain clinical experience.

Academic Advising

On the Portland Campus, the Office of Enrollment Services assigns faculty advisors for all students. Counseling and other student services may be obtained through the Director of Student Life. Tutoring and study skills assistance are available through the Director of Learning Support Services.

Humanities/Social Sciences

Faculty

William Bestor, Ph.D.
Mary Lee Nitschke, Ph.D., Psychology (Chair)

The goal of the Humanities and Social Sciences is to represent the great tradition of liberal arts education in Linfield's professional school. Those students who wish to broaden their perspectives and enhance their critical faculties will want to explore the offerings in this department.

The Humanities and Social Sciences have two faculty members, one each in Anthropology and Psychology. Their professional expertise ranges widely across such diverse areas of study as the history of ideas, animal-assisted therapy, and the industrialization of Portugal.

Portland Campus students may also pursue any of the minors identified within the academic departments described in the McMinnville Campus section of the catalog as long as they can meet the stipulated requirements.

Departmental Courses

Courses offered by this department, some on a rotating basis, include the following:

AAVC 160 Drawing – *3 credits. (CS)*
ANTH 332 Medical Anthropology – *3 credits. (GP or IS)*
ANTH 410 Topics in Physical Anthropology and Archaeology – *4 credits.*
ANTH 411 Topics in Cultural Anthropology and Linguistics – *4 credits.*
ENGL 308 Topics in Literature – *4 credits.*
HIST 302 Topics in European History: The Holocaust – *3 credit version of 301. (VP or GP)*
HIST 316 History of Mexico – *3 credit version of 315. (VP or GP)*
MUSC 253 Music Cultures of the World – *3 credits. (CS or GP)*
PHIL 245 Aesthetics – *4 credits. (CS or UQ)*
PHIL 430 Topics in Contemporary Philosophy – *3 credits. (UQ)*
PSYC 040 Community Service Activities – *1 credit.*
PSYC 155 Lifespan Development Psychology – *4 credits.*
PSYC 286 Introduction to Developmental Psychology – *4 credits. (IS)*
PSYC 312 Health Psychology – *4 credits.*
PSYC 360 Sexuality: A Developmental View – *3 credits.*
PSYC 385 Psychology of Animal Assisted Therapy – *3 credits.*
PSYC 480 Independent Study and Research – *1-5 credits.*
PSYC 411 Seminar in Gender Psychology (also listed as GENS 411) – *4 credits. (UQ or US)*
PSYC 412 Psychology of Disability and Resilience – *4 credits.*
RELS 110 Approaches to Religion – *4 credits. (UQ or GP)*
SOAN 223 Cultural Environment of Health – *4 credits. (IS or GP)*
SOAN 232 Medicine and Culture – *4 credits. (IS or GP)*

Nursing

Faculty

Henny Breen, Ph.D.
Beverly Epeneter, Ed.D.
Julie Fitzwater, M.N.E. (Visiting)
Carmen Ingulli, M.N.
Melissa Jones, M.S.N.
Susan Juedes, M.S.N. (Visiting)
Kimberly Kintz, D.N.P.
Cheryl Langford, M.S.N.
Barbara Limandri, Ph.D. (on sabbatical spring 2015)
Megan Ludeña, M.N. (Visiting)
Karen Maxwell, M.S.N.
Priya Meyer, M.S.N. (Visiting)
Jeanette O'Brien, Ph.D.
Carol Roberts, M.S.N. (Visiting)
Laura Rodgers, Ph.D. (on sabbatical fall 2014)
Joanna Rowe, Ph.D.
Jan Selliken, N.D. (on sabbatical fall 2014)
Paul Smith, M.N.
Jana Taylor, M.S.
Vivian Tong, Ph.D.
Jacqueline Webb, M.S.N.
Pam Wheeler, Ph.D.
Suchawadee Yimmee, Ph.D.

Dean of Nursing

Mary Kozy, Ph.D.

Associate Dean of Nursing for Instructional Programs

Beverly Epeneter, Ed.D.

Clinical Facilities Administrator and Adjunct Liaison

Julia Mantle, M.S.N.

Clinical Associates

Corrina Emch, M.S.N.
Nancy Hodges, M.S.
Mindy Schiebler, M.N.

Experiential Learning Center

Joyce Betita, M.S.N.
Leanne Duckering, B.S.N.
Melissa Lowther, A.S.
Kristine Rethlake, B.S.N.
Barbara Van Ness, M.S.

To meet the needs of diverse populations seeking the B.S.N. degree, Linfield College and the School of Nursing offer three programs which are based on the same foundational principles and have the same student outcomes. Two of these are pre-licensure programs. The generic pre-licensure program comprises a 4-semester curriculum intended for students who have not completed a bachelor's degree and come to the School of Nursing as undergraduate transfer students. The accelerated pre-licensure program is designed for students who have completed a baccalaureate degree and is offered over the span of 15 calendar months – summer term, fall semester, spring semester and summer term. The R.N. to B.S.N. online program admits licensed registered nurses who have completed a nursing program from a regionally accredited college. The program may be completed in four semesters.

Goals for the Major

Outcomes for the nursing major:

- Build a professional practice informed by the mission and vision of Linfield College and the School of Nursing as well as the standards and values of the nursing profession.
- Apply sound clinical reasoning, reflective practice and evidence-based practice in the provision of holistic nursing care.
- Communicate effectively and collaboratively in professional practice.
- Use a range of information and clinical technologies to achieve health care outcomes for clients.
- Provide effective nursing care that incorporates diverse values, cultures, perspectives and health practices.
- Engage in ethical reasoning and actions that demonstrate caring and commitment to social justice in the delivery of health care to clients in the community.
- Apply principles of stewardship and leadership skills to support quality and safety within complex organizational systems.
- Integrate knowledge of health care policy, populations, finance and regulatory environments that influence system level change within professional nursing practice.
- Incorporate a liberal arts based understanding of local and global health care issues to health promotion, risk reduction, disease and illness prevention and disease and health care management.

The curriculum leads to the degree of Bachelor of Science in Nursing. The nursing program is located on the Portland campus and is designed for transfer students. It is fully accredited by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education.

Admission to the Pre-licensure Programs

Linfield College offers admission into the Linfield-Good Samaritan School of Nursing as a transfer student. All applicants must apply directly to Linfield College Portland Campus. Admission is competitive.

For admission consideration, applicants must meet all the following criteria:

1. Completion of all prerequisite course requirements by the date posted on the application calendar: BIOL 210, 211 or CHEM 210, 211; BIOL 212, 213; BIOL 275 or 361; HHPA 280; INQS 125; MATH 140; PSYC 155 (McMinnville course offerings). Note: CHEM 210 is a prerequisite for BIOL 361. Transferable prerequisites from other Oregon and Washington colleges are listed on the Portland Campus website: www.linfield.edu/portland/enrollment-services/admission.
2. Completion of the following proficiency by the date posted on the application calendar: microcomputer applications or COMP 120.
3. At the time of application and the date posted on the application calendar, a minimum grade of C in each of the prerequisite course requirements (a grade of C- is not acceptable).
4. At the time of application and the date posted on the application calendar, a minimum 3.00 GPA for all transferable prerequisite course requirements. (Linfield curriculum, paracurricuar and elective courses excluded.)
5. By the date posted on the application calendar, a minimum 62 semester credits or 93 quarter credits of transferable coursework completed.

Additional provisions:

- For students who are progressing towards completion of academic requirements, admission decisions are contingent upon successful completion of all requirements prior to the program start date.
- Linfield students currently enrolled on the McMinnville campus will be admitted to the nursing major pending space availability if they are in good standing at the college and meet all nursing applicant criteria. Admission will be competitive, based on college academic record and supporting application materials if there are more applicants than spaces available. McMinnville Campus students are required to submit a Linfield College Intercampus Nursing Application by the nursing application deadline. Students who transferred to the McMinnville campus from another program must show that 30 semester hours will be completed at the McMinnville campus in order to be considered a resident Linfield student.
- Students transferring from other institutions may obtain application information from the Portland Campus admission website: www.linfield.edu/portland/enrollment-services/admission.
- Students who have been denied admission to the School of Nursing from the general application pool are not eligible to gain entry to the nursing major by establishing resident student status through enrollment at the McMinnville Campus. Such a student may only reapply for admission to the nursing major through the general application pool.
- All admitted nursing students will be assigned to a specific curriculum plan based on prior academic work completed and available space. Start terms include summer, fall and spring.
- Applicants who were enrolled in an accredited school of nursing within the past two years may apply for admission, provided they meet the applicant criteria as well as provide a letter from the dean/director of the previous school stating the student was in good standing and would have been allowed to progress in the program.

After admission to the nursing major, students must:

1. Submit a health information form from a health care provider including proof of appropriate immunizations. (Requirements subject to change.)
2. Provide proof of current chest X-ray or TB screening test. An annual TB screening test is required until completion of the nursing program.
3. Submit documentation of current CPR certification – American Heart Association Basic Life Support for Healthcare Providers. Each student is responsible for biennial recertification until completion of the nursing program.
4. Provide proof of nursing liability insurance or annual purchase of such insurance through the college.
5. Provide annual completion of StudentMax learning modules and documentation of clinical site specific requirements.
6. Indicate consent or withholding of consent for use of student papers.
7. Provide verification of criminal background checks prior to the program start date. (Refer to LGSSON Student Manual.)
8. Submit signed Essential Functions document.

Requirements for the Pre-licensure Programs

Required Courses for the Pre-licensure Programs: 54 credits earned in 305, 315, 320, 335, 355, 365, 375, 395, 425, 435, 445, 455, 460, 470, and 475.

Progression in the Pre-licensure Programs: A student's progression through the nursing program requires achieving appropriate grades in courses and retaining approval by the nursing faculty that the student is qualified in all relevant respects to practice nursing safely and competently. Students may not be admitted to or progress in the nursing major if they are on academic probation with the college.

Students must earn a B.S.N. GPA of at least 2.50 and a grade above C- in 305, 315, 320, and 335 to progress to 355, 365, 375, and 395.

Students must earn a B.S.N. GPA of at least 2.50 and a grade above C- in 355, 365, 375, and 395 to progress to 425, 435, 445, and 455.

Students must earn a B.S.N. GPA of at least 2.50 and a grade above C- in 425, 435, 445, and 455 to progress to 460, 470, and 475.

- Progression is contingent upon satisfactory completion of prescribed prerequisites. A grade of "incomplete" in any prerequisite course will make the student ineligible for enrollment in succeeding courses until the "incomplete" is converted to a satisfactory passing grade.
- Students seeking to graduate from the Linfield nursing program must receive a grade above C- in 460, 470, and 475.
- Any student earning a grade of C- or below in a required nursing course on two separate occasions, whether as a second grade of C- or below upon repeating a required nursing course, or a grade of C- or below in two different required nursing courses, will be dismissed from the nursing major.

R.N. to B.S.N. Program of Study

The R.N. to B.S.N. program is designed for Registered Nurses (R.N.s) seeking a B.S.N. degree. Requirements include a 2.75 GPA and a current unencumbered registered nurse license in the state in which the clinical preceptorship is completed.

Admission process and completion of program requirements:

1. Prospective students should contact the Division of Continuing Education (DCE) and discuss program prerequisites with an academic advisor. Prospective students apply for admission to the college while completing prerequisite courses.
2. Apply for admission to the R.N. to B.S.N. program of the School of Nursing through student services in DCE.
3. Successfully complete 308. Upon completion of this course, 32 hours of credit for prior learning in nursing coursework will be awarded. Credit for Prior Learning (CPL) fees apply.
4. Complete required courses for R.N. to B.S.N: Total of 56 credits earned. 32 credits prior learning and 24 credits earned in 308, 310, 321, 462, 472, and 476.
5. Complete a minimum of 30 semester credits at Linfield College (35 credits if student has completed a previous bachelor degree) to fulfill the residency requirement.
6. Complete remaining B.S.N. and Linfield Curriculum requirements. Students must earn a B.S.N. GPA of at least 2.50 and a grade above C- in Linfield courses.
7. Accrue a minimum of 125 semester credits required for graduation.

After admission to the nursing major, and before registering for 308, students must:

1. Provide proof of current unencumbered registered nurse license in the state where clinical experiences will occur.
2. Provide verification of criminal background checks prior to the program start date. (Refer to LGSSON Student Manual.)
3. Submit signed Essential Functions document.
4. Purchase annual nursing liability insurance through the college.
5. Indicate consent or withholding of consent of use of student papers.

Before registering for 476, students must submit:

1. A health information form completed by a health care provider including proof of appropriate immunizations. (Requirements subject to change.)
2. Proof of current chest X-ray or TB screening test.
3. Current CPR certification – American Heart Association Basic Life Support for Healthcare Providers or American Red Cross First Aid/CPR/AED for Professional Rescuers.
4. Completion of StudentMax learning modules and clinical site specific requirements.

Honors and Awards

The Senior Honors in Nursing Award and the R.N. to B.S.N. Senior Honors in Nursing Award are given to outstanding seniors selected by the faculty based on the following criteria:

(1) cumulative grade point average of at least 3.50 based on required nursing courses, and (2) exceptional performance in clinical practice as a provider of nursing care, planner/manager/coordinator of care, and member of the nursing profession.

Other awards that may be given include the Award for Professional Excellence and the Wilma Pope Alumni Award.

Applicants with Criminal Conviction Histories

The Oregon State Board of Nursing may deny nurse licensure to persons with criminal arrest or conviction histories. Contact the Board for information at (971) 673-0685.

Other Nursing Expenses

Nursing students must purchase malpractice insurance annually. Students admitted or progressed to courses in the Nursing major must purchase uniforms and nursing equipment and the immunization tracker. Students are responsible for providing their own transportation to and from clinical sites. If a student chooses to drive a personal vehicle, the student is responsible for operating the vehicle in compliance with local, state and federal regulations including Oregon State laws regarding automobile insurance. Parking fees associated with clinical practice are also the responsibility of the student. In addition, pre-licensure students must purchase assessment exams and nursing exams at each level as well as a SimChart subscription and pay a high fidelity simulation fee each semester. Students are responsible to cover costs incurred for post bloodborne pathogen exposure follow-up.

Paracurricular Courses

NURS 009 Assistants in Research Activities – An opportunity to assist researchers in carrying out health related research. *1 credit. (EL)*

NURS 010 Creative Stress Management – Education in simple, specialized techniques for mind calming and body relaxation; assessment of individual and environmental stressors; problem solving strategies that foster analytical, critical, and creative thinking as well as intuitive processes; stress management skills in the clinical setting. *1 credit. (EL)*

NURS 015 Health Care Terminology – Introduction to the principles of health care terminology. *1 credit. (EL)*

NURS 020 Dosage Calculation – Focus on critical thinking in relation to dosage calculation. Practice with conversions between metric, apothecary, and household measurements. Oral, parenteral, and intravenous dosages for both the adult and the pediatric client. *1 credit. (EL)*

NURS 025 Testing Skills for the NCLEX-R.N. Exam – Preparation for Senior Review Course. Assessment of baseline English, math, and/or test taking abilities. Individualized remediation. *Prerequisite: senior standing. 1 credit. (EL)*

NURS 030 Spanish Health Care Terminology – Spanish vocabulary and discursive structures utilized in health professions for basic communication and client assessment. Previous knowledge of basic Spanish language vocabulary and structures recommended. *Prerequisite: consent of instructor. 1 credit*

NURS 040 Community Service Activities – Community service activity focused on assisting agencies that provide health services necessary for the well-being of the community. *1 credit. (EL)*

NURS 050 Experiential Learning Center Student Mentor – Provides students opportunity to learn and develop mentoring skills (how to coach, reinforce learning, and support nursing students who are learning clinical skills). May be taken three times for credit. *1 credit.*

NURS 060 Graduate Career Opportunities in Nursing – Exploration of career opportunities in nursing practice, education, administration, and research available with graduate degrees in nursing. *1 credit.*

NURS 090 Computer Skills for Nurses – Introductory skills in the use of computers, with applications useful to the practice of nursing. *1 credit. (EL)*

Major Courses

NURS 305 Foundations of Community-based Nursing Practice – Foundational concepts of community-based nursing in preparation for reflective professional practice. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 1. Prerequisite: Admission to the School of Nursing. Corequisites: 315, 320, 335. 4 credits.*

NURS 308 RN-BSN Transition to Professional Nursing Practice – A transition to baccalaureate nursing practice for the Registered Nurse student. Builds on previous knowledge and skills applicable to the practice of professional nursing. Fees may apply. ***R.N. to B.S.N. Program:*** *Semester 1. Prerequisite: Admission to the School of Nursing. 6 credits.*

NURS 309 Transition to Professional Nursing Practice – A transition to baccalaureate nursing practice for the Registered Nurse student. Builds on previous knowledge and skills applicable to the practice of professional nursing. Fees may apply. ***R.N. to B.S.N. Program:*** *Semester 1. Prerequisite: Admission to the School of Nursing. 6 credits.*

NURS 310 RN-BSN Professional Communication in Diverse Communities – Preparation for professional practice including communicating with clients and collaborating with other professionals in interdisciplinary settings. Lecture/Discussion. Fees may apply. ***R.N. to B.S.N. Program:*** *Semester 2. Prerequisite: 308. 3 credits.*

NURS 315 Professional Communication in Diverse Communities – Preparation for professional practice including communicating with clients and collaborating with other professionals in interdisciplinary settings. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 1. Prerequisite: Admission to the School of Nursing. Corequisites: 305, 320, 335. 2 credits.*

NURS 320 Scholarship of Nursing – Concepts necessary to engage in evidence-based nursing practice including the research process and scholarly communication. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 1. Prerequisite: Admission to the School of Nursing. Corequisites: 305, 315, 335. 3 credits. (QR)*

NURS 321 RN-BSN Scholarship of Nursing – Concepts necessary to engage in evidence-based nursing practice including the research process and scholarly communication. Lecture/Discussion. Fees may apply. ***R.N. to B.S.N. Program:*** *Semester 2. Prerequisite: 308. 3 credits. (QR, MWI)*

NURS 335 Integrated Experiential Learning I – Skills for safe clinical nursing practice by using experiential learning in clinical and simulated laboratory settings that promotes integration of semester one concepts. Lecture/Discussion, lab. $648 fee. ***Pre-licensure Programs:*** *Semester 1. Prerequisite: Admission to the School of Nursing. Corequisites: 305, 315, 320. 6 credits (1 theory, 5 lab).*

NURS 355 Nursing Care of Children, Adults and Older Adults with Chronic Conditions – Essential knowledge of concepts, theories, and clinical practice necessary to make sound clinical judgments when providing nursing care to persons with chronic conditions, their families, and caregivers. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 365, 375, 395. 3 credits.*

NURS 365 Clinical Pathophysiology and Pharmacology for Nursing Practice I – Application of concepts of pathophysiology and pharmacology within the context of nursing care of clients with prevalent chronic and mental health conditions. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 355, 375, 395. 2 credits.*

NURS 375 Integrated Experiential Learning II – Preparation to use sound clinical judgment in providing nursing care with clients experiencing chronic health conditions and mental health conditions in a variety of settings. Promotes integration of semester two concepts. $130 fee. ***Pre-licensure Programs:*** *Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 355, 365, 395. 6 credits (lab).*

NURS 395 Mental Health and Illness Across the Lifespan – Examine promotion of mental health, disease prevention, treatment and nursing care management of mental illness in diverse populations across the lifespan. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 2. Prerequisites: 305, 315, 320, 335. Corequisites: 355, 365, 375. 2 credits.*

NURS 425 Transitions and Decisions: Pregnancy, Birth and End of Life Care – Essential concepts, knowledge and skills to care for clients and their families during major life transitions of pregnancy, birth and end of life. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 3. Prerequisites: 355, 365, 375, 395. Corequisites: 435, 445, 455. 2 credits.*

NURS 435 Integrated Experiential Learning III – Planning and delivery of nursing care that is evidence based, prioritizes needs and goals, demonstrates skill proficiency, and considers ethical and cultural implications. Promotes integration of semester three concepts. $175 fee. ***Pre-licensure Programs:*** *Semester 3. Prerequisites: 355, 365, 375, 395. Corequisites: 425, 445, 455. 6 credits (lab).*

NURS 445 Clinical Pathophysiology and Pharmacology for Nursing Practice II – Application of concepts of pathophysiology and pharmacology as a foundation for nursing care of clients with prevalent acute health conditions and episodic events. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 3. Prerequisites: 355, 365, 375, 395. Corequisites: 425, 435, 455. 2 credits.*

NURS 455 Nursing Care of Children, Adults and Older Adults with Acute Conditions – Essential concepts, theories and clinical practice necessary to make sound clinical judgments when providing care to persons with acute conditions and their families. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 3. Prerequisites: 355, 365, 375, 395. Corequisites: 425, 435, 445. 3 credits.*

NURS 460 Population-based Nursing in a Multicultural and Global Society – Health care issues and interventions from multicultural, domestic and global perspectives. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 4. Prerequisites: 425, 435, 445, 455. Corequisites: 470, 475. 2 credits.*

NURS 462 RN-BSN Population-Based Nursing in a Multicultural and Global Society – Health care issues and interventions from multicultural, domestic and global perspectives. Lecture/Discussion. Fees may apply. ***R.N. to B.S.N. Program:*** *Semester 3. Prerequisites: 310, 321. 3 credits.*

NURS 470 Leading and Managing in Nursing – Principles of organizational health care management, health care policy, and the role of the nurse leader in health care organizations. Lecture/Discussion. Fees may apply. ***Pre-licensure Programs:*** *Semester 4. Prerequisites: 425, 435, 445, 455. Corequisites: 460, 475. 3 credits. (MWI)*

NURS 472 RN-BSN Leading and Managing in Nursing – Principles of organizational health care management, health care policy, and the role of the nurse leader in health care organizations. Lecture/Discussion. Fees may apply. ***R.N. to B.S.N. Program:*** *Semester 3. Prerequisites: 310, 321. 3 credits. (MWI)*

NURS 475 Integrated Experiential Learning IV – Immersion experience in nursing. Experiential learning that incorporates simulation and practice in leadership, management and population-based nursing care in a multi-cultural and global society. ***Pre-licensure Programs:*** $124 fee. *Semester 4. Prerequisites: 425, 435, 445, 455. Corequisites: 460, 470. 8 credits (lab).*

NURS 476 RN-BSN Integrated Experiential Learning IV – Immersion experience in nursing. Experiential learning that incorporates simulation and practice in leadership, management and population-based nursing care in a multi-cultural and global society. ***R.N. to B.S.N. Program:*** $100 fee. *Semester 4. Prerequisites: 462, 472. 6 credits (lab).*

Note: Not all courses offered every semester.

Nursing Elective Courses

NURS 130 Substance Abuse Issues for Health Professionals – Exploration of substance abuse issues with individuals and their families. Emphasis on the role of the health care professional as part of an interdisciplinary team. *3 credits.*

NURS 195 Health Care Perspectives in Death and Dying – Findings, theories, and nursing skills related to death, dying, and bereavement, with attention to values and ethical questions, as well as technological, social, economic, and political issues. *3 credits. (UQ)*

NURS 223 Nursing Care of Clients in the Hispanic Community – Professional nursing care of Hispanic population. Focus on topics such as religion, access, communication, economics, and politics in relation to health. Application in a local Hispanic community setting. Enrollment limited by practicum space. *Prerequisites: 213, 206. Spanish language skills useful, but not required. 2 credits.*

NURS 240 Nursing Perspectives on Survivors of Violence – The survivor's experience of violence, with emphasis on developing self-awareness as an essential component of providing nursing care to survivors of violence. *2 credits.*

NURS 241 Brain, Mind, and Society – Focuses on the interplay of neurological processes that influence individual thought, emotion, and behavior in concert with social and environmental demands. This course is not offered to students who have completed PSYC 282 or 325 or 382. *Offered spring of odd-numbered years. 3 credits.*

NURS 245 Evolution of Nursing – Exploration of selected aspects of nursing history, including the contributions of religious orders and culturally and ethnically diverse nurses, and their effects on contemporary nursing. *3 credits. (VP)*

NURS 291 Holistic Nursing: Practicing Healthy Living and Healing – Theories and concepts necessary for understanding holistic principles. Recognition that holism is a way of being. Application of holistic principles in students' personal and professional roles. *2 credits.*

NURS 312 Feminist Ethics in Health Care – See PHIL 312. *3 credits.*

NURS 343 Health Disparities among Vulnerable Populations and Health Care Practice – Focus on culture and socio-economic status (SES) as context influencing health of various social, ethnic, cultural, and other vulnerable groups. Exploration of influences that dictate access to and use of health care resources, and that add to health disparities. Students encouraged to examine their own cultural heritage and life trajectories to build basis for understanding those of others. *3 credits.*

NURS 345 Spiritual Perspectives of Nursing – Study of various religious orientations in relation to health, illness, and nursing care. Nursing as a means of addressing clients' spiritual needs in relation to pain, suffering, and death. *Prerequisites: 103 and 106. 2 credits.*

NURS 348 Gerontological Nursing – In-depth gerontological nursing theory. Students explore knowledge from nursing and other scientific and humanistic disciplines in providing nursing care for the older adult client in the context of family, group, and community. Lab optional. *Prerequisites: 103 and 106. 2 credits.*

NURS 358 HIV Nursing: Caring and Concepts – Overview of HIV infection including current concepts and analyses of societal impact from both global and local perspectives. Examination of development of therapeutic tools and skills to educate, reduce risks, control infection, and affect care and healing of adult and children clients, family members, and community from a nursing perspective. *3 credits. (UQ)*

NURS 360 Family Violence and the Nurse's Role – Family violence as a multifaceted problem within the broader social context, with focus on theories, research, and nursing practice. The nurse's role in working with those involved in partner, child, and elder abuse. *Prerequisite or corequisite: 395. 2 credits.*

NURS 362 Palliative Care Nursing – Overview of palliative nursing as a scientific and humanistic approach to caring for individuals experiencing life-limiting illness. Examines approaches to care that combine compassion with quality care measures that address physical, psychological, social, spiritual, cultural, and existential aspects of holistic care of the individual and family across the lifespan. ***Pre-licensure Programs:*** *Prerequisite: 355.* ***R.N. to B.S.N. Program:*** *Prerequisite: 308 or consent of instructor. 3 credits. (UQ)*

NURS 440 Oncology Nursing – Application of the nursing process to adult clients with cancer and with their families. *Prerequisites: 425, 435, 445, 455. 2 credits.*

NURS 442 Topics in Family Nursing – Selected maternal-child conditions and nursing care. *Prerequisites: 313, 316. 2 credits.*

NURS 450 Nursing Care in Sudden Illness and Trauma – Application of the nursing process to individuals across the lifespan who are experiencing trauma or sudden illness. $50 fee. *Prerequisites: 313, 316. 2 credits.*

NURS 461 Clinical Ethics Laboratory – Critical thinking about current ethical problems within the context of clinical practice. Includes issues across the lifespan and within a variety of cultures. *Corequisites: 460; junior standing. 1 credit.*

NURS 480 Independent Study – For students with advanced standing who want to continue to investigate topics of interest developed in required nursing courses or to study material not specifically addressed in other nursing courses. *Prerequisite: consent of instructor. 1-5 credits.*

NURS 497 Critical Care Nursing – Nursing for adults within a critical care environment. Application to clients with multiple life-threatening health problems requiring continuous nursing management. *Corequisites: 313, 316. 2 credits.*

January Term Off-Campus Courses

NURS 198, 298, 398, 498 Special Topics in January term off-campus courses – Topics vary according to faculty availability and interest. Offered only as student interest and college resources permit. May be repeated for credit with different topics. *4 credits.*

Division of Continuing Education

Director
Laura Brener, M.A.

The Division of Continuing Education (DCE) Adult Degree Program (ADP) offers working adults the opportunity to earn a Linfield bachelor's degree. Majors are available in Accounting, Business Information Systems, International Business, Management, and Marketing. Each major is available in a B.A. or a B.S. degree program. Students may also elect a minor in Environmental Studies, Global Health, or Health Administration. An online R.N. to B.S.N. program is open to registered nurses with active R.N. licenses.

Certificates are available in Accounting, Computer Information Systems, Global Health, Health Administration, Human Resource Management, and Marketing.

The DCE summer term meets the needs of Linfield residential students who wish to complete Linfield coursework over the summer through evening, weekend and online courses.

Washington Authorization

Linfield College is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Lifield College to advertise, recruit and offer field placements for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Academic Policies and Procedures

Except when the contrary is explicitly indicated, all provisions of the Academic Policies and Procedures section of this catalog are applicable to the degrees offered through the Division of Continuing Education. (See page 11). Some of these exceptions are repeated below. Additional information is outlined in the DCE Student Handbook.

Admission

Those interested in pursuing a degree through the Division of Continuing Education's ADP may write, call or email the Office of the Division of Continuing Education for an information packet. Complete program information and application forms are also on the website (www.linfield.edu/dce). Applicants to Linfield College's Adult Degree Program must have official transcripts sent from all regionally accredited post-secondary institutions that they have previously attended.

In order to be admissible, an applicant must have a cumulative GPA from all past college coursework at or above a 2.0 on a 4.0 scale. Students who have never attended a regionally accredited college must provide proof of a high school diploma, GED, or equivalent. Exceptions must be petitioned through the Student Policies Committee.

Due to federal regulations governing online programs and international students, applicants who are not U.S. citizens or who are not permanent residents in the U.S. may not be admitted to an online program through Linfield's Adult Degree Program while they are visiting the U.S.

Applicants who are non-native English speakers will be required to show evidence of English proficiency prior to admission. Applicants with TOEFL scores of 550 (paper)/80 with writing subscore of 24 (iBT), or IELTS 6.5 and IELTS academic writing subscore 7.0, are generally eligible for admission with a minimum grade point average of 2.00 in previous college work.

Prospective students may choose to take a Linfield Essay Test in place of the TOEFL. Those who earn a score of 0-3.5 out of a possible 6 on the essay test are not admissible to Linfield. Those who earn a score of 4-5.5 are admitted and are required to complete INQS 126 Inquiry Seminar within their first year in the program. Students who score higher than 5.5 are admitted with no restrictions.

Advising

Students may call the Division of Continuing Education at 1-800-452-4176 to identify an advisor.

Credit for Prior Learning

Many adults have acquired college-level learning through experiences outside the classroom. Students may earn academic credit for this learning by demonstrating knowledge and skills in the following ways: (1) a credit for prior learning portfolio for a maximum of 31 semester credits (note that the 30-semester-credit residence requirement still applies) and (2) challenge exams and CLEP exams (up to 30 semester credits combined).

Linfield Entry Colloquium (IDST 008)

This one-credit online course is required within a student's first year of class attendance. Topics focus on academic and personal issues unique to adult re-entry students with emphasis on developing coping skills for the tasks ahead.

Linfield Curriculum Requirements

ADP students must satisfy the requirements of the Linfield Curriculum as outlined in the Academic Policies and Procedures section of this catalog, pages 6-9.

Independent Study

ADP students must have completed 10 credits at Linfield before they will be permitted to undertake an independent study. For a description of the Independent Study option, see the Academic Policies section of this catalog, page 15.

Financial Aid

Students seeking to receive Title IV financial aid must have a high school diploma or a recognized equivalent under federal regulations. Alternatively, students may have completed a minimum of 60 transferrable semester credits at the community college level. Official transcripts must be provided in order to determine transferrable credits. Transferrable credits are ones that may be transferred according to Linfield College policy toward a Linfield degree.

Students may contact the DCE Office for further information about eligibility and application procedures for financial aid.

Summer Term

Summer courses are scheduled to meet the needs of students from all three areas of the Linfield community: McMinnville Campus, Portland Campus, and DCE. Courses are chosen from

Linfield Curriculum areas and major requirements, and the term lasts 9 weeks. In addition to evening, weekend and online courses, students may participate in regional and international travel courses.

Costs

Tuition		$450 per credit
Audit		225 per credit
Online fee		50 per credit/maximum 150 per course
Late Registration Fee		50
Application Fee – Degree		100
Application Fee – Certificate		50
Major Change Fee		50
Credit by Examination		395
Evaluation Fee (CPL, ACE)	(per semester credit)	40
Mini Portfolio	(3-5 credits)	75
Portfolio Submittal	(0-15 credits)	325
	(16-24 credits)	425
	(25-31 credits)	525
R.N. to B.S.N. Program		
Liability Insurance Fee		60 Billed annually at registration beginning with NURS 309
NURS 309 non-refundable deposit		200
NURS 475 clinical placement fee (applied as a course fee)		100

Refunds

Students must contact the DCE office to drop a class and request a refund. Students receive a 100% tuition refund if they drop a DCE class before the end of the first week of the semester or term or by the end of the first weekend of a weekend class. No refunds shall be issued after 60% of a period of enrollment has passed. Fees for travel courses and online course fees are generally not refundable after the last day of registration.

R.N. to B.S.N. Deposit

A non-refundable deposit of $200 is required to secure registration in NURS 309. The deposit will be applied to the student's Linfield College account. Should NURS 309 reach capacity prior to the scheduled deadline, students making deposits will have the option to be wait listed and be transferred to the priority list for the following term. Deadlines for deposits (due in the DCE office) are as follows: July 1 for the Fall cohort, December 1 for the Spring cohort, and April 1 for the Summer cohort.

If a student does not submit the $200 non-refundable deposit, registration into NURS 309 will be processed on a rolling basis, determined by the date of registration, until the course limit is reached. For additional information related to this process contact an academic advisor.

Degree Programs

To earn a B.A. or B.S. degree, a candidate must complete the degree requirements for all campuses listed on pages 5-9.

Degree programs offered through DCE may be completed on a part-time basis. Courses are taught by full-time Linfield faculty members, qualified people from the faculties of other institutions of higher learning, or practicing professionals or business people. Adjunct faculty are selected by the academic departments of the college to deliver the quality education long associated with the traditional residential program of Linfield.

Courses are offered during the entire year, including summer. Traditional classes meet in the classroom one evening per week or on weekends. Many courses are available online, and some majors may be completed entirely online.

Arts & Humanities: Goals for the Major

Students are no longer being admitted to the Arts and Humanities major. Students currently enrolled in this major will be supported through the completion of their programs.

In successfully completing a major in arts & humanities, a student will:

- be conversant with major figures and periods in Western/World Civilization;
- have learned to research and think critically about philosophical arguments, literary genres, and/or works of art;
- have developed information literacy skills and skills in oral and written discourse to allow effective communication of that knowledge to others, both inside and outside academic contexts;
- have completed a major research project which draws from at least two but no more than three humanities disciplines to focus on a particular artifact; and
- demonstrate competence in a language other than English.

Requirements

Arts & Humanities is an interdisciplinary major requiring 40 semester credits in courses in art, theatre and communication arts, English, mass communication, modern languages, music, philosophy, and religion. At least 21 credits must be in Linfield courses, and at least 15 credits must be in courses numbered 300 or above. Courses counting towards the major may be drawn from two or three departments with no more than 20 credits from any one department. The 40 credits in the major will include a senior seminar and senior project. Arts & Humanities majors must fulfill the bachelor of arts requirements. (See page 5.)

Business: Goals for the Core Curriculum

In successfully completing a major in the department of business, students must:

- Appreciate ethical, legal, and global aspects of business,
- Apply knowledge of the management and strategy of organizations,
- Demonstrate literacy in accounting,
- Understand the role of marketing, and
- Demonstrate competency in financial analysis.

Requirements for Majors Offered in the Business Department

The Division of Continuing Education offers majors in accounting, management, marketing, and international business. See page 44 for details.

Business Information Systems: Goals for the Major

In successfully completing a major in business information systems (BIS), a student will demonstrate:

- understanding of the fundamental principles and concepts of computer science;
- in-depth knowledge of software development, networks and systems development and administration, and information management;
- ability to plan, design, implement, and maintain a hardware, software, or networked project both individually and as part of a group;
- ability to work in multiple programming environments, software development languages, and design paradigms;
- ability to orally present information and write clearly;
- ability to develop in-depth understanding of at least one specialty area of computer science through independent research and, wherever possible, internships;
- ability to understand and function well in an industrial or commercial environment through attachments or internship; and
- ability develop personal skills, planning and time management skills, problems solving and decision-making skills.

Requirements

The major in Business Information Systems is an interdepartmental program combining studies in computer information systems from the Department of Computer Science with business courses from the Department of Business. The curriculum, based on the Data Processing Management Association model, places strong emphasis on business problem solving through systematic analysis and management of the system development process.

Required for the major: COMP 101, 152, 250, 302, 310, 382, 400, 404, 484; ECON 210; BNAC 260, 261; BNMG 301; BNMK 321; BNFN 341.

At least 12 credits of computer course work and 9 credits of management course work must be taken from Linfield. Students majoring in BIS must also meet the Business Department mathematics and statistics proficiency requirements.

Social & Behavioral Sciences: Goals for the Major

Students are no longer being admitted to the Social and Behavioral Sciences major. Students currently enrolled in this major will be supported through the completion of their programs.

In successfully completing a major in social & behavioral sciences, a student will have:

- the disposition to think critically and responsibly about the world and the place of humans as social beings within it;
- the sociological imagination to see the connections between individual lives and the social forces which impact them;
- an awareness of the major issues, problems, and questions that have provoked the emergence of the human sciences over the past two centuries;
- the skills in oral and written discourse to allow effective communication of that knowledge to others, both inside and outside academic contexts; and
- the ability to access, organize, scrutinize critically, and analyze knowledge about humans as social beings and about the social groups to which humans belong and from which they derive their social identities.

Requirements

Social & Behavioral Sciences is an interdisciplinary major requiring 40 credits in courses from the departments of Economics, Business (approved courses only), History, Political Science, Psychology, and Sociology/Anthropology. Students must complete at least 21 semester credits of their major through Linfield courses. A minimum of 15 credits must be in courses numbered 300 or above. Courses counting towards the major may be from two or three departments, with no more than 20 credits from any one department. Included in the 40 credits is a research methods class and a senior research project.

R.N. to B.S.N. Program

The R.N. to B.S.N. Program is designed for Registered Nurses (R.N.s) who are seeking the B.S.N. degree. See page 131 for details.

The Minor in Environmental Studies

The Division of Continuing Education offers a minor in Environmental Studies. See page 65 for details.

The Minor in Global Health

The Division of Continuing Education offers a minor in Global Health. See page 68 for details.

The Minor in Health Administration

The Division of Continuing Education offers a minor in Health Administration. See page 68 for details.

Certificate Programs

DCE students may complete certificates in Accounting (post-baccalaureate only), Computer Information Systems, Global Health, Health Administration, Human Resource Management, and Marketing. Each certificate program consists of a cluster of four to eight courses (12-24 credits). No more than one of the required certificate courses may be earned by portfolio or through coursework transferred from another institution. No more than one course may be used to fulfill both certificate and major requirements.

Students enrolled in degree programs on the McMinnville or Portland campus are not eligible for DCE certificates.

Certificate Requirements

Accounting (post-baccalaureate only). Requires completion of the following: BNAC 361, 362, 461, 466, 468, and 469. (BNAC 260 and 261 are prerequisites for beginning required certificate courses.)

Computer Information Systems. Software Engineering Track requires completion of the following: COMP 101, 152, 302, 310, and 400. Database Administration Track requires completion of the following: COMP 101, 152, 250, and 450. Web Application Development Track requires completion of the following: COMP 101, 152, 302 or 250, 310, and 400.

Global Health. Requires completion of the following: 24 credits including HSCI 250, 320, 330, 340, 431, 485, and 6 credits from 2 approved global health field experiences in 2 different settings. These 2 global health experiences can be either part of an approved course or internship or by other equivalent documentation.

Health Administration. Requires completion of the following: 26 credits, including HSCI 250, 320, 330, 340, 420, 485, at least 2 credits from 487 or an approved volunteer or paid experience, and 6 credits from HHPA 422, ENVS 450/HSCI 450, 398/498 or an approved equivalent 4-week intensive global health field experience, 431. With the permission of the coordinator of health

administration certification, one-time offerings or other elective courses may be substituted for two of the required courses with adequate documentation demonstrating that the student has mastered these courses and skills.

Human Resource Management. Requires completion of the following: BNMG 301, 405 (prerequisite of MATH 140), plus two courses from BNSS 380, BNMG 407, and BNMG 436 (depending on topic).

Marketing. Requires completion of the following: BNMK 321, plus two courses from BNMK 420, 421, 426, and 427.

Honors

Alpha Sigma Lambda

Founded in 1945, Alpha Sigma Lambda is a national honor society which recognizes the achievements of adults who accomplish academic excellence while balancing competing interests of home and work, The Linfield College Adult Degree Program's Pi Lambda chapter was chartered in April 2012. New members are elected to the chapter each year from among those students seeking a bachelor's degree in the Adult Degree Program who (1) have earned a minimum of 24 credits at Linfield, (2) are in the top 20% of all ADP students who meet the 24 credit criterion, and (3) have a Linfield GPA of at least 3.50.

Financial Aid

Helping students enroll in and graduate from Linfield College is the mission of the Office of Financial Aid. Financial aid is based on the financial situation of the student and family. Over ninety percent of the students attending Linfield receive some form of financial assistance. Seventy percent of the students attending receive financial assistance based on their financial aid eligibility, or "financial need."

Academic scholarships are available to the best-qualified applicants each year, regardless of eligibility for other types of financial aid. Linfield offers several different academic scholarships, explained in the section headed "Academic Scholarships for First-Year Students or Transfers." Athletic participation is not considered in the awarding of scholarships.

Financial aid is available after determining a student's financial aid eligibility. These financial aid types are explained in the section headed "Need-Based and Non Need-Based Financial Aid."

Eligibility for and packaging of need-based and merit financial aid will be comparable for students admitted under Early Action and Regular Decision admission programs.

Linfield operates two separate financial aid offices. Students attending the McMinnville campus (Arts, Sciences, and Professional Programs) or any of the Adult Degree Program locations including Portland's ADP site (Online Degrees and Certificates) will work with the McMinnville Office of Financial Aid, and those students attending the Portland campus (School of Nursing) will work with the Portland Campus Office of Financial Aid. Though federal and state financial aid regulations have consistent rules, each office has independent operational procedures and different institutional funding sources. Students moving from one campus to another after completing a semester or more of attendance may note differences in funding sources with their financial aid awards.

Both Linfield Offices of Financial Aid work in accord with one another and commit to ensuring that if individual sources of financial aid such as scholarships, grants, loans, or work study vary in amount from one campus to another, the total award will be as consistent as possible. One fund type that may not be equal for transfers between the McMinnville and Portland campuses is the Federal Supplemental Educational Opportunity Grant (FSEOG), as funding levels vary between the two programs. Other financial aid sources may vary from year to year depending on eligibility for specific funding and priority dates. Please note that the Music Achievement Awards and Leadership/Service Awards are only available to students attending the McMinnville Campus and will not be replaced if a student moves to the Portland Campus.

Academic Scholarships for First-Year Students

Linfield offers a number of academic scholarships to entering first-year students attending full time. The scholarships are for undergraduate study only, and are awarded on a semester-by-semester basis for the first eight semesters of a qualified student's full-time attendance, as defined by a minimum of 12 credit hours per semester. These scholarships are awarded regardless of financial need. Eligibility is determined at the time of admission and is based on high school GPA, and other factors including board scores, either the SAT Reasoning Test or ACT exam, and strength of schedule will be used to determine scholarship eligibility. The student's potential to contribute to the academic environment at Linfield, as well as involvement in activities and community service, will also be evaluated. To receive priority consideration for all merit scholarships, the student's application for admission must be complete by the priority deadline which is February 15, 2014.

Linfield Merit Award

Students who are Finalists in the National Merit Scholarship Corporation Program, and who list Linfield as their first choice college, and are eligible for a college sponsorship through National Merit, will be awarded a Linfield Merit Award. The amounts range from half tuition on a no-need basis, to full tuition with sufficient financial need. The award is guaranteed through the sophomore year, and renewed for the junior and senior years if the student maintains a 3.35 Linfield cumulative GPA, is a full-time student, and applies for renewal of financial aid in a timely manner.

Linfield Trustee Scholarships

Trustee Scholarships are available for a selected number of outstanding students attending full time. Scholarship decisions are based on the student's academic record including grades, test scores and course selection. Students must have a minimum of a 3.6 high school GPA to be considered. Award amounts are $19,000 and $21,000. Information submitted for the Application for Admission to Linfield is used to determine scholarship eligibility. A separate application is not required. The award is renewable at the same dollar amount each year if the student meets the college's academic standards for enrollment, attends full time and applies for renewal in a timely manner. At some point Linfield may change this award to a Linfield Endowed Scholarship for the same award amount and with similar renewal criteria. A portion of Linfield's institutional dollars are funded by over 200 endowed scholarships.

Linfield Faculty Scholarships

Faculty Scholarships are available for a number of top students attending full time. Scholarship decisions are based on the student's academic record including grades, test scores and course selection. Students must have a minimum of a 3.2 high school GPA to be considered. Award amounts are $13,000 to $17,000. Information submitted for the Application for Admissions to Linfield is used to determine scholarship eligibility. A separate application is not required. The award is renewable at the same dollar amount each year if the student meets the college's academic standards for enrollment, attends full time and applies for renewal in a timely manner. At some point Linfield may change this award to a Linfield Endowed Scholarship for the same award amount and with similar renewal criteria. A portion of Linfield's institutional dollars are funded by over 200 endowed scholarships.

Eligible students may receive ONE of the above academic scholarships.

Linfield Academic Competitive Scholarships

Department-sponsored competitions for prospective first-year students are held on the McMinnville campus. Participation is by invitation only. For students applying fall 2014, the completed application for admission and the Academic Competitive Scholarship Application form must be submitted by December 1, 2013. Departments can offer up to three scholarships: First Place – $20,000; second place – $16,000; third place – $12,000. Each award is distributed equally over eight semesters of attendance. For example, for a $20,000 award, a student will receive $5,000 for the first year and each of the following three years. The award is renewable at the same dollar amount each year if the student meets the college's academic standards for enrollment, attends full time and applies for renewal in a timely manner. A Competitive Scholarship may be received in combination with one of

the other academic scholarships. The recipient must be enrolled full time and apply for renewal in a timely manner each year to receive the award at the same dollar amount.

Music Achievement Awards

Scholarships of varying amounts are awarded to entering students who are particularly talented in music performance and intend either to major or minor in music and attend full time. Awards range from $4,000-$5,000 annually and are renewable based on continued participation in music performance and a recommendation from the Department of Music. Interested students will be required to audition either in person or by cassette tape by February 15, of each year. The Music Achievement Awards are distinct and separate from the Linfield Competitive Scholarships offered by the Department of Music, and students are encouraged to apply for both. For more information, please contact the Linfield College Department of Music at 503-883-2275.

Leadership and Service Scholarships

Leadership and Service Scholarships will be awarded to entering first-year students each year who have demonstrated high levels of leadership, initiative, and service to others through student government, school activities, community organizations, and religious or social service agencies. Candidates for the scholarships must first be admitted to Linfield to be considered. Financial need may be a consideration in awarding these scholarships. Students may receive scholarships up to $3,000 per year and students will be notified as part of their financial aid package. Students must complete the Leadership and Service Scholarship questions as part of Linfield's Common Application Member Questions by February 15, 2014.

The above-listed scholarships will be effective for first-year students entering Linfield in the fall of 2014 or later. All students who were awarded scholarships prior to the fall of 2014 will continue to receive the awards they entered with and will be required to maintain eligibility for those scholarships based on guidelines outlined in the Linfield Course Catalog of the year the student entered.

Academic Scholarships for Transfers

Transfer Scholarships

Transfer Scholarships are awarded to selected students who have attended two- or four-year accredited colleges and universities. Only students with at least a 3.00 GPA will automatically be considered for transfer scholarships. No separate application is required and students will be eligible for the following awards. Students earning a 3.85-4.00 GPA will receive a $21,000 scholarship, students earning a 3.70-3.84 GPA will receive a $19,000 scholarship, students earning a 3.40-3.69 GPA will receive a $15,000 scholarship, and students earning a 3.00-3.39 GPA will receive a $13,000 scholarship. Information submitted in the Application for Admission to Linfield is used to determine scholarship eligibility. The award is renewable at the same dollar amount each year if the student meets the college's academic standards for enrollment, attends full time and applies for renewal in a timely manner. Semesters attended at another college count towards the eight semester maximum eligibility for this scholarship.

Phi Theta Kappa Scholarships

Members of the Phi Theta Kappa (PTK), a two-year college honor society, are eligible to receive up to a $3,000 renewable scholarship. Up to 10 scholarships can be awarded each year. Only full-time students with at least a 3.25 GPA in transferable courses will be considered. Entering freshmen students are not eligible to receive this scholarship. Consideration for this scholarship is given to admitted transfer students. No separate application is required; however, please notify the Office of Admission or Financial Aid that the PTK membership is current. The award is renewed each year at the same dollar amount if the student maintains a 3.0 Linfield cumulative GPA and applies for renewal in a timely manner.

Chemeketa Scholars at Linfield Scholarship

Students participating in the Chemeketa Scholars program at Chemeketa Community College will be considered for a Chemeketa Scholars at Linfield Scholarship. The award is $15,000 annually (minimum) and is renewable at the same dollar amount for two years of continuous full-time enrollment at Linfield if the recipient maintains good academic standing and applies for renewal in a timely manner. Up to 10 Chemeketa Scholars at Linfield scholarships are available annually.

Consideration for the Chemeketa Scholars at Linfield scholarship is given to transfer students admitted to Linfield. No separate application is required. Participation in the Chemeketa Scholars program will be verified by the Offices of Admission and Financial Aid.

Need-Based and Non Need-Based Financial Aid

Financial aid is available from sources other than scholarship aid. Many students who do not qualify for academic scholarships still receive financial aid in the forms of grants, loans, or work opportunities. The average financial aid award for all students with financial need was over $24,000 in 2013-2014.

To apply for financial aid at Linfield students must complete the Free Application for Federal Student Aid (FAFSA), available on-line at www.fafsa.gov, and release the results to Linfield by listing Linfield on the FAFSA. The codes are:

003198	McMinnville Campus and Adult Degree Program
E00614	Portland Campus

The FAFSA form collects information to determine and calculate the Expected Family Contribution (EFC). The EFC is a dollar amount that is an evaluation and estimation of the family's financial strength. The EFC is compared to Linfield's annual cost of attendance (COA). The student's EFC is subtracted from the student's COA to determine the student's "need" for need-based financial aid. Linfield will determine the amounts of grant, loan, and work that can be offered to students with need and to students that do not have need. Linfield, the U.S. Government, and the State of Oregon all offer sources of financial aid that Linfield can award if the student meets the eligibility requirements.

Linfield Sources of Financial Aid

Talent Awards

Awarded, based on need, to full-time undergraduate students with special talents in activity areas of theatre, forensics and journalism.

Music Participation Award

This $2,000 award is granted to full-time undergraduate students with special talent in music upon the recommendation of the Music Department.

Linfield College Grants

Awarded to full-time undergraduate students based on financial need. The Linfield College Grant is renewed for up to nine semesters provided the student meets Satisfactory Academic Progress and has financial need.

International Student Scholarships and Grants

A limited number of scholarships and grants are available to full-time undergraduate international students. Each applicant is considered individually on the basis of prior academic achievement, financial need, and anticipated contribution to Linfield's campus and community life. The award is renewable at the same dollar amount each year if the student meets the college's academic standards for enrollment, attends full time and applies for renewal in a timely manner.

International Trustee Scholarships are awarded to superior first-year students who meet Linfield's highest academic standards. Financial need is also considered in the awarding of these scholarships.

International Faculty Scholarships are awarded to first-year students with an excellent academic record. Financial need is also considered in the awarding of these scholarships.

International Tuition Grants may be awarded to first-year students who apply for financial aid if they are also able to provide documentation of good academic achievement.

International Transfer Scholarships may be awarded to academically well-qualified students who have completed some university-level coursework elsewhere and now intend to complete the Bachelor's degree requirements at Linfield.

Linfield Diversity Grants

Awarded to students of color attending Linfield full time, based on financial need, participation in leadership and/or service, participation in cultural activities or other factors. Recommendations for the grant are made by the Linfield admission counselors and/or Director of Admission to the Director of Financial Aid. The Director of Enrollment Services makes recommendations for the Portland Campus. The Diversity Grant is renewed for up to nine semesters provided the student meets Satisfactory Academic Progress.

Endowed and Special Scholarships

Endowed and other scholarships are sources of student financial aid made possible through the generosity of friends of the college. Scholarships are awarded from the annual income of funds donated in perpetuity, often as a memorial or recognition of a special person. They are administered by the Director of Financial Aid. These scholarships have been made possible by alumni and other friends closely related to Linfield. It is hoped that some recipients of this generosity, later and when circumstances permit, will decide to aid others by continuing such scholarships for the benefit of students of future generations. No separate application forms are required for these scholarships. All students who apply for financial aid are automatically considered for each of the scholarships, in accordance with the wishes of the donors and college policies relating to financial aid.

Federal Sources of Financial Aid

The Federal Pell Grant, Iraq and Afghanistan Service Grant (IASG), Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal TEACH Grant (TEACH Grant) are all grants that are awarded to eligible undergraduate students at Linfield, who do not have their first bachelor's degree, that meet the student eligibility criteria based upon completion of the Free Application for Federal Student Aid (FAFSA), www.fafsa.gov, and other student eligibility criteria that Linfield will confirm upon enrollment. Grants are often called "gift aid" because they are free money – financial aid that does not have to be repaid.

Federal Pell Grant

Eligibility for this need-based federal grant program is determined upon submission of the FAFSA. Award amounts are determined by federal law. The Federal Pell Grant amount is contingent on federal legislative funding. You will be notified on your Free Application for Federal Student Aid (FAFSA) output document if you are eligible for a Federal Pell Grant. The final amount of your Federal Pell Grant offered from Linfield is calculated each semester based upon your Expected Family Contribution (EFC) that is calculated from your FAFSA, the number of credits you are taking each semester at the census date, your program, and Linfield's cost of attendance. You are not eligible to receive Federal Pell Grant from more than one college for the same period of time. The Office of Financial Aid will utilize information from the federal government to monitor annual and maximum Federal Pell Grant eligibility. The annual amount must not exceed 100% of the scheduled award and the maximum lifetime eligibility used must not exceed 600%. The Office of Financial Aid will review transfer students Federal Pell Grant history to ensure that the student stays within the annual and aggregate maximum eligibility when determining award amounts per semester.

Iraq and Afghanistan Service Grant (IASG)

Eligibility for this non-need based federal grant program is determined upon submission of the FAFSA and whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001. Award amounts are determined by federal law and additional conditions apply. Student must not be Federal Pell Grant eligible.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Eligibility for this need-based campus-based federal grant program is determined upon submission of the FAFSA and federal funds awarded to Linfield. These grants are administered through Linfield according to government standards and are awarded to students who have exceptional financial need as determined by the Office of Financial Aid.

Federal Teacher Education Assistance for College and Higher Education Grant (TEACH Grant)

This non-need based grant is available to Linfield education and pre-education majors who plan to become elementary or secondary teachers. Students who receive a TEACH Grant must complete a service obligation by serving as a highly-qualified teacher in a designated high-need field at a low-income school for four years within eight years of completing a TEACH Grant eligible program. Failure to complete teaching service will result in the TEACH Grant being converted to a Direct Unsubsidized Stafford Loan with retroactive interest, which would then require repayment. Students must complete a FAFSA, maintain a 3.25 GPA, complete TEACH Grant Initial and Subsequent Counseling, and TEACH Grant Agreement to Serve (ATS) annually. The TEACH Grant amount is up to $4,000* annually.

*Due to the Budget Control Act of 2011 (the sequester law) across-the board budget cuts reduced the amount of TEACH Grant awards. TEACH Grant award amounts will be $3,964.60 for any award disbursed on or after October 1, 2013 and before October 1, 2014, and will be reduced to $3,708 for any award disbursed on or after October 1, 2014 and before October 1, 2015.

Federal Work Study (FWS)

Eligibility for this need-based campus-based federal program is determined upon submission of the FAFSA and federal funds awarded to Linfield. FWS is a federally funded program allowing student participants to work and earn money towards their educational expenses. The FWS program encourages community service work and work related to the recipient's course of study. On-campus employment opportunities include jobs such as library assistants, laboratory and research assistants, clerical assistants, dining hall personnel, and campus maintenance workers. Off-campus employment opportunities will usually be in a

private nonprofit organization or a public agency, and the work performed must be in the public interest. Individual awards are made by the Office of Financial Aid. Students are responsible to their work supervisors for hours and performance, and required to stay within award limits.

Federal Perkins Loan (Perkins) – Formerly National Direct/ Defense Student Loan

Eligibility for this need-based campus-based federal loan program is determined upon submission of the FAFSA and federal funds awarded to Linfield. A loan is money that requires repayment with interest. Perkins is awarded to students with exceptional financial need as defined by the Office of Financial Aid. The maximum amount an undergraduate may borrow per award year is up to $5,500. A student may borrow up to an aggregate loan limit of:

A. $11,000 for any student who has not completed two academic years of undergraduate work.

B. $27,500 for an undergraduate student who has completed two academic years and is pursuing a bachelor's degree (this total includes any amount borrowed under the Perkins program for the first two years of study).

Repayment begins nine months after the student graduates or leaves school for other reasons. Up to ten years are allowed to pay back the loan. During the repayment period students are charged five percent interest on the unpaid balance of the loan principal. No payments are required for up to three years while a student serves in the Armed Forces, in the Peace Corps, VISTA, or any similar non-profit organization, such as a Public Health Service Officer, or while the borrower is totally, temporarily disabled. Repayment may be deferred up to two years if the student is engaged in an internship required before entering a profession.

There are loan cancellation provisions for borrowers who go into certain fields of teaching, the Peace Corps, specified military duty or law enforcement.

Federal Direct Stafford Loans

Students may borrow Federal Direct Stafford Loans to help pay for their cost of higher education at Linfield. Linfield participates in the William D. Ford Federal Direct Loan Program. Loans from this program are referred to as Federal Stafford Loans, Federal Direct Loans, or Direct Stafford Loans. Regardless of what name is used, they are the same federal loan program. Within the Federal Direct Stafford Loan Program there are Subsidized and Unsubsidized types of loans. Both types of loans are low-interest loans for eligible students originated by Linfield with funds from the federal government to help cover the cost of higher education. A loan is money that requires repayment with interest. A FAFSA is required annually to determine student's eligibility. In addition, students are required to complete a Master Promissory Note (MPN), Entrance and Exit Counseling as part of their loan borrowing responsibilities. Students must be attending at least half time (6 credits) in order to be eligible.

Federal Direct Stafford Loans must be repaid. The loan may be cancelled only if the borrower is totally and permanently disabled or dies. Payments normally begin after the six month grace period has expired, which begins after graduation, falling below half time status or leaving school. Repayment is typically calculated based on a 10-year repayment plan, the Standard plan. There are several repayment plans students may choose from when preparing to enter into repayment. Students may apply for deferments or forbearance if their Federal Direct Stafford Loan is in good standing and they qualify through the Direct Loan Servicer.

Federal Direct Stafford Loan Annual and Aggregate Limits

Dependent students may borrow the annual maximum "base" Federal Direct Stafford Loans as an undergraduate per academic year, which is $3,500 for first-year students, $4,500 for sophomores and $5,500 for juniors and seniors. The "base" amount could be Subsidized or Unsubsidized or a combination of both, depending on the students need and eligibility. The "base" aggregate total a dependent student may borrow for undergraduate study is $23,000. In addition to the "base", dependent undergraduate students are eligible for Additional Unsubsidized Stafford Loans of $2,000 a year. Thus, the total aggregate maximum is $31,000 (no more than $23,000 can be in Subsidized) for a dependent undergraduate student.

Independent students may borrow the annual maximum "base" Federal Direct Stafford Loan as an undergraduate per academic year, which is $3,500 for first-year students, $4,500 for sophomores and $5,500 for juniors and seniors. The "base" amount could be Subsidized or Unsubsidized or a combination of both, depending on the students need and eligibility. The "base" aggregate total an independent student may borrow for undergraduate study is $23,000. In addition to the "base", independent undergraduate students are eligible for Additional Unsubsidized Stafford Loans of $6,000 a year for freshman/sophomore and $7,000 for junior/senior. Thus, the total aggregate maximum is $57,500 (no more than $23,000 can be in Subsidized) for an independent undergraduate student.

Subsidized Federal Direct Stafford Loan

Subsidized Federal Direct Stafford Loans are for students with financial need. Linfield's Office of Financial Aid will review the student's results from the FAFSA, such as EFC, and the students COA to determine the student's need and the amount the student is eligible to borrow.

Interest rates are "fixed-variable" and are set each July 1, with a cap of 8.25%, and are fixed for the life of the loan. The fixed interest rate is 4.66% for loans first disbursed between July 1, 2014 and before July 1, 2015. A 1.072% loan fee applies at the time of disbursement for any loans disbursed on or after December 1, 2013 or before October 1, 2014. A 1.073% loan fee applies at the time of disbursement for any loans first disbursed on or after October 1, 2014 and before October 1, 2015.

The federal government subsidizes the interest on Subsidized Federal Direct Stafford Loans on behalf of students while they are enrolled at least half time in an eligible program at an eligible school, through their 6-month grace period and during other deferment periods based on need. A law passed in December 2011 eliminates the interest subsidy during the 6-month grace period on any loans that had a first disbursement made on or after July 1, 2012, and before July 1, 2014.

Unsubsidized Federal Direct Stafford Loan

Students who do not show financial need, and therefore may not borrow under the Subsidized Federal Direct Stafford Loan Program, may borrow funds through the Unsubsidized Federal Direct Stafford Loan Program. Students who borrow under this loan program are responsible for all interest accrued during periods of enrollment, their grace period and through repayment. Students can choose to pay the interest while in school, during grace periods and deferment or forbearance periods, or students can allow the interest to accrue and be capitalized (that is, added to the principal amount of the loan). If students choose not to pay the interest as it accrues, this will increase the total amount they have to repay because they will be charged interest on a higher principal amount. Interest rates are "fixed-variable" and are set each July 1, with a cap of 8.25%, and are fixed for the life of the loan. The fixed interest rate is 4.66% for loans

first disbursed between July 1, 2014 and before July 1, 2015. A 1.072% loan fee applies at the time of disbursement for any loans disbursed on or after December 1, 2013 or before October 1, 2014. A 1.073% loan fee applies at the time of disbursement for any loans first disbursed on or after October 1, 2014 and before October 1, 2015.

Federal Direct Parent PLUS Loan (PLUS Loan)

Parents may borrow a Federal Direct Parent PLUS Loan on behalf of their dependent undergraduate student if eligible, a credit check is required. Funds are loaned by the U.S. Department of Education and Linfield originates the loan. Loan funds must be repaid with interest to the federal government. For each dependent undergraduate daughter or son, parents may borrow up to the school's estimated cost of attendance, less any other financial aid the student may receive. Repayment normally begins within 60 days of the second disbursement of the PLUS Loan. The borrower may request deferment of payment while the student is enrolled at least half time in an undergraduate program. Interest would continue to accrue during this time. The PLUS loan interest rate is a "variable-fixed" rate which is set annually on July 1, and fixed for the life of that loan. The fixed interest rate is 7.21% for loans first disbursed between July 1, 2014 and before July 1, 2015. A 4.288% loan fee applies at the time of disbursement for loans disbursed on or after October 1, 2013 and before October 1, 2014. A loan fee of 4.292% applies at the time of disbursement for loans disbursed on or after October 1, 2014 and before October 1, 2015 due to FY 2015 Sequestration across-the-board budget cuts made by Congress in the Budget Control Act of 2011.

The parent borrower has several repayment plan options for repaying the loan. If the parent chooses the Standard Repayment Plan they have up to 10 years to repay the loan. The parent may request deferment of payments for up to four years during the time the student is actively enrolled at least half time in an undergraduate program by contacting their federal Servicer.

Private Education Loans

Private Education Loans are available to students through banks and credit unions to assist students with paying for their cost of education. These loans are not part of the federal loan program. Students may borrow up to the school's estimated cost of attendance, less any other financial aid the student may receive.

Oregon Sources of Financial Aid

Oregon Opportunity Grants

The Oregon Opportunity Grant is administered by the Office of Student Access and Completion (formerly known as Oregon Student Access Commission). Oregon residents filing a FAFSA are automatically considered if the student lists an eligible Oregon college and meets the OSAC eligibility criteria, including filing the FAFSA early to meet deadlines. Visit oregonstudentaid.gov for more information.

Application Procedures for Financial Aid

Prospective students who complete the Linfield Application for Admission and are admitted to the college are considered for academic scholarships. Students applying for need-based financial aid or federal loans must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is available on-line at www.fafsa.gov. Students at Linfield are eligible for financial aid regardless of race, sex, or marital status, in compliance with Title IX requirements.

Notification of Awards

The Office of Financial Aid will send notification of awards after the student has been admitted and all financial information has been received. Financial aid will be disbursed to the student account at the start of an academic semester as long as the student has completed all the necessary paperwork and meets eligibility criteria for the award. Pell Grant awards are disbursed after the census date of each payment period.

Financial Aid Refund Policy

Refunds for students who withdraw from Linfield before the end of a semester will be computed in accordance with the refund table presented in the Costs section of this catalog if the student submitted all required documentation within the prescribed timelines (as set forth in Costs section), and financial aid was applied to the student account. Failure to meet the requirements as set by Linfield may result in the refund table not reflecting the cash amount that will be returned to the student. Financial aid will be refunded to certain aid accounts from which it was drawn based on a prescribed policy. Students who withdraw are subject to Satisfactory Academic Progress policy. Students are responsible for paying Linfield if the refund results in the student owing a balance on their Student Account.

Renewability of Aid

Each year students must submit new applications for financial aid to qualify for any assistance program. Currently enrolled Linfield students requesting renewal of their scholarship, student employment or need-based financial aid will need to submit the Linfield Application for Financial Aid on WebAdvisor as well as the FAFSA annually. Students receiving an academic scholarship and/or student employment are required to submit the Linfield Application for Financial Aid. Renewal depends on academic performance, the reestablishment of financial need, or both. Aid may be increased or decreased, depending on the annual financial need analysis and meeting prescribed priority dates. Aid may be withdrawn if a student fails to make Satisfactory Academic Progress, fails to report financial aid from sources outside Linfield College, owes a refund on a federal or state grant, or is in default on a student loan.

Priority dates are established by the Office of Financial Aid each year and students will need to meet these dates to ensure the best opportunity for renewal of scholarships and financial assistance.

Short-Term Loan Programs

These short-term loan programs are available to regularly enrolled students to assist with educational expenses during the year they borrow the funds. These loan funds require repayment prior to the start of the next academic year, or, for graduating seniors, prior to graduation. Linfield employees are excluded from borrowing these loans, unless they are enrolled in courses and are eligible. These funds are managed and awarded jointly by the offices of Financial Aid and Accounting.

Satisfactory Academic Progress

Linfield College is mandated to qualitatively and quantitatively evaluate the academic progress of financial aid recipients. The standard is cumulative and includes all periods of enrollment, even those in which the student did not receive financial assistance. All financial aid is awarded with the understanding that the student will maintain Satisfactory Academic Progress (SAP). The specific requirements necessary to remain eligible for financial aid assistance differ slightly depending on whether the

aid is institutionally based or federally funded, but the general policy applies to all types of aid. Linfield monitors satisfactory academic progress annually for programs lasting longer than one year. For programs lasting one year or less, Linfield monitors SAP at the end of each payment period. In order to maintain SAP the student must: 1) have a grade point average which meets the minimum requirements for continuation of study at Linfield, 2) earn a minimum number of credits for each academic year, and 3) complete all degree requirements within a specified time frame. In the event a student's performance is found to be unsatisfactory, the student is placed on financial aid suspension and Linfield College's Office of Financial Aid notifies the student of their status to their Linfield College email account and by mailing a letter to the student's home address.

Qualitative Standard

Students are expected to maintain at least a 2.00 cumulative grade point average (GPA). Students with less than a 2.00 cumulative grade point average will be placed on academic probation and have one semester to improve their academic record before being suspended from Linfield College. Grade-point requirements are monitored by the Registrar's Office and is fully described in the Linfield College course catalog under Academic Policies and Procedures. Students on academic probation are eligible to receive financial aid.

Quantitative Standard

Full-time students must complete at least 12 credit hours per semester, 24 credit hours by the end of the academic year. Minimum credit requirements per semester obligate students to be enrolled in a minimum of 12 credit hours each semester in order to retain full-time financial aid eligibility. Students enrolled in fewer than 12 credits will be eligible for half-time status financial aid, provided they are enrolled for at least 6 credit hours. Any student dropping below half-time attendance may lose eligibility for any financial aid. All credit hours must be completed at Linfield College, through an approved consortium agreement or through a foreign study program approved by the college.

"No credit" designations such as "W" (Withdrawal), "AUD" (Audit), "I" (Incomplete), and "IP" (In Progress) are considered attempted but not considered satisfactory completion of a course for the purposes of financial aid. Course grades of "I" (Incomplete) require a contingency grade and are treated as both attempted and completed credits, if there is a contract on file with the Registrar's Office with a contingency grade of D- or better. If the contingency grade is an "F", or if no contract is on file with the Registrar's Office, the "I" will be treated as attempted not completed successfully. Students are required to complete the course requirements within the time prescribed by the college.

Maximum Time Frame

Matriculated students are eligible to receive federal financial aid for a maximum of 150% of the time required to complete a degree or certificate program. For example: A minimum of 125 credits are required to earn a baccalaureate degree. The maximum number of credits for which a student may be eligible to receive federal financial aid is 187.5 (125 x 150%). All credits attempted are included in credits toward completion and are considered in the calculation for maximum time frame eligibility. Repeated courses (along with the original attempt) must be counted towards the maximum time frame. Students may receive federal financial aid one time for retaking previously passed coursework. Students who have attempted more than 150% of the credits required for their program of study are not considered to be making SAP and therefore, are ineligible for financial aid. Also, a student is ineligible when it becomes mathematically impossible for a student to complete their program within 150% of the length of their program. All transfer credits accepted by Linfield will be included when determining maximum time frame eligibility as both attempted and completed.

Pace of Progression

Pace is required to ensure students complete their program of study within the maximum time frame. Pace is calculated by dividing cumulative credits successfully completed by cumulative credits attempted. For example:

Cumulative Credits Successfully Completed_____ ÷ Cumulative Credits Attempted_____ = _____%.
(Example: 56 ÷ 70 = 80%.)

Students must have an overall completion rate of 66.67% or more or financial aid is suspended. Remedial coursework can be excluded.

Unsatisfactory Academic Progress

Students that do not meet SAP standards are placed on financial aid suspension and are no longer eligible for institutional or federal financial aid.

Appealing Financial Aid Suspension

Students failing to achieve SAP requirements are given the opportunity to appeal the suspension of their financial aid. The appeal letter must be in writing to the attention of the Office of Financial Aid with documentation of the extenuating circumstances. Extenuating circumstances that may be considered include: personal illness or accident, serious illness or death within immediate family, or other circumstances beyond the immediate control of the student. The appeal letter must include 1) the reason why the student failed to make SAP, and 2) what has changed since that time that will allow the student to make SAP at the next evaluation. The student is notified of the appeal decision to their Linfield College email account and to their home address, all decisions are final. An appeal that is approved allows the student to receive one semester of financial aid on financial aid probation status. After financial aid probation, the student must be making SAP or successfully following an academic plan.

Reestablishing Financial Aid Eligibility

Students that are placed on financial aid suspension can reestablish financial aid eligibility. A student that does not submit an appeal or is denied an appeal must, without the benefit of financial aid, successfully complete at least 6 credits in one semester with a semester GPA of 2.00 for reinstatement. The student may then reapply by written appeal to request financial aid for the following semester.

Financial Aid Definitions

Financial Aid Appeal – Process by which a student who is not making SAP petitions for reconsideration of financial aid eligibility. Appeal must include 1) reason why student failed to make SAP, and 2) what has changed that will allow student to make SAP at the next evaluation.

Financial Aid Probation – Status assigned to student who fails to make SAP and has successfully appealed. Student may receive financial aid for one payment period.

Financial Aid Warning – Status assigned to student who fails to make SAP and lasts for one payment period/semester and does not require action (such as an appeal) by the student.

Community – Names of persons holding appointments as of July 1, 2014

Administrative Officers

Susan Agre-Kippenhan
2011, Vice President for Academic Affairs/Dean of Faculty. B.S. Skidmore College; M.F.A. The School of the Art Institute of Chicago.

Thomas L. Hellie
2006, President. B.A. Luther College; Ph.D. University of Missouri-Columbia.

Susan Hopp
2010, Vice President for Student Affairs and Athletics/Dean of Students. B.A. Stetson University; M.S. Indiana University.

John N. McKeegan
2010, Vice President and General Counsel. B.A. Bucknell University; J.D. University of Notre Dame.

David Ostrander
2013, Vice President for Institutional Advancement. B.A. Coe College; M.S. University of Montana.

Daniel J. Preston
1983, Vice President for Enrollment Management. B.A. Linfield College; M.Ed. Western Washington University.

Mary Ann Rodriguez
2013, Vice President for Finance and Administration/Chief Financial Officer. M.B.A. California State University, Dominguez Hills.

Compliance Officers

T. Lee Bakner
1992, Chair, Institutional Animal Care and Use Committee and Professor of Psychology. B.A. Shippensburg University of Pennsylvania; M.A., Ph.D. Kent State University.

Betty Henninger
2013, Title IX Coordinator and Interim Director of Human Resources. B.S., Marylhurst University.

Susan Hopp
2010, Title IX Coordinator and Vice President for Student Affairs and Athletics/Dean of Students. B.A. Stetson University; M.S. Indiana University.

Jeff Mackay
1988, Title IX Deputy Coordinator and Associate Dean of Students/Housing Director. B.S. Linfield College; M.S. Portland State University.

Brenda DeVore Marshall
1987, Title IX Deputy Coordinator and Professor of Theatre and Communication Arts. B.A. University of Denver; M.S. North Texas State University; Ph.D. Southern Illinois University.

Lisa Macy-Baker
2013, Title IX Deputy Coordinator, NCAA Compliance Officer and Head Women's Tennis Coach. B.S. Oregon State University; M.S. Portland State University.

Other Administration

Charlotte Allen
1998, Publications and Assistant Technology Administrator, Division of Continuing Education. B.S. Linfield College.

Jennifer Ballard
1999, Director of Institutional Research. B.A. Carleton College; M.A.S. The Pennsylvania State University.

Tom Barker
1989, Utilities Trades Supervisor.

Kelly Bird
1989, Director of Sports Information. A.A.S. Portland Community College.

Michael Blanco
1998, Associate Director, Integrated Technology Services.

Cheri Blatner
2011, Student Accounts Manager/Bursar. B.S. Western Oregon University; M.S. Portland State University.

Mark Brendle
2005, Systems Administrator.

Laura Brener
2014, Director of Online and Continuing Education. B.A. M.A SUNY-Stony Brook.

Lisa Burch
2005, Assistant Dean of Students/Director of Student Life, Portland Campus. B.A., M.Ed. Azusa Pacific University.

Keri Burke
1997, Director of Financial Aid. B.S. Linfield College.

Sarah Burkhardt-Beckley
2011, Area Director/Training and Assessment. B.A. Lewis & Clark College.

Julie Burns
2013, Nurse Practitioner. B.S.N. Oregon Health Sciences University, M.S.N. Oregon Health Sciences University.

Mary Campion
2008, Programmer Analyst. B.S., Western Oregon University.

Scott Carnahan
1983, Director of Athletics and Professor of Health and Human Performance. B.S. Linfield College; M.A.T. Lewis & Clark College.

Rick Carruth
1983, Buildings and Trades Supervisor.

Freddie Chew
1985, Director of Business and Finance, Portland Campus. B.S., M.S. Southern Oregon State College.

Consuelo Christianson
2010, International Programs Community Liaison.

Kent Cline
2003, Head of Access and Collections Services, Portland Campus. B.A. Marylhurst University.

Tiffany Cook
2013, Grants Administrator/Manager. B.A. Linfield College.

Greg R. Copeland
1997, Director of Budget and Financial Analysis. B.A. Washington State University; C.P.A.

Mindy Cowan
2007, Assistant Director of Admission, Portland Campus. B.A., Lone Mountain College; M.A. University Without Walls.

Diane N. Crabtree
2013, College Registrar. B.S. University of California, Los Angeles; M.S. California State University, Fullerton.

Ellen N. Crabtree
2003, Director of Academic Advising. B.A. University of Idaho; M.S. Portland State University.

Laura L. Davis
1995, Assistant Director of Communications. B.S. Oregon State University.

Tomika Dew
2011, Assistant Vice President for Institutional Advancement. B.S. Golden Gate University.

Travis Dillard
2010, End User Support Specialist II, Portland Campus. B.S. American Intercontinental University.

Matt Dressel
2011, Assistant Director/Senior Admission Counselor. B.A. Oregon State University.

Duane Duey
2013, Head Athletic Trainer. B.S. Western Oregon University; M.S. Midwestern State University.

Corrina Emch
2013, Senior Nursing Coordinator. M.S.N. Grand Canyon University.

Beverly Epeneter
1984, Interim Associate Dean of Nursing and Professor of Nursing. B.S.N. M.N. Oregon Health Sciences University; Ed.D. Portland State University.

Sean Ezell
2007, Web Programmer. B.S. Linfield College.

Daniel J. Fergueson
2001, Director of College Activities. B.A. Albion College; M.Ed. Western Washington University.

Andrew Frei
2011, Area Director/Residential Experiences. B.A. Washington State University; M.A. University of the Pacific.

John Gallagher
2009, Associate Registrar, Division of Continuing Education. B.A., M.A. University of Dallas.

J. Christopher Gaiser
1994, Associate Dean of Faculty and Professor of Biology. B.S. University of Washington; Ph.D. Oregon State University.

Jim Garaventa
2004, Assistant Director of Admissions for Adult Degree and Transfer Students. B.S. University of San Francisco; M.B.A. Golden Gate University.

Anne Girardelli
2011, Assistant Director of Registration and Records, Portland Campus. B.A. University of Wisconsin-Madison; M.L.I.S. University of Wisconsin-Milwaukee.

Charlotte Goddard
2013, Transfer Coordinator. B.A. Skidmore College; M.S. University of Idaho; Ph.D. Oregon State University.

Adria Godon-Bynum
2013, Coordinator of Student Health and Wellness Programming. B.S. Northern Arizona University; M.P.H. Oregon State University.

Patricia Haddeland
1991, Director of Student Health, Wellness and Counseling. B.S.N. Oregon Health Sciences University; M.N. University of Washington.

Craig Haisch
2006, Director of Philanthropic Planning. B.S. Linfield College; M.Ed. Oregon State University.

Michael Hampton
2011, Director of Career Development and Services. B.A. University of Oregon; M.A., George Fox University.

Brett Hardee
1999, Technology and Web CT System Administrator, Division of Continuing Education. B.S. Hawaii Pacific University, Honolulu; B.A. University of California, Riverside.

Debbie Harmon
1993, Director of Alumni and Parent Relations. B.A. Linfield College.

Dave Hecox
2012, Director of Portland Campus Operations. B.A. University of California, Santa Barbara.

Delane Hein
1999, Area Director/Judicial Affairs. B.A. Mills College; M.Ed. Lewis & Clark College.

Leitha Heine
2009, Director of Computing and Educational Media Services, Portland Campus. B.S. Linfield College.

Betty Henninger
2013, Interim Director of Human Resources. B.S. Marylhurst University.

Kathryn Hickman
2013, Assistant Athletic Trainer. B.S. University of Oregon; M.S. Bridgewater State University.

Doug Hire
2000, Assistant Athletic Director and Director of Facilities. B.A., M.Ed. Linfield College.

Matthew Hodges
2008, Assistant Director of Admission International Recruitment. B.A. Linfield College.

Nancy Hodges
2013, Clinical Associate. B.S.N. Lewis & Clark College; M.S.N. University of Phoenix.

Donald Holland
2011, Associate Director of Facilities Services. B.S. California Polytechnic University.

Allison Horn
2010, Director of Facilities Operations and Auxiliary Services. B.S., Portland State University.

Esperance Ibuka
2012, Area Director for Housing. B.A. Daystar University; M.S. Florida International University.

Shaik L. Ismail
2003, Director of International Programs and Associate Professor of Political Science. B.A. Beloit College; M.P.A., Ph.D. The American University.

Vernon Johnson
2013, Programmer Analyst. A.A. Lower Columbia College.

Kathryn Karr
2008, Development Officer. B.A., Linfield College.

Diane Kessler
2011, Payroll Manager. C.P.P.

Jennifer Knight
2011, Associate Director of Financial Aid. B.S. Western Oregon University.

Lisa Knodle-Bragiel
1990, Director of Admission. B.A. Linfield College.

Mary (Mallie) Alderman Kozy
2013, Dean of Nursing and Professor of Nursing. B.S.N. Duke University; M.S.N. Medical College of Ohio (now University of Toledo); Ph.D. Duquesne University.

Michelle Lane
2002, Network Administrator.

Shanai Lechtenberg
2014, Assistant Director of Academic Advising. M.E. Western Washington University.

Philip Lightstone
2007, Online Content Delivery Specialist, Division of Continuing Education. B.S. Regis University.

Jennifer Lindgren-Kerr
2014, Senior Recruiter/Compensation Analyst. M.B.A. Willamette University.

Deborah Lisk
2006, Administrative Services Supervisor, Facilities.

Janielle Losaw
2012, Assistant Director of Admissions for Adult Degree and Transfer Students. B.A. Universidad de Puerto Rico – Mayagüez Campus; M.S. Nazareth College of Rochester.

Craig Luis
1992, Computer Support Technician. B.S. Oregon State University.

Marilyn MacGregor
2012, Counselor, Student Health, Wellness and Counseling Center. B.A. Duke University; Ph.D. Fielding Graduate University.

Jeff Mackay
1988, Associate Dean of Students/Director of Residence Life. B.S. Linfield College; M.S. Portland State University.

Kristianne Mackay
2000, Assistant Director of Career Development. B.S. Linfield College.

Julia Mantle
2013, Clinical Facilities Administrator. B.S.N. University of Washington; M.S.N. University of Wisconsin.

Joseph Marlitt
2013, Admission Counselor. B.A. Whittier College.

Katherine Martin
2014, Learning Support Services Coordinator. M.E. Oregon State University.

David L. Massey
2001, Chaplain. B.A. Linfield College; M.Div. Colgate Rochester Divinity School; D.Min. San Francisco Theological Seminary.

Todd M. McCollum
2005, Director of Enrollment Services, Portland Campus. B.S. Oregon State University; M.A. Fuller Theological Seminary.

Cosette McCracken
2011, Human Resources Generalist. B.A. Oregon State University.

Travis McGuire
2011, Assistant Director of Alumni and Parent Relations. B.A. Grand Canyon University.

Javier Mendoza
1998, Cleaning Services Supervisor.

Josh Merrick
2008, Assistant Director of Student Life/Residential Experience. B.A. Linfield College.

Marlene A. Mileham
1989, Director of Communications. B.A. Iowa State University.

Catherine Jarmin Miller
2007, Director, Foundation and Corporate Relations. B.A. Willamette University; M.A. Middlebury College.

Donna Montoya
2013, Assistant Director of Career Development. M.B.A. Willamette University.

Ron Noble
2014, Director of College Public Safety. University of Virginia FBI National Academy.

Gerardo Ochoa
2004, Associate Director of Financial Aid, Portland Campus. B.A. University of Oregon.

Araceli Ortiz
2012, Financial Aid Outreach Counselor, Portland Campus. B.A. Linfield College.

Laurel Peterson
2013, Costume Designer/Shop Manager. B.A. Linfield College; M.F.A. Boston University.

Jonathan Pierce
1999, Webmaster. B.A. Colorado College.

Robin Potera-Haskins
2010, Head Women's Basketball Coach and Instructional Assistant. B.A. Evangel College; M.A. Stephen F. Austin State University.

Krista Powell
2014, Human Resources Generalist. B.S. Southern Oregon University.

Victoria Ragsdale
2003, Administrative Coordinator and Box Office Manager.

Jennie Ramer
1999, Administrative Assistant, Institutional Advancement.

Heidi Reeley
2013, Assistant Director of Annual Giving, B.A. University of Oregon.

Bahram Refaei
1989, Director of Access and Educational Media Services. B.A. Linfield College.

Duncan Reid
2013, Environmental Stewardship and Sustainability Assistant. B.A. Linfield College.

Kristie Rickerd
2000, Associate Director of Admission for Adult Degree and Transfer Students. B.A. Linfield College.

Jason Rodriquez
2011, Director of Multicultural Programs. B.S. Oregon State University; M.S. Western Illinois University.

Shanan Rosenberg
2013, Head Men's Basketball Coach and Instructional Associate. B.A. University of California, Davis; M.A. California State University, Chico

Candido Salinas III
1995, Director of Publications and Creative Support. B.A. California State University, Chico.

Shelly Sanderlin
1995, Administrative Coordinator for Music. B.A. Linfield College.

Janet Sasaki
2002, Assistant Director of Admission Transfer Recruitment. B.A. Linfield College.

Eldon "Lee" Sarver
2010, Controller/Director of Financial Services. B.A. Cedarville University; M.B.A. LeTourneau University.

Mindy Schiebler
2013, Clinical Nursing Associate. M.N. Washington State University.

Rich Schmidt
2011, Director of Resource Sharing. B.A. Willamette University.

Jill Searle
2005, Operations Manager, Office of Admission. B.S. Brigham Young University.

Philip D. Seth
1980, Associate Director of Administrative Computing Center. B.A. Linfield College.

Yumin Shui
2013, Programmer Analyst. B.Sc. University of Victoria; B.Eng. Taiyuan Institute of Technology.

Jay Smith
2002, Assistant Director of Admission. B.A. Linfield College.

Jolene Smith
2006, President's Assistant. B.S. American Online University.

Sandy R. Soohoo-Refaei
1984, Associate Director of International Programs. B.A. Western Washington State University; M.A. Pacific Lutheran University.

Tim Stewart
1987, Environmental Services Superintendent.

Suzannah Stotts
2013, Counselor. M.A. George Fox University.

Carol Stowell-Heller
2013, Assistant Controller. B.S. California State University, Long Beach.

Ann Sukalac
2000, Adult Degree Program Academic Advisor. B.A. Linfield College; M.Ed. University of Portland.

Carl Swanson
2001, Greek Life Advisor/Head Men's Tennis Coach. B.A. Pomona College; J.D. University of Oregon School of Law.

Sharon Sweeney
1989, Loan Coordinator. B.A. Linfield College.

Joanne Swenson
2011, Adult Degree Program Academic Advisor. B.S. Northwest Christian College; M.S. Capella University.

Meridith Symons
1994, Administrative Assistant for Academic Affairs. B.A. Albion College; M.Ed. Linfield College.

Robert J. Tanner
1997, Manager of Systems & Communications. B.A. San José State University.

Sandra Tello
2007, Financial Aid Counselor.

Dayson Tiogangco
2007, Senior Admission Counselor. B.A. Linfield College.

Michele L. Tomseth
2000, Assistant Director of International Programs/Study Abroad Coordinator. B.A. Pacific Lutheran University; M.Ed. Oregon State University.

Rebecca Wale
2011, Director Environmental Health & Safety. B.A. Randolph-Macon Woman's College; M.B.A. Washington State University Vancouver.

Cheri White
2009, Program Director of Learning Support Services. B.A. Marylhurst University; M.A.E. University of Connecticut.

Keiko White
2003, Administrative Assistant to the Vice President for Finance and Administration. A.S. Lane Community College.

Susan Barnes Whyte
1990, Library Director and Associate Professor of Mass Communication. B.A. Earlham College; M.L.N. Emory University.

Jennifer Wilson
2013, Nurse Practitioner. B.S.N. Linfield College, M.S.N. Oregon Health Sciences University.

Patrick Wilson
2007, Associate Director of Admission. B.A. University of Oregon.

Andrew Wolf
2004, Telecommunications Manager.

Rachael Woody
2011, Archivist. B.A. Pacific University; M.S.L.I.S. Simmons College.

Stephanie Wyatt
2008, Visit Outreach Counselor. B.A. Linfield College.

Vivian Wymore
1992, Accounts Payable/Purchasing Manager. A.S. Portland Community College.

Administration/Emeriti

Vivian A. Bull
1992-2005, President Emerita. B.A. Albion College; Ph.D. New York University.

Lynne L. Desel
1973-2005, Director Emerita, Linfield Pre-Kindergarten. B.S., M.S. Portland State University.

Gloria Flower
1979-2004, Director Emerita of Registration and Records, Portland Campus. B.S., M.S. Oregon State University.

David Groff
1987-2009, Associate Vice President for Academic Affairs/ Director of the Portland Campus. B.A. University of California, Davis; Ph.D. Stanford University.

David Hansen
1969-2010, Vice President for Student Services/Dean of Students. B.A. Willamette University; M.S. Portland State University.

R. Ted Henry
1969-2004, Director Emeritus of Administrative Computer Center. B.A. Linfield College; M.S. Oregon State University.

Lee N. Howard
1993-2003, Vice President Emeritus of College Relations. B.S., M.S. University of Colorado.

Thomas Meicho
1957-1993, Dean Emeritus of Admissions. B.A. Linfield College; B.D. Berkeley Baptist Divinity School.

Densley H. Palmer
1983-1999, Director Emeritus of Counseling Services. B.A. Lewis & Clark College; M.A., Ph.D. University of Oregon.

Adolf Rutschman
1968-1996, Director Emeritus of Athletics. B.S., M.Ed. Linfield College.

Ellen Summerfield
1984-2004, Director Emerita of International Programs. B.A. University of Pennsylvania; M.A., Ph.D. University of Connecticut.

A. Dale Tomlinson
1981-2001, Vice President Emeritus of Business and Finance. B.S. Lewis & Clark College; M.S. University of Oregon; C.P.A.

Charles U. Walker
1975-1992, President Emeritus. B.A. University of Pittsburgh; M.A. Columbia University; Ph.D. Stanford University; D.Litt. Kanto Gakuin University; L.H.D. Linfield College.

Bruce D. Wyatt
2002-2013, Vice President Emeritus of College Relations. B.A., Knox College; M.A. University of Iowa.

Chairs of Academic Departments and Programs

Art and Visual Culture
Brian Winkenweder

Biology
Anne Kruchten

Business
Sharon Wagner

Chemistry
Thomas Reinert

Computer Science
Martin Dwomoh-Tweneboah

Economics
Jeffrey Summers

Education
Gennie Harris

Electronic Arts
Liz Obert

English
Barbara Seidman

English Language and Culture Program
Sandra Lee

Environmental Studies
Nancy Broshot

Health, Human Performance and Athletics
Garry Killgore

History
Peter Buckingham

Humanities and Social Sciences, Portland Campus
Mary Lee Nitschke

Mass Communication
Lisa Weidman

Mathematics
Charles Dunn

Modern Languages
Peter Richardson, Sonia Ticas (fall), Violeta Ramsay (spring)

Music
Faun Tiedge

Nursing, Portland Campus
Mallie Kozy

Philosophy
Kaarina Beam, Jesús Ilundáin-Agurruza

Physics
Joelle Murray (fall), Michael Crosser (spring)

Political Science
Nicholas Buccola

Psychology
Kay Livesay

Religious Studies
David Fiordalis, William Millar

Sociology/Anthropology
Amy Orr

Theatre and Communication Arts
Brenda DeVore Marshall

Faculty

Diane Allen
2011, Visiting Assistant Professor of Education. B.A. Central College; M.Ed Linfield College.

Elizabeth J.O. Atkinson
1997, Associate Professor of Chemistry. B.S. Creighton University; Ph.D. University of Arizona.

Kena Avila
2007, Assistant Professor of Education. B.A. University of California, Santa Cruz; M.S. Portland State University; Ph.D. Oregon State University.

T. Lee Bakner
1992, Professor of Psychology. B.A. Shippensburg University of Pennsylvania; M.A., Ph.D. Kent State University.

Kaarina Beam
1999, Assistant Professor of Philosophy. B.A. Bellarmine College; M.A., Ph.D. Purdue University. *(Spring Sabbatical)*

Kathleen Bell
2012, Visiting Assistant Professor of Nursing. B.S.N. Boston College; M.S.N. University of Utah.

Anton Belov
2011, Assistant Professor of Music. B.M. The New England Conservatory; M.M. The Julliard School; D.M.A. Boston University.

Steven Bernhisel
1999, Associate Professor of Education. B.S. Brigham Young University; M.Ed., Ph.D. Utah State University.

William Bestor
1983, Associate Professor of Anthropology. B.A. Yale University; M.A., Ph.D. Harvard University.

Megan Bestwick
2013, Assistant Professor of Chemistry. B.S. Southern Oregon University; M.S. University of Washington; Ph.D. University of Utah.

Malynda Bjerregaard
2014, Visiting Assistant Professor of Communication Arts. B.S., M.A. Southern Utah University.

Bonnie Bolkan
2014, Visiting Assistant Professor of Biology. B.S. Willamette University; Ph.D. Cornell University.

Henny Breen
2011, Assistant Professor of Nursing. B.S. Ryerson Polytechnic University; M.Ed. University of Toronto; M.S. University of Hawaii; Ph.D. University of Hawaii.

Stephen Bricher
1993, Professor of Mathematics. B.A. Linfield College; Ph.D. University of Colorado, Boulder.

Nancy Broshot
2001, Professor of Environmental Studies. B.S., M.S., Ph.D. Portland State University.

Nicholas Buccola
2007, Associate Professor of Political Science. B.S. University of Santa Clara; M.A., Ph.D. University of Southern California.

Peter Buckingham
1988, Professor of History. B.A. Gettysburg College; M.A., Ph.D. Washington State University.

Deborah Canepa
1983, Associate Professor of Biology. B.S. Eastern Mennonite College; Ph.D. Oregon Health Sciences University.

Tania Carrasquillo
2014, Assistant Professor of Spanish. B.A. Conservatorio de Musica de Puerto Rico; M.S. Southern Connecticut State University; Ph.D. University of Iowa.

Scott Carnahan
1983, Professor of Health and Human Performance and Director of Athletics. B.S. Linfield College; M.A.T. Lewis & Clark College.

Sarah Coste
2006, Assistant Professor, Health and Human Performance. B.A. Linfield College; M.S., Ph.D. Oregon Health and Science University.

Patrick Cottrell
2008, Associate Professor of Political Science. B.A. University of California, Davis; M.A. Johns Hopkins School of Advanced International Studies; Ph.D. University of Wisconsin-Madison. *(Year Sabbatical)*

Hillary Crane
2007, Associate Professor of Anthropology. B.A. Seattle University. M.A., Ph.D. Brown University.

Virlena Crosley
2011, Visiting Assistant Professor of Business. B.S. Linfield College; M.S. Lewis & Clark College.

Michael Crosser
2006, Associate Professor of Physics. B.S. Centre College; M.S., Ph.D. Michigan State University. *(Fall Sabbatical)*

Malek Daaboul
2014, Visiting Assistant Professor of Mathematics and Business. B.S., M.S. University of Toledo.

James Diamond
1991, Professor of Chemistry. B.A. St. Joseph's College; Ph.D. Stanford University.

Larry Doty
1987, Associate Professor of Health and Human Performance. B.S., M.Ed. Linfield College.

Nancy Drickey
2001, Professor of Education. B.S., M.S., Ph.D. Utah State University.

Charles Dunn
2002, Professor of Mathematics. B.A. Lewis & Clark College; M.S. University of Illinois; Ph.D. Arizona State University.

Thierry Durand
1995, Professor of French Studies. Maîtríse, University of Lyon; Ph.D. Washington University.

Reshmi Dutt-Ballerstadt
2004, Professor of English. B.A. College of St. Catherine; M.A., Ph.D. University of Minnesota.

Martin Dwomoh-Tweneboah
1996, Professor of Computer Science. B.S. University of Science and Technology, Kumasi, Ghana; M.S. University of Trondheim, Norway.

Richard Emery
1986, Professor of Accounting. B.A. Lewis & Clark College; M.B.A. Eastern New Mexico University and Golden Gate University; C.P.A.

Beverly Epeneter
1984, Professor of Nursing. B.S.N. M.N. Oregon Health Sciences University; Ed.D. Portland State University.

Denise Farag
2009, Assistant Professor of Business. B.A. Linfield College; J.D. Willamette University.

Leonard Finkelman
2014, Assistant Professor of Philosophy. B.A. University of Virginia; Ph.D. City University of New York.

David Fiordalis
2011, Assistant Professor of Religious Studies. B.A. Carleton College; M.A. University of Chicago; Ph.D. University of Michigan.

Daniel Ford
2004, Assistant Professor of Computer Science. B.A. University of California-Santa Barbara; M.B.A. Cornell University; Masters in Business Information Systems, Université Catholique de Louvain, Belgium; M.S. Colorado State University.

J. Christopher Gaiser
1994, Professor of Biology. B.S. University of Washington; Ph.D. Oregon State University.

Robert Gardner
2004, Associate Professor of Sociology. B.A. Bowling Green State University; Ph.D. University of Colorado-Boulder.

Brian Gilbert
2001, Associate Professor of Chemistry. B.S. University of Arizona; Ph.D. Indiana University.

Sharon Bailey Glasco
2003, Associate Professor of History. B.A. Whitworth College; M.A., Ph.D. University of Arizona.

Dawn Graff-Haight
1996, Professor of Health Education; B.S., M.S. University of Wisconsin, La Crosse; Ph.D. Oregon State University.

Randy Grant
1993, Professor of Economics. B.A. Pacific Lutheran University; Ph.D. University of Nebraska at Lincoln. *(Fall Sabbatical)*

Malcolm Greenlees
1984, Glenn L. and Helen S. Jackson Professor of Business. BC University of Alberta; M.B.A., Ph.D. University of Washington.

Janet Gupton
2000, Associate Professor of Theatre Arts. B.A., J.D. Wake Forest University; M.S., Ph.D. University of Oregon.

Gennie Harris
2008, Associate Professor of Education. B.A., M.A. George Fox University; Ph.D. Oregon State University.

Jennifer Heath
2002, Professor of Physics. B.A. Whitman College; M.S., Ph.D. University of Oregon.

Greg Hill
2000, Assistant Professor, Health and Human Performance and Athletic Training Clinical Assistant. B.A. Linfield College; M.S. Oregon State University.

Michael Hitchman
2009, Associate Professor of Mathematics. B.A. Swarthmore College; Ph.D. University of Oregon.

Gudrun Hommel
1993, Associate Professor of German. B.A., M.A. Portland State University; Ph.D. University of Oregon. *(Year Sabbatical)*

Michael W. Huntsberger
2009, Associate Professor of Mass Communication. B.A. The Evergreen State College; Ph.D. University of Oregon.

Jesús Ilundáin-Agurruza
2006, Associate Professor of Philosophy. B.S. University of Wisconsin-Oshkosh; M.A., M.S., Ph.D. University of Illinois, Urbana-Champaign.

Carmen Ingulli
2010, Assistant Professor of Nursing. B.S. University of Wisconsin; M.N. Washington State University.

Masayuki Itomitsu
2009, Assistant Professor of Japanese. B.A. University of Ryukyus; M.A. Ohio State University.

Melissa Jones
2009, Assistant Professor of Nursing. B.S.N. Salish Kootenai College; M.S.N. Oregon Health and Science University.

Michael Jones
1977, Harold C. Elkinton Professor of Accounting. B.A., M.B.A. University of Oregon; C.P.A.

Susan Juedes
2010, Visiting Assistant Professor of Nursing. B.S. Oregon Health and Science University; M.S.N. Gonzaga University.

Chris Keaveney
1997, Professor of Japanese. B.A. Manhattan College; M.A., Ph.D. Washington University, St. Louis.

Anna Keesey
2007, Renshaw Distinguished Professor of Literature and Writing. B.A. Stanford University; M.F.A. University of Iowa.

Dimitri Kelly
2013, Assistant Professor of Political Science. B.A. Utrecht University; M.A., Ph.D. Univeristy of Wisconsin - Madison.

Laura Kenow
1992, Associate Professor of Health and Human Performance. B.A. Gustavus Adolphus College; M.S. University of Arizona.

Katherine Kernberger
1979, Professor of English. B.A. Scripps College; M.A., Ph.D. University of California, Los Angeles.

Garry Killgore
1989, Professor of Health and Human Performance. B.S., M.S., Ph.D. Oregon State University.

Albert Kim
2013, Assistant Professor of Music. A.B. Harvard University; M.M., D.M.A. Eastman School of Music.

Kathy Kinderman
2004, Assistant Professor of Nursing. B.S.N. Saint Martin's College; M.N. Washington State University.

Kimberly Kintz
2011, Assistant Professor of Nursing. B.S.N. Linfield College; M.S. University of Portland.

Megan Kozak
2013, Associate Professor of Psychology; B.A. University of Pennsylvania; M.A., Ph.D. Harvard University.

Anne Kruchten
2006, Associate Professor of Biology. B.A. Transylvania University; Ph.D. University of Minnesota.

Tyler Laird-Magee
2007, Assistant Professor of Business. B.A. Marylhurst University. M.A. University of Portland; D.B.A. George Fox University.

Cheryl Langford
1992, Associate Professor of Nursing. B.S.N. Mississippi College; M.S.N. The University of Texas Health Science Center.

Mindy Larson
2006, Associate Professor of Education. B.S. Linfield College; M.S. Western Oregon University; Ph.D. Oregon State University.

Michael Leahy
2008, Visiting Associate Professor of Health Sciences. B.A. State University of New York at Stony Brook; M.B.A. Harvard University.

Sandra Lee
1985, Professor of English as a Second Language and Intercultural Communication. B.A. Portsmouth Polytechnic, England; M.A. University of California, Los Angeles.

Tara Lepp
1982, Professor of Health and Human Performance. B.A. California State University, Chico; M.S. University of Oregon.

Barbara Limandri
2004, Professor of Nursing. B.S.N. Medical College of Virginia, Virginia Commonwealth University; M.S.N. The Catholic University of America; D.N.Sc. University of California. *(Spring Sabbatical)*

Jennifer R. Linder
2002, Professor of Psychology. B.A. University of New Hampshire; Ph.D. University of Minnesota.

Kay Livesay
2003, Associate Professor of Psychology. B.S. University of California, Los Angeles; M.A., Ph.D. University of California, Riverside.

Thomas Love
1983, Professor of Anthropology. B.A. Columbia University; M.A., M.S., Ph.D. University of California, Davis.

Megan Ludeña
2014, Visiting Assistant Professor of Nursing. B.S.N. Linfield-Good Samaritan School of Nursing; M.N. Washing State University.

Xiaoyue Luo
2007, Associate Professor of Mathematics. B.S. Northern Jiaotong University. M.S., Ph.D. Michigan State University.

Robert McCann
1994, Associate Professor of Education. B.A., M.A.T. University of Redlands; M.A. California State Polytechnic; Ph.D. University of Colorado.

Jeff McNamee
2006, Associate Professor of Health and Human Performance. B.S., M.S. University of Wisconsin-La Crosse; Ph.D. Oregon State University.

William Mackie
1987, Professor of Physics. B.A. Linfield College; Ph.D. Oregon Graduate Center.

Brenda DeVore Marshall
1987, Professor of Theatre and Communication Arts. B.A. University of Denver; M.S. North Texas State University; Ph.D. Southern Illinois University-Carbondale.

Tyrone Marshall
1987, Professor of Theatre Arts. B.A. North Texas State University; M.F.A. Southern Illinois University-Carbondale.

David L. Massey
2001, Chaplain. B.A. Linfield College; M.Div. Colgate Rochester Divinity School; D.Min. San Francisco Theological Seminary.

Karen Maxwell
2008, Assistant Professor of Nursing. B.S.N., M.S.N. San Jose State University.

Tom Mertes
2012, Visiting Assistant Professor and Competitive Scholarships Advisor. B.A. Carroll College; C.Phil. Northern Illinois University.

Priya Meyer
2014, Visiting Assistant Professor of Nursing. B.S. Washington State University; B.S., M.S.N. Johns Hopkins University.

William R. Millar
1984, Professor of Religion. B.A. Linfield College; B.D. Andover Newton Theological School; Ph.D. Harvard University.

Amy Miller
2012, Visiting Assistant Professor of Sociology. B.A. University of Northern Iowa; M.A., M.S., Ph.D. University of Oregon.

Jackson Miller
2001, Professor of Communication Arts. B.S., M.A. Ohio University; Ph.D. Southern Illinois University. *(Year Sabbatical)*

Ronald Mills
1979, Professor of Art. B.A. University of California, Santa Barbara; M.F.A. Claremont Graduate School.

Joelle Murray
1997, Associate Professor of Physics. B.A. Beloit College; M.S., Ph.D. Michigan State University.

Marie Chantalle Mofin Noussi
2012, Assistant Professor of French and Frncophone Studies. B.A., M.A. University of Yaounde I; Ph.D. University of New Mexico.

Michelle Nelson
2000, Professor of Business. B.A. University of Bonn, Germany; M.B.A., Ph.D. Washington State University. *(Fall Sabbatical)*

Mary Lee Nitschke
1984, Professor of Psychology. B.A. Wichita State University; M.A., Ph.D. Michigan State University.

Jennifer Nordstrom
2000, Professor of Mathematics. B.S. University of Redlands; M.S. University of Maryland, Baltimore County; Ph.D. University of Oregon.

Dawn Nowacki
1994, Elizabeth and Morris Glicksman Chair in Political Science. B.A., M.A. University of Washington; Ph.D. Emory University. *(Spring Sabbatical)*

Elizabeth M. Obert
2000, Associate Professor of Art. B.F.A. College of Santa Fe; M.F.A. Washington State University. *(Fall Sabbatical)*

Jeanette O'Brien
2007, Assistant Professor of Nursing. B.S.N. University of Iowa; M.S.S.N. University of Wisconsin-Eau Claire, Master of Public Health, Portland State University; Ph.D. Oregon Health and Science University.

Patrice O'Donovan
1998, Professor and Portland Campus Librarian. B.A. Portland State University; M.L.I.S. University of Michigan.

Amy Orr
2001, George A. Westcott III Distinguished Professor of Sociology. B.S. Nebraska Wesleyan University; M.A., Ph.D. University of Notre Dame.

Joan Paddock
1994, Professor of Music and Band Director. B.M.E., M.M., D.M. Indiana University of Music.

Pamela Pearson
2014, Assistant Professor of Education. B.A. Central College; M.A. Iowa State University; M.A.T. Drake University; Ph.D. Georgia State University.

Janet Peterson
2003, Associate Professor of Health and Human Performance. B.S. University of Southern California; M.A. California State University, Northridge; Dr.P.H. Loma Linda University.

Jeff Peterson
1994, Associate Professor of Sociology. B.S. Washington State University; M.A., Ph.D. University of Texas at Austin.

Daniel Pollack-Pelzner
2010, Assistant Professor of English. B.A. Yale University; M.A., Ph.D. Harvard University.

William Raddatz
1983, Associate Professor of Mathematics. B.A., M.A. University of Oregon; M.S., Ph.D. Georgia Institute of Technology.

Violeta Ramsay
1990, Associate Professor of Spanish. B.A., M.A., Ph.D. University of Oregon.

Thomas Reinert
1988, Professor of Chemistry. B.S. Iowa State University; Ph.D. University of Illinois.

Catherine Reinke
2012, Assistant Professor of Biology. B.A. Carleton College; Ph.D. University of Chicago.

Andrea Reinkemeyer
2014, Assistant Professor of Music. B.A. University of Oregon; M.M., D.M.A. University of Michigan.

Peter Richardson
1980, Professor of German. B.A. Stanford University; M.A. Ohio State University; M.Phil., Ph.D. Yale University.

Carol Roberts
2013, Visiting Assistant Professor of Nursing. B.S.N., M.S.N. Oregon Health and Science University.

Laura Rodgers
2008, Professor of Nursing. B.S.N. University of Portland; M.S.N., Ph.D. Oregon Health and Science University. *(Fall Sabbatical)*

Madeline Romero
2010, Visiting Associate Professor of Business. B.A., University of Southern California; M.B.A., University of Southern California.

Joanna Rowe
2011, Professor of Nursing. B.S.N., M.S.N. Indiana University; Ph.D. University of Denver.

Alexander Runciman
1992, Professor of English. B.A. University of Santa Clara; M.F.A. University of Montana; Ph.D. University of Utah.

John Sagers
2001, Associate Professor of History. B.A. University of California, Berkeley; Master of Pacific International Affairs, University of California, San Diego; Ph.D. University of Washington. *(Spring Sabbatical)*

Evan Schick
2014, Visiting Assistant Professor of Health and Human Performance. B.A. University of California; M.S. California State University; Ph.D. University of Toledo.

Eric Schuck
2006, Professor of Economics. B.A. Pacific Lutheran University; M.A. University of Montana; Ph.D. Washington State University.

Barbara Kitt Seidman
1983, Professor of English. B.A. State University of New York at Albany; M.A., Ph.D. University of Illinois.

Jan Selliken
2000, Associate Professor of Nursing. B.S.N. University of Portland; N.D. National College of Naturopathic Medicine. *(Fall Sabbatical)*

Susan Currie Sivek
2011, Assistant Professor of Mass Communication. B.A. Trinity University; M.A., Ph.D. University of Texas.

Paul Smith
2014, Assistant Professor of Nursing. B.S.N. University of Phoenix; M.N. Washington State University; Ph.D. University of Nevada, Las Vegas.

Scott Smith
2002, Associate Professor of History. B.A. Yale University; A.M., Ph.D., Harvard University.

Stephen Snyder
1978, Professor of Religion. B.A. Stanford University; M.A., Ph.D. University of Chicago

Anna Song
2009, Assistant Professor of Music and Choral Director. B.A. University of California, Los Angeles; M.M. Yale University.

Kathleen Spring
2003, Collections Management Librarian/Assistant Professor. B.A. Hofstra University; M.S. Southern Illinois University; M.L.I.S. University of Alabama.

Jeffrey Summers
1992, Professor of Economics. B.A. Wabash College; M.S. University of Oregon; Ph.D. Purdue University.

David Sumner
2004, Professor of English and Director of Writing. B.A. University of Utah; M.A. Brigham Young University; Ph.D. University of Oregon.

John Syring
2008, Associate Professor of Biology. B.S., M.S. University of Michigan; Ph.D. Oregon State University. *(Fall Sabbatical)*

Jana Taylor
1991, Professor of Nursing. B.S.N. Humboldt State University; M.S. Georgetown University.

Brittany Teahan
2014, Assistant Professor of Economics. B.S. Fairfield University; M.S. Iowa State University; Ph.D. (expected) Purdue University.

Brad Thompson
2003, Associate Professor of Mass Communication. B.A. University of Denver; M.A. University of Missouri, Columbia; Ph.D. University of Colorado, Boulder.

Sonia Ticas
2001, Associate Professor of Spanish. B.A. California State University, Northridge; Ph.D. University of California, Berkeley. *(Spring Sabbatical)*

Faun Tiedge
2005, Professor of Music. B.A. Hunter College; M.A. State University of New York at Binghamton; Ph.D. New York University.

Chad Tillberg
2007, Associate Professor of Biology. B.A. University of Kansas. Ph.D. University of Colorado, Boulder.

Tanya Tompkins
2002, Professor of Psychology. B.A. University of Colorado; M.A., Ph.D. University of California, Los Angeles.

Vivian Tong
1992, Professor of Nursing. B.S.N. San Francisco State University; M.N. University of California, Los Angeles; Ph.D. Portland State University.

Cecilia Phillips Toro
2014, Visiting Assistant Professor of Nursing. B.A., Reed College; Ph.D. Brown University.

Barbara Valentine
1991, Professor and Reference and Service Librarian. B.A. University of New Hampshire; MLSP University of Washington; M.A. University of Georgia.

Martha VanCleave
1987, Professor of Mathematics. B.A. Linfield College; M.S. Western Oregon State College; Ph.D. Oregon State University.

Sharon Wagner
2010, Professor of Business. B.A. Michigan State University; Ph.D. The University of Tennessee.

Lissa Wadewitz
2006, Associate Professor of History. B.A. Pomona College; M.A., Ph.D. University of California, Los Angeles. *(Fall Sabbatical)*

Jacqueline Webb
2011, Assistant Professor of Nursing. B.S. University of New Hampshire; M.S. University of California, San Francisco.

Lisa Weidman
2009, Associate Professor of Mass Communication. B.A. University of California at Davis; MPS Syracuse University; Ph.D. Syracuse University.

Yanna Weisberg
2011, Assistant Professor of Psychology. B.S. Carnegie Mellon University; Ph.D. University of Minnesota.

Jeremy Weisz
2010, Assistant Professor of Biology. B.S. University of Wisconsin; Ph.D. University of North Carolina at Chapel Hill.

Beth West
2014, Assistant Professor and Reference and Distance Education Librarian. B.A. Southeastern Louisiana University; M.A. University of New Orleans; M.L.S. Louisiana State University.

Pam Wheeler
2004, Associate Professor of Nursing. B.S.N. University of Oregon; M.S.N. Marquette University; Ph.D. Portland State University.

Susan Barnes Whyte
1990, Associate Professor and Library Director. B.A. Earlham College; MLN Emory University.

Joe Wilkins
2013, Associate Professor of English. B.A. Gonzaga University; M.F.A. University of Idaho.

Brian Winkenweder
2005, Professor of Art History. B.A. University of Washington; M.A., M.A. University of New Mexico; Ph.D. Stony Brook University.

Isaac Winkler
2014, Visiting Assistant Professor of Biology. B.S. Brigham Young University; Ph.D. University of Maryland.

Patrick Wohlmut
2014, Visiting Assistant Professor and Reference and Instructional Librarian. B.A. Portland State University; M.L.S. Emporia State University.

Tianbao Xie
2002, Professor of Physics. B.S. Peking University; M.S., Ph.D. University of Oklahoma.

Suchawadee Yiminee
2010, Assistant Professor of Nursing. B.S.N. Boromarajonani College of Nursing (Thailand); M.S.N. Chulalongkorn University (Thailand); Ph.D. Kent State University.

Faculty/Emeriti

John S. Alin
1972-2002, Professor Emeritus, Mathematics. B.A. Concordia College; M.A., Ph.D. University of Nebraska.

William D. Apel
1975-2011, Professor Emeritus, Religion. B.A. Muskingum College; M.Div. Garrett Theological Seminary; Ph.D. Northwestern University.

Eugene C. Bell
1992-2002, Professor Emeritus, Business. B.A. University of Texas; M.B.A. Harvard; Ph.D. University of Houston.

Mary Margaret Benson
1981-2011, Professor and Technical Services Librarian Emerita. B.A., M.L.S.P. University of California, Berkeley; M.A. Southern Oregon State College.

Forrest C. Blodgett
1968-1990, Professor Emeritus, Economics. B.S. University of Omaha; M.A. University of Missouri; Ph.D. Portland State University.

Richard Bourassa
1992-2014, Professor of Music. B.M. University of Idaho; M.A. University of Denver, D.A. Ball State University.

Vivian A. Bull
1992-2005, Professor Emerita, Economics. B.A. Albion College; Ph.D. New York University.

J. Frank Bumpus
1969-2002, Professor Emeritus, Psychology. B.A. Whitworth College; M.S., Ph.D. University of Oregon.

Sue Butell
1984-2014, Professor of Nursing. B.S.N. University of Washington; M.S. University of Utah.

Levi Carlile
1964-1993, Professor Emeritus, Economics. B.A., M.A. Texas College of Arts and Industries.

Douglas E. Cruikshank
1978-2001, Professor Emeritus, Education. B.S., M.Ed., Ed.D. University of Oregon.

Paul R. Davis
1991-2005, Professor Emeritus, Physics. B.S. Linfield College; Ph.D. Washington State University.

Roger A. Dell
1974-2002, Professor Emeritus, Mathematics. B.S., M.A. California State University, Long Beach; Ph.D. University of California, Los Angeles.

Barbara Drake
1983-2007, Professor Emerita, English. B.A., M.F.A. University of Oregon.

James Duke
1968-1998, Professor Emeritus, Psychology. B.A. Linfield College; M.A., Ph.D. Texas Christian University.

Kenneth Ericksen
1965-2010, Professor Emeritus, English. B.A. Pacific Lutheran University; M.A., Ph.D. Rice University.

Linda Farris
1974-2006, Professor Emerita of Education. B.A. Humboldt State University; M.Ed., Ph.D. University of North Carolina.

Richard A. Farris
1974-2006, Professor Emeritus of Biology. B.A. California Lutheran College; M.A. California State University, Arcata; Ph.D. University of North Carolina.

Frederic F. Fost
1963-1999, Professor Emeritus, Philosophy. B.A. University of Redlands; B.D. Eastern Baptist Theological Seminar; Ph.D. Claremont Graduate School.

David Gilbert
1988-2003, Professor Emeritus, Mass Communication. B.A. University of Alaska; M.A. University of Colorado.

Eugene Gilden
1983-2013, Professor of Psychology. AB University of California, Los Angeles; M.A. California State University, Los Angeles; Ph.D. University of Houston.

Juan Manuel Gómez
1984-2014, Associate Professor of Spanish. B.S. Montezuma College; B.A. San Jose State University; M.A., Ph.D. University of Oregon.

Thomas H. Gressler
1980-2000, Professor Emeritus, Theatre Arts. B.S. Xavier University; M.A. Bowling Green University; Ph.D. Kent State University.

Drannan C. Hamby
1962-2001, Professor Emeritus, Physics and Chemistry. B.A. Linfield College; M.A., Ph.D. Oregon State University.

David Hansen
1969-2012, Professor of Economics. B.A. Willamette University; M.S. Portland State University.

John Hare
1977-2006, Professor Emeritus of Biology. B.A. Andrews University; M.S. Eastern Washington State College; Ph.D. University of Montana.

Clarence Hinrichs
1966-1999, Professor Emeritus, Physics. B.A. Linfield College; Ph.D. Washington State University.

Vincil Jacobs
1967-2002, Professor Emeritus, History. B.A., M.A. University of Oregon; Ph.D. University of Washington.

Noreen Johansson
1983-2013, Professor of Nursing. B.S.N. M.S.N. University of Illinois; Ed.D. Loyola University.

Jack Keyes
1983-2012, Professor Emeritus, Health Sciences. B.A. Linfield College; Ph.D. University of Oregon.

Sandra Kiehl
1998-2008, Associate Professor Emerita, Business. B.S. DePaul University; Ph.D. Portland State University.

Margaret Wade Krausse
1985-2006, Professor Emerita of French. B.A. University of California, Santa Cruz; M.A., Ph.D. University of California, Irvine.

Robin Lawton
1983-2005, Professor Emerita, English. B.A. University of Natal, South Africa; M.A. University of Portland.

Howard Leichter
1980-2008, Professor Emeritus, Political Science. B.A. Hunter College; M.A. University of Hawaii; Ph.D. University of Wisconsin.

Gwenellyn Leonard
1984-2011, Professor Emerita, Music. B.M. Oberlin Conservatory of Music; M.M. University of Illinois; D.M.A. University of Oregon.

William M. Lingle
1980-2011, Professor Emeritus, Mass Communication. B.S., M.S. University of Oregon.

Nils Lou
1987-2013, Professor of Art. B.S., M.A. University of Michigan.

Joel P. Marrant
1978-2007, Professor Emeritus, Anthropology. B.A. University of California, Santa Cruz; M.A., Ph.D. University of Oregon.

Lawrence B. Marsh
1981-2008, Professor of Music Emeritus. B.A., M.Ed. Western Washington State College; D.M.A. University of Washington.

Barbara May
1989-2010, Professor Emerita, Nursing. B.S.N. Trenton State College; M.S.N. Montana State University; Ph.D. Oregon Health Sciences University.

Carol M. McCulley
1998-2014, Associate Professor; Reference and Distance Education Librarian. B.A. Elmira College; M.S. Medical University of South Carolina; M.L.S.P. Emporia State University.

Bonnie M. Meyer
1957-1992, Professor Emerita, Education. B.S. North Dakota University; M.S. University of Oregon.

John Mickelsen
1983-1994, Professor Emeritus, Chemistry. B.A. Linfield College; M.A., Ph.D. Oregon State University.

Elmer Million
1965-1988, Professor Emeritus, History. AB Georgetown College; M.A., Ph.D. University of Chicago.

Francis G. Nelson
1970-2005, Professor Emeritus of Philosophy. A.B., M.A. University of Michigan; B.D., M.A. University of Chicago; Litt.D. American Baptist Seminary of the West.

George Oja
1980-2003, Professor Emeritus, Health and Human Performance. B.A. Pacific University; Ph.D. University of Oregon.

Linda E. Olds
1975-2008, Professor Emerita, Psychology. B.A. Oberlin College; M.A., Ph.D. University of Cincinnati.

Georgann Percival
1976-2004, Professor Emerita of Health and English as a Second Language. B.S. Southern Illinois University; M.S. Purdue University; M.A. Portland State University.

Wilma Pope
1985-1997, Professor Emerita, Nursing. B.S.N. M.S.N.E. Oregon Health Sciences University.

Diane Pyle
1989-2001, Professor Emerita, Nursing. B.S.N. State University of New York; M.S.N. University of Portland.

Joan Perry Radke
1986-2003, Professor Emerita, Nursing. B.S.N. Oregon Health Sciences University; M.S.N. University of California.

Edith Reynolds
1953-1990, Professor Emerita, Consumer and Family Studies. B.A. Linfield College; M.S. University of Tennessee.

Michael Roberts
1981-2014, Professor of Biology. B.A. University of California; M.A., Ph.D. University of Wisconsin.

Frederic D. Ross
1983-2007, Professor Emeritus, Education. B.A. Yale University; M.A., Ed.D. Stanford University.

Donna Routh
1985-2010, Associate Professor Emerita, Nursing. B.S. University of San Francisco; M.N. Oregon Health Sciences University.

Adolf Rutschman
1968-1996, Professor Emeritus, Physical Education. B.S., M.Ed. Linfield College.

Craig Singletary
1960-1993, Professor Emeritus, Communications. B.A. Lewis & Clark College; M.A., Ph.D. University of Oregon.

Charles H. Springer
1959-1980, Professor Emeritus, Chemistry. B.Ch.E. Fenn College; M.S., Ph.D. Western Reserve University.

Kareen Sturgeon
1981-2008, Professor Emerita, Biology. B.S. University of California, Los Angeles; M.A. California State University; Ph.D. University of Colorado.

Elliot Tenofsky
1975-2003, Professor Emeritus, Political Science. B.A. Northeastern University; M.A. University of Chicago; Ph.D. Brandeis University.

Jill Timmons
1981-2012, Professor Emerita, Music and Artist in Residence. B.A. University of Washington; M.M. Boston University; D.M.A. University of Washington.

Stanton Towner
1956-1988, Professor Emeritus, Sociology. A.B. University of California, Berkeley; M.A., Ph.D. University of Southern California.

William Weaver
1983-2012, Associate Professor Emeritus, Biology. B.S. College of Idaho; M.S., Ph.D. University of Oregon.

Diane Welch
1992-2013, Associate Professor of Nursing. B.S., M.S.N. University of Portland.

Robert Wolcott
1980-2013, Professor of Chemistry. B.A. University of California, Riverside; Ph.D. California Institute of Technology.

Academic Department Staff

Joyce Betita
2008, Director of the Experiential Learning Center. M.S.N./Ed. University of Phoenix.

Leslie Copeland
2012, Lead Pre-Kindergarten Teacher. B.A. Washington State University; M.A. Gonzaga University.

Leanne Duckering
2012, Experiential Learning Center Coordinator. B.S. Linfield College.

Angelia Gurley
2009, Head Teacher, Pre-Kindergarten. B.S. Kansas State University; M.S. University of Kansas.

Doug Hire
2000, Associate Head Football Coach; HHPA Facilities Manager.

Kenneth Kebisek
2003, Lab Coordinator, Biology. B.S. University of Chicago; M.S. University of Wisconsin-Madison.

Shane Kimura
2009, Head Women's Volleyball Coach. B.S., M.Ed. Linfield College.

Heather Long
1990, Stockroom Supervisor and Laboratory Coordinator, Biology. B.S. Oregon State University.

Melissa Lowther
2013, Nursing Simulations Operations Coordinator. B.S. Oregon Institute of Technology.

Cristopher Moss
2005, Instructional Associate/Gallery Director. B.F.A. Pacific Northwest College of Art; M.F.A. New York University.

Robin Potera-Haskins
2010, Head Women's Basketball Coach and Instructional Assistant. B.A. Evangel College; M.A. Stephen F. Austin State University.

Kristine Rethlake
2011, Coordinator, Experiential Learning Center, Portland Campus. B.S.N. Linfield College.

Shanan Rosenberg
2013, Head Men's Basketball Coach and Instructional Associate. B.A. University of California, Davis; M.A. California State University, Chico.

Donald Schnitzler
1988, Physics Laboratory Coordinator. B.S. University of Detroit; M.S. University of Pittsburgh; Ph.D. Wayne State University.

Lisa Macy-Baker
2013, Title IX Deputy Coordinator, NCAA Compliance Officer and Head Women's Tennis Coach. B.S. Oregon State University; M.S. Portland State University.

Joseph Smith
1996, Head Football Coach. B.A. Linfield College; M.S. Oregon State University.

Barbara Van Ness
1994, Environmental Science Laboratory Coordinator, Experiential Learning Center, Portland Campus. B.A. Knox College; M.S. Biology, M.S. Computer Science California Polytechnic State University.

Jackson Vaughn
1998, Head Softball Coach. B.A. Linfield College.

Robert Vaughn
2008, Technical Director and Sound Designer. B.A. Linfield College; M.F.A. Northern Illinois University.

Amy Wolcott
1998, Laboratory Coodinator, Chemistry. B.S. Linfield College.

Trustees

David C. Baca '78
2008, Managing Partner, Davis Wright Tremaine LLP. Portland, Oregon.

Stephen H. Bils
2012, Executive Minister, American Baptist Churches of the Central Pacific Coast. Portland,Oregon.

Phillip J. Bond '78
2005, President and CEO, Bond and Associates, Inc. Washington, D.C.

Kerry L. Carmody '73
2008, Retired. Valencia, California.

Gale J. Castillo '73
2010, President, Hispanic Metropolitan Chamber. Portland, Oregon.

Pamela L. Claassen '75
2001, Chief Financial Officer, American Baptist Homes of the West. Pleasanton, California.

Martha B. Cox '72
1998, Chief Executive Officer, Columbia Steel Casting Co., Inc. Portland, Oregon.

Dave M. Dillon '89
1996, Executive Vice President, Oregon Farm Bureau Federation. Salem, Oregon.

Lucinda Day Fournier '95
2004, Retired. Bend, Oregon.

Leda I. Garside
2013, Manager, Tuality Healthcare, ¡Salud!. Hillsboro, Oregon.

Michelle E. Giguere '78
2009, Government Relations Consultant, Ball Janik, L.L.P. Washington, D.C.

Glen T. Giovannetti '84
2013, Global Life Sciences Leader, Ernst & Young. Boston, Massachusetts.

Kent D. Harrop
2001, Pastor, First Baptist Church. Beverly, Massachusetts.

David C. Haugeberg
1982, Attorney at Law, Haugeberg, Rueter, Gowell, Fredricks & Higgins, P.C. McMinnville, Oregon.

Thomas L. Hellie
2006, President, Linfield College. McMinnville, Oregon.

Kellanne B. Henry '83
2008, Financial Planning. Seattle, Washington.

David R. Jubb '71
1994, Vice Chairman and General Counsel, Reser's Fine Foods, Inc. Beaverton, Oregon.

Ronni S. Lacroute
2007, Proprietor, Willakenzie Estate Winery. Yamhill, Oregon.

Gary F. Magnuson '73
2000, Sr. Vice President, Wealth Management Portfolio Management Director, Morgan Stanley Wealth Management. Seattle, Washington.

Julie McElrath
2012, Senior Vice President and Director, Vaccine & Infectious Disease Division, Fred Hutchinson Cancer Research Center. Seattle, Washington.

Moe Momtazi
2002, Owner, Tecna Industries, Inc., Maysara, Momtazi Family LLC. McMinnville, Oregon.

Daniel J. O'Leary '86
2004, Professor of Chemistry, Pomona College. Claremont, California.

Mark R. Patterson '88
2009, Retired Managing Director, NWQ Investment Management. Los Angeles, California.

Jan Selliken
2013, Professor of Nursing, Linfield College. McMinnville, Oregon.

Kenneth D. Stuart
2012, President Emeritus and Researcher, Seattle Biomedical Research Institute. Seattle, Washington.

Thomas L. Sutro '71
2001, Risk Manager, Evergreen Realty and Associates. Irvine, California.

Sandra A. Thompson '68
2004, Judge, Los Angeles Superior Court. Torrance, California.

Ivanna Tucker '15
2014, Student ASLC Vice President, Linfield College, McMinnville, Oregon.

Douglas A. Tunnell
2008, Owner, Brick House Vineyards. Newberg, Oregon.

Bernard L. Turner
1989, Retired Pastor, First Baptist Church. McMinnville, Oregon.

Tony L. Uphoff
2010, CEO and Director, Business.com. Solana Beach, California.

Richard E. Withnell '64
1990, Chairman of the Board, Withnell Motor Co. Salem, Oregon.

Julie A. Weston Wolff '91
2013, Partner, Owen Roe LLC. Sammamish, Washington.

Jingsong Zhu '93
2012, Professor, National Center for Nanoscience and Technology. Beijing, China. Manager and Partner, Plexera Bioscience. Woodinville, Washington.

Trustees Emeriti

Meg Bladine
1970, McMinnville, Oregon.

Glenn Camper
1970, Clackamas, Oregon.

Charles H. Chicks '53
1972, Sunnyvale, California.

Evelyn Davis '42
1974, Kirkland, Washington.

Vernon G. DeLap '50
1975, Oregon City, Oregon.

Charles R. Getchell '55
1986, Damascus, Oregon.

André W. Iseli '55
1968, Clackamas, Oregon.

Glenna Kruger '68
1982, Portland, Oregon.

James Ledbetter '51
1995, Lake Oswego, Oregon.

Michael G. McBride '72
1996, Twin Falls, Idaho.

Max Powers
1970, Oakland, California.

Delford M. Smith
1975, McMinnville, Oregon.

George W. Steers
1993, Seattle, Washington.

Bruce Stewart '49
1970, Lake Oswego, Oregon.

Honorary Trustee

Larry L. Sims
1993, Retired Environmental Engineer. Amity, Oregon.

Index

A

Academic Advising
Division of Continuing Education ... 135
McMinnville Campus ... 11
Peer Advising ... 10
Portland Campus ... 128
Academic Department Chairs ... 149
Academic Department Staff ... 156
Academic integrity ... 17
Academic warning ... 17
Academic organization of Linfield College ... 4
Academic policies and procedures
Academic integrity ... 17
Academic suspension ... 17
Academic suspension appeal ... 17
Academic warning ... 17
Advanced Placement ... 5, 13, 21
Advising. *See* Academic Advising
Attendance ... 15
Auditing a course ... 13
Catalog's requirements as binding ... 15
Challenge exams ... 13
Changing grades ... 14
Class standing, academic classification ... 12
CLEP exams ... 5, 13, 21, 135
Concurrent and Subsequent degrees ... 16
Credit for academic work ... 12
Dean's List ... 16
Family Educational Rights and Privacy Act (FERPA) ... 15
Full-time credit load ... 12
Full-time status ... 12
Grade challenges, academic grievances ... 14, 18
Grade designations ... 13
Grade point average ... 14
Grade reports ... 14
Graduation, candidacy for ... 16
Grievances ... 17
Honors at graduation ... 16
Independent study ... 15
Internships ... 16
Leave of Absence ... 11
Medical Leave of Absence ... 11
Non-course credit hour limitations ... 13
Normal course load ... 12
Paracurricular credit for non-Linfield activities ... 13
Petitions for exceptions ... 18
Probation, academic ... 17
Progress toward a degree ... 16
Registration. *See* Registration
Repeating a course ... 14
Residency credit hour requirements ... 5
Special student status ... 16
Student behavior ... 18
Student loan exit interview ... 12
Student responsibility ... 11
Suspension, academic ... 17
Suspension, academic, appeal ... 17
Transcripts ... 15
Transcript designations ... 14
Transfer credit ... 12
Tutorials ... 15
Veterans' educational benefits ... 15
Withdrawal ... 11
Accounting certificate ... 137
Accounting major
Division of Continuing Education ... 136
McMinnville campus ... 44
Accreditation ... Inside front cover
Achievement exams, residency credit hour requirements ... 5
Administration ... 145-149
Administrative Officers ... 145
ACT, admission ... 19, 20
Admission Policies and Procedures
Division of Continuing Education ... 135
McMinnville Campus
Advanced Placement ... 5, 13, 21
Application ... 18
Campus visits ... 22
Common Application ... 19
Deadlines ... 19-20
Early admission for high school students ... 19
Early action ... 19
International Baccalaureate Diploma ... 21
International students ... 21
Non-degree students ... 21
Procedures ... 18-22
Transfer students ... 21
Nursing Program ... 130-131
Portland Campus ... 20-22, 130
Adult Degree Program. *See* Division of Continuing Education
Advanced Placement ... 5, 13
Alpha Psi Omega, Sigma Cast ... 123
Alpha Sigma Lambda ... 138
American Sign Language ... 92
Anthropology. *See* Sociology and Anthropology Department
Application for admission ... 18-22, 130, 131, 135
Applied Physics major ... 104
Art and Visual Culture Department ... 36-38
Art & Humanities major ... 136
Asian Studies ... 39, 83
Associate of Arts Oregon Transfer Degree ... 12
Athletic Training major ... 70
Athletics ... 69-75
See also Health, Human Performance, and Athletics
Attendance ... 15
AUD designation ... 14
Auditing a course
Availability ... 13
Austria, International Programs ... 28
AW designation ... 14
Awards: Academic
See also Departmental Honors; Honors
Business Department ... 45
Chemistry Department ... 48
Computer Science Department ... 50
Economics Department ... 53
Education Department ... 56
Health, Human Performance and Athletics Department ... 71
History Department ... 75
Mass Communication Department ... 84
Mathematics Department ... 86
Modern Languages Department ... 91
Music Department ... 97
Nursing Program ... 132
Philosophy Department ... 101
Physics Department ... 104
Political Science ... 106
Psychology Department ... 110
Sociology and Anthropology Department ... 117
Theatre and Communication Arts Department ... 123
Awards: Scholarships
See also Grants; Loans; Scholarships
Linfield Merit Award ... 139
Music Achievement Awards ... 140
Talent Awards ... 140

B

Bachelor's degrees
- B.A. and B.S. distinguished 5
- Bachelor of Arts 5
- Bachelor of Science 5
- Bachelor of Science in Nursing 5, 130, 131
- Catalog's requirements as binding 11, 15
- Creative Studies 7
- Credit hour requirements 5
- Cumulative grade point average requirement 5
- Declaration of major 9
- Degrees offered 5
- Diversity Studies 8
- Global Pluralisms courses 8
- Individual Major 9
- Individuals, Systems, and Societies 7
- Inquiry Seminar 6-9
- Linfield Curriculum (general education) 6-9
- Major, requirement for 9
- Minors 10
- Natural World 7
- Paracurriculum requirement 5
- Quantitative Reasoning 7
- Residency 5
- Six Modes of Inquiry 6
- Subsequent catalogs' requirements 11, 15
- Ultimate Questions 7
- U.S. Pluralisms courses 8
- Vital Past 8
- Writing-intensive courses 9

Baptist affiliation 3
Biology Department 40-43
Board of Trustees 4, 156
Business Department
- Accounting major 44
- Finance major 44
- International Business major 44, 81
- Management major 44
- Marketing major 44

Business Information Systems major 137
Business majors 44

C

Campus visits
- McMinnville 22
- Portland Campus 22, 128

Candidacy for graduation 16
Catalog expiration 15
CE Designation 14
Certificate programs 137
Challenge exams 13
Cheating 17
Chemistry Department 48-49
China, international study 28
Chinese, courses 93
Chi Omega 107
Class standing, hours required for 12
CLEP exams
- Availability 13, 135
- Non-course credit hour limitations 13
- Residency credit hour requirements 5

Clinical facilities, Portland Campus 128
Coaching minor 71
Colloquium
- Entry Colloquium, DCE 80, 135
- McMinnville and Portland Campus students 11, 79, 80
- Repeating a course 14

Communication Arts 121
Community 145-157
Community colleges, transfer credit hour limitation 12
Community Contacts 165
Compliance Officers 145
Computer facilities
- Portland Campus 128

Computer Information Systems certificate 137
Computer Science Department 50-52
Continuing Education. *See* Division of Continuing Education
Correspondence courses, noncourse credit hour limitations 13
Costa Rica, International Programs 28
Costs 23, 136
Counseling
- Academic advising 11

Creative Studies courses 7
Creative Writing major 59
Credit hour requirements
- Bachelor's degrees 5
- Class standing determination 12
- Individual Major, requirement in 9
- Major, requirement for 9
- Minors 10
- Residency requirement 5

Credits
- Advanced Placement credit hour limitations 13, 21
- Auditing a course 13
- Challenge exams 13
- CLEP exam credit hour limitations 13
- Credit by Examination 13
- Credit for prior learning 135
- Laboratories 12
- Noncourse credit hour limitations 13
- Overload 12
- Paracurricular credit for non-Linfield activities 13
- Semester Abroad 27
- Transfer credit 12

Criminal convictions, Nursing Program applicants 132
Cross registration 11
CS designation 7
Cum laude 16
Cumulative grade point average 5
- Computing 14
- Dean's List 16
- Graduation honors 16
- Independent study 15, 135
- Individual Major, requirement in 9
- Major, requirement in 9
- Minors 10
- Probation 17
- Repeating a course 14
- Requirement for degree 5
- Suspension, academic 17
- Transfer credit acceptance 12

D

Dance 99
Dean's List 16
Declaration of major 9
Degrees and Requirements: All Campuses 5
Degrees offered 5
Delta Mu Delta-Epsilon Psi Chapter 45
Departmental honors
- Nursing Program 132
- Psychology Department 110
- Sociology and Anthropology Department 117

Dependent students, grade reports 14
Dishonesty, academic 17
Diversity Studies 8
Division of Continuing Education
- Academic advising 135
- Academic Policies and Procedures 135
- Accounting major 136
- Admission 135
- Art and Visual Culture Department courses 38
- Art & Humanities major 136
- Auditing a course 136

Bachelor's degrees offered....5, 136
Biology courses....42-43
Business....47
Business Information Systems major....137
Certificate programs....137
Challenge exams....135
CLEP exams....135
Computer Science courses....51-52
Costs....136
Credit for prior learning....135
Degrees offered....5, 136
Economics courses....54
English courses....62
Entry Colloquium....135
Environmental Studies courses....66
Environmental Studies minor....65, 137
Financial aid....135
Health, Human Performance and Athletics courses....75
History courses....78
Independent Study....15, 135
International Business....136
Interdepartmental Studies....79
Linfield Curriculum....135
Management major....136
Mass Communication courses....86
Mathematics courses....88
Modern Languages courses....96
Psychology courses....113
Refunds for withdrawal from courses....136
Requirements for all bachelor's degrees....5
Social & Behavioral Sciences major....137
Sociology and Anthropology courses....120
Summer term....135
Tutorials....15

E

Early admission for high school students....19
Early action for admission....19
Economics Department....53-54
Ecuador, International Study....28
Education Department....55-58
Electronic Arts....58
Elementary Education....55
Engineering and Business Administration preparatory program....109
Engineering cooperative program....108
England
  International Programs....28
English Language and Culture Program....63
English Department....59-62
Entry Colloquium....80, 135
Environmental Studies
  DCE....66, 137
  McMinnville Campus....64-66
European Studies....66, 82
Exercise Science major....70
Exit interview....12
Experiential Learning
  Defined....10
  Credit cap for....6

F

Fabrication....17
Faculty....149-156
Faculty advising....11
Family Educational Rights and Privacy Act....15
FERPA....15
Finance major....44
Financial Aid
  Academic Scholarships for First-Year Students....139
  Academic Scholarships for Transfers....140
  Application Procedures....143
  Need-Based and Non Need-Based Financial Aid....140
  Satisfactory Academic Progress....143
  Short-Term Loan Programs....143
First-year class standing, credits required for....12
France, international study....28
Francophone African Studies....90
French
  Courses....93
  Francophone African Studies major and minor....90
  French Studies major and minor....90
Full-time credit load....12
Full-time student, progress toward a degree....16

G

Gender Studies....67
General Education. *See* Linfield Curriculum
German
  Courses....94
  German Studies major and minor....91
  Major or Minor....91
  Semester Abroad in Austria....28
Global Health program....68
GP designation....8
Grade challenges, academic grievances....13, 18
Grade point average. *See* Cumulative grade point average
Grades
  Challenge exams....13
  Changing....14
  Designations....14
  Grade point average, computing....14
  Grade reports....14
  Repeating a course....14
  Transfer credit acceptance....12
Graduation
  Candidacy for....16
  Honors....16
Grants
  See also Awards: Scholarships; Loans; Scholarships
  Federal Pell Grant....141
  Federal Supplemental Educational Opportunity Grant (FSEOG)....141
  Federal TEACH Grant....141
  International Student Scholarships and Grants....141
  Iraq and Afghanistan Service Grant (IASG)....141
  Linfield Grants....140
  Linfield Diversity Grants....141
  Oregon Opportunity Grant....143
Greek....114
Grievances....18

H

Health Administration program....68
Health, Human Performance and Athletics....69-75
  Athletic Training major....69,70
  Coaching minor....71
  Exercise Science major....70
  Health Education major....70, 71
  Health Education minor....71
  Physical Activity and Fitness Studies major....70
  Physical Education major....70, 71
  Physical Education minor....71
Health Professions preparatory program....108
Hebrew....114
High school students, coursework for....19
History Department....76-79
Honor societies
  Alpha Sigma Lambda....138
  Alpha Psi Omega, Sigma Cast....123
  Chi Omega....107
  Delta Mu Delta-Epsilon Psi Chapter....45
  Kappa Delta Pi, Sigma Delta chapter....56
  Lambda Pi Eta....123

Mu Phi Epsilon 97
Omicron Delta Epsilon-Oregon Beta Chapter 53
Phi Alpha Theta 75
Phi Epsilon Kappa 71
Phi Sigma Tau 101
Pi Kappa Delta, Oregon Alpha Chapter 123
Pi Mu Epsilon 86
Psi Chi 110
Sigma Pi Sigma 104
Honors
See also Awards; Departmental Honors
Dean's List 16
Graduation honors 16
Human Resource Management certificate 137
Humanities, Art & Humanities major 136
Humanities/Social Sciences 129

I

Independent Study 15, 135
Individual Major 9
Individuals, Systems and Societies courses 7
Inquiry Seminar 6, 32
Intercultural Communication
Departure and Reentry (IDST 031) 28, 80
Major 80, 122
Interdepartmental programs
Art & Humanities major 136
Business Information Systems major 137
Environmental Studies major 64
European Studies minor 83
Intercultural Communication major 80, 122
Interdepartmental Studies 80
International Business 44, 81, 136
International Relations 81, 106
Modern Languages 89
Social & Behavioral Sciences major 137
International Baccalaureate Diploma 13
International Business major 44, 82, 136
International Relations major 82, 106
International Programs 27
Asian Studies 29, 82
Australia 28
Austria 28
China 28
Costa Rica 28
Described 27
Ecuador 28
England 28
English Language and Culture Program 29
European Studies 29, 82
France 28
Germany 28
Graduation honors 16
International activity on campus 30
International Business major 44, 81, 136
International Relations major 81, 106
Ireland 28
January term 29, 31
Japan 28
Korea, Yonsei University 29
Language majors 29
Language minors 29
Latin America Studies 29, 82
Modern Languages majors 89
New Zealand 29
Norway 29
Residency credit hour requirements 5
Semester Abroad 27
Senegal 29
Study abroad 27
Transfer credit acceptance 12, 30
International students
Admission procedures 21
International Studies 82
International study requirement
International Business majors 44, 81, 136
International Relations majors 81, 106
International Studies minors 82
Language majors 89
Internships 16, 29, 45, 53, 80
INQS designation 6
Inquiry Seminars 32
IP designation 14
Ireland, International study 28
IS designation 7

J

January term 31
Costs 23
Described 31
International Programs 29
Japan, International study 28
Japanese
Courses 95
Major or minor 91
Japanese Studies major 91
Junior class standing, hours required for 12

K

Kanto Gakuin University, Japan 28
Kappa Delta Pi, Sigma Delta chapter 56
Korea, International study 29

L

Laboratories, credit given for 12
Lambda Pi Eta, Iota Beta Chapter 123
Languages
B.A. and B.S. distinguished 5
Greek 114
Hebrew 114
Latin 95
Modern languages. *See* Modern Languages Department
Last day to enroll in course 11
Latin 96
Latin American Studies 29, 83
Law preparatory program 109
Leave of Absence 11
Linfield Curriculum (General Education) 6
Six Modes of Inquiry 6
Creative Studies (CS)
Individuals, Systems and Societies (IS)
Natural World (NW)
Quantitative Reasoning (QR)
Ultimate Questions (UQ)
Vital Past (VP)
Bachelor's degrees 5
CLEP exams 13
Diversity Studies Requirement 8
Global Pluralisms (GP)
U.S. Pluralisms (US)
Division of Continuing Education 135
Inquiry Seminar 6
Transfer credit 12
Writing-Intensive Courses 9
Linfield Research Institute 3, 10
Linfield-Good Samaritan School of Nursing. *See* Nursing Program
Literature major 59
Loans
See also Awards: Scholarships; Grants; Scholarships
Federal Direct Parent PLUS Loan (PLUS Loan) 143
Federal Direct Stafford Loans 142
Federal Perkins Loan (Perkins) 142
Private Education Loans 143
Unsubsidized Federal Direct Stafford Loan 142

M

Magna cum laude 16
Majors
- Accounting 44, 136
- Anthropology 116
- Applied physics 104
- Art. *See* Studio Art Major
- Art & Humanities major 136
- Athletic Training 70
- Biochemistry and Molecular Biology 39
- Biology 40
- Business Information Systems 137
- Challenge exams credit limitation 13
- Chemistry 48
- Communication Arts 121
- Computer Science 50
- Creative Writing 59
- Cumulative grade point average requirement 5
- Economics 53
- Education 55
- Electronic Arts 58
- Environmental Studies 64
- Exercise Science 70
- Finance 44
- Francophone African Studies 89
- French Studies 89
- German 90
- German Studies 90
- Health Education 70
- History 76
- Intercultural Communication 79, 122
- Interdepartmental Studies 79
- International Business 44, 136
- International Relations 82, 106
- Japanese 90
- Japanese Studies 90
- Latin American/Latino Studies 90
- Literature 59
- Management 44, 136
- Marketing 44, 136
- Mass Communication 84
- Mathematics 87
- Music 98
- Nursing 130
- Philosophy 102
- Physical Activity and Fitness Studies 70
- Physical Education 70
- Physics 104
- Political Science 106
- Psychology 110
- Religious Studies 114
- Social & Behavioral Sciences major 137
- Sociology 116
- Spanish 90
- Studio Art 36
- Theatre Arts 121

Malpractice insurance 23, 132
Management major 44
Maps
- McMinnville Campus 166
- Portland Campus 167

Marketing certificate 138
Mass Communication Department 84-7
Mathematics Department 87-89
Medical Leave of Absence 11
Minors
- Anthropology 116
- Asian Studies 82
- Biology 40
- Chemistry 48
- Chinese 89
- Coaching 71
- Communication Arts 121
- Computer Science 50
- Creative Writing 59
- Cumulative grade point average requirement 5
- Economics 53
- Education 56
- Environmental Studies 65, 137
- European Studies 29, 82
- Francophone African Studies 90
- French Studies 89
- Gender Studies 67
- German 90
- Health Education 71
- History 76
- International Relations 82
- Japanese 90
- Latin American Studies 30, 82
- Law, Rights, and Justice 84
- Literature 59
- Management 44
- Mathematics 87
- Mathematics Education 87
- Media Studies 85
- Music 98
- Philosophy 102
- Physical Education 71
- Physics 104
- Political Science 106
- Psychology 110
- Religious Studies 114
- Sociology 116
- Spanish 90
- Sport Management 44, 120
- Studio 36
- Theatre Arts 121
- Visual Culture 36

Modern Languages
- American Sign Language 92
- Chinese 90
- Francophone African Studies 90
- French Studies major or minor 90
- Generally 90-97
- German major or minor 91
- German Studies major or minor 91
- Interdisciplinary courses 92
- Japanese major or minor 91
- Japanese Studies 91
- Latin 96
- Latin American/Latino Studies 91
- Requirements 90
- Spanish major or minor 90

Mu Phi Epsilon 98
Music Department 98-102
MWI designation 9

N

Natural World courses 7
New Zealand, International study 29
Non-course credit hour limitations 13
Non-degree students 21
Normal course load 12
Norway, International study 29
Nottingham, University of 28
Nursing program
- Admission for applicants with criminal convictions 132
- Admission 130
- Awards 132
- Bachelor of Science in Nursing 5
- Courses 132-134
- Honors 132
- Major requirements 131
- Malpractice insurance 23, 132
- Paracurricular courses 132

Repeating a course 14
Requirements for all bachelor's degrees 5
R.N. to B.S.N. option 131
NW designations 7

O

Omicron Delta Epsilon-Oregon Beta Chapter 53

P

Paracurricular courses
Bachelor's degrees requirements 5
Dance 98
Education courses 56
English courses 60
English Language and Culture Program courses 63
Environmental Studies courses 65
Health, Human Performance and Athletics courses 71
Interdepartmental Studies courses 79
Mass Communication courses 84
Modern Languages courses 91
Music courses 98
Non-Linfield activities 13
Nursing program courses 132
Physics courses 104
Psychology courses 110
Sociology and Anthropology courses 117
Theatre and Communication Arts courses 123
Part-time students
See also Division of Continuing Education
Progress toward a degree 16
Peer advising 11
Peer Instruction Program 10
Petitions, academic policy exceptions 18
Phi Alpha Theta 76
Phi Epsilon Kappa 71
Phi Sigma Tau 102
Philosophy Department 102-104
Physical Education major 71
Physical Education minor 71
Physics Department 104-106
Phone Directory. *See* Community Contacts
Pi Kappa Delta, Oregon Alpha Chapter 123
Pi Mu Epsilon 87
Placement in mathematics courses 88
Plagiarism 17
Political Science Department 106-108
Portfolio, prior learning 5, 135
Portland Campus
Academic advising 128
Admission 20
Anthropology and Sociology courses 120, 129
Art and Visual Culture Department courses 38, 129
Biology courses 42-43
Campus visits 22, 128
Clinical facilities 128
Computer facilities 128
Computer Science courses 51-52
Degrees offered 128
English courses 62, 129
Financial aid 128
History courses 78, 129
Humanities/Social Sciences 129
Interdepartmental Studies 80
Location 128
Mass Communication courses 86
Mathematics courses 88
Nursing. *See* Nursing Program
Philosophy courses 129
Psychology courses 113, 129
Pre-professional programs 108-109
Privacy, Family Educational Rights and Privacy Act (FERPA) 15
Probation, academic 17
Progress toward a degree 16
Psi Chi 110
Psychology Department 110-113

Q

Quantitative Reasoning courses 7
QR designation 7
Quality points 14

R

Readmission 21
Registration
Cross-registration 11
Last day to enroll in course 11
Process 11
Withdrawal from a course 11
Withdrawal from Linfield 11
Religious Studies Department 114-115
Repeating a course 14
Residency credit hour requirements 5
R.N. to B.S.N. Program 131, 135, 137

S

SAT scores, admission requirement 19, 20
Scholarships
See also Awards: Scholarships; Grants; Loans
Chemeketa Scholars at Linfield Scholarship 140
Endowed and Special Scholarships 141
International Student Scholarships and Grants 141
Leadership/Service Scholarship 140
Linfield Academic Competitive Scholarships 139
Linfield Faculty Scholarships 139
Linfield Trustee Scholarships 139
Mass Communication 84
Phi Theta Kappa Scholarships 140
Theatre and Communication Arts Department 123
Transfer Scholarships 140
Second bachelor's degree 16
Secondary education, middle and high school 55
Senegal, International study 29
Senior citizens, auditing a course 13, 24
Senior class standing, hours required for 12
Sigma Pi Sigma 104
Six Modes of Inquiry 6
Social & Behavioral Sciences major 137
Sociology and Anthropology Department 116-120
Sophomore class standing, hours required for 12
Spain, International study 29
Spanish, Semester Abroad in Costa Rica 28, 91
Spanish major 91
Sport Management major 44, 120
Student clubs and organizations
Accounting Club 45
Art Students Society 36
Ceramic Club 36
Student loan exit interview 12
Student teaching 56, 57-58
Study aboard. *See* International study
Summa cum laude 16
Summer term
Division of Continuing Education 135
Suspension
Academic; appeal 17
Student behavior 18

T

Teacher education, repeating a course 14
Teacher licensure
General 56
Health Education major 71

Mathematics 87
Music Education 98
Physical Education 71
Physics 104
Requirements 56
Social Studies 75, 106, 110, 117
Theatre and Communication Arts Department 121-127
TOEFL, international students 21-22, 29, 135
Transcripts 15
Transfer students
Admission procedures 20
Credit from other institutions 12
Division of Continuing Education 135
Intercampus 22
Nursing Program admission 130-131
Trustees 156
Tutorials 15
Two-year colleges, transfer credit hour limitation 12

U

Ultimate Questions courses 7
Unmet financial obligations, transcripts 15
UQ designation 7
US designation 8
US Pluralisms courses 8

V

Veterans' educational benefits 15
Vital Past courses 8
VP designation 8

W

Web page address 22
Withdrawal from course
Deadline for 11
Student behavior 18
Withdrawal from Linfield 11
Work study program 141
Writing-intensive courses 9

Community Contacts

Adminstrative Officers

Susan Agre-Kippenhan
Vice President for Academic Affairs/Dean of Faculty
(503) 883-2270

Thomas L. Hellie
President
(503) 883-2234

Susan Hopp
Vice President for Student Affairs and Athletics/Dean of Students
(503) 883-2588

John N. McKeegan
Vice President and General Counsel
(503) 883-2202

David Ostrander
Vice President for Institutional Advancement
(503) 883-2495

Daniel J. Preston
Vice President for Enrollment Management
(503) 883-2294

Mary Ann Rodriguez
Vice President for Finance and Administration/Chief Financial Officer
(503) 883-2458

McMinnville Telephone Directory

Academic Advising
Melrose Hall – Student Central
(503) 883-2250

Academic Affairs
Melrose Hall, Room 201
(503) 883-2409

Accounting Office
Melrose Hall, Room 105
Accounts Payable: (503) 883-2459

Admission Office
Michelbook House
(503) 883-2213

ASLC
Riley Hall
(503) 883-2543

Athletics Department
Men's Athletics: (503) 883-2229/2421
Women's Athletics: (503) 883-2526
Physical Education: (503) 883-2604

Bookstore
Riley Hall
(503) 883-2240

College Public Safety and Security
Cozine Hall
(503) 883-7233 • 503-883-SAFE

Conference and Events Planning
Facilities Building
(503) 883-2448

Career Development
Melrose Hall – Student Central
(503) 883-2562

Chaplain
Melrose 110
(503) 883-2259

Division of Continuing Education
Malthus Hall
(503) 883-2447

English as a Second Language
Cook Hall, Room 105
(503) 883-2503

Enrollment Services
Melrose Hall, Room 108
(503) 883-2542

Events Calendar
(800) 883-2600
www.linfield.edu/calendar

Financial Aid
Melrose Hall, Room 109
(503) 883-2225

Housing/Billing
Melrose Hall, Room 110
(503) 883-2278

Housing/Residence Life
Mahaffey Hall, Room 127
Roommate Questions: (503) 883-5389

Human Resources
Melrose Hall, Room 102
Receptionist: (503) 883-2594
Payroll: (503) 883-2594
Student Employment: (503) 883-2594
Student Insurance: (503) 883-2494

International Programs
Walker Hall
(503) 883-2222

Learning Support Services
Melrose Hall – Student Central
(503) 883-2562

Library
Circulation Desk: (503) 883-2261
Educational Media Services: (503) 883-2303
Interlibrary Loan: (503) 883-2534
Reference Desk: (503) 883-2518
Technical Services: (503) 883-2519

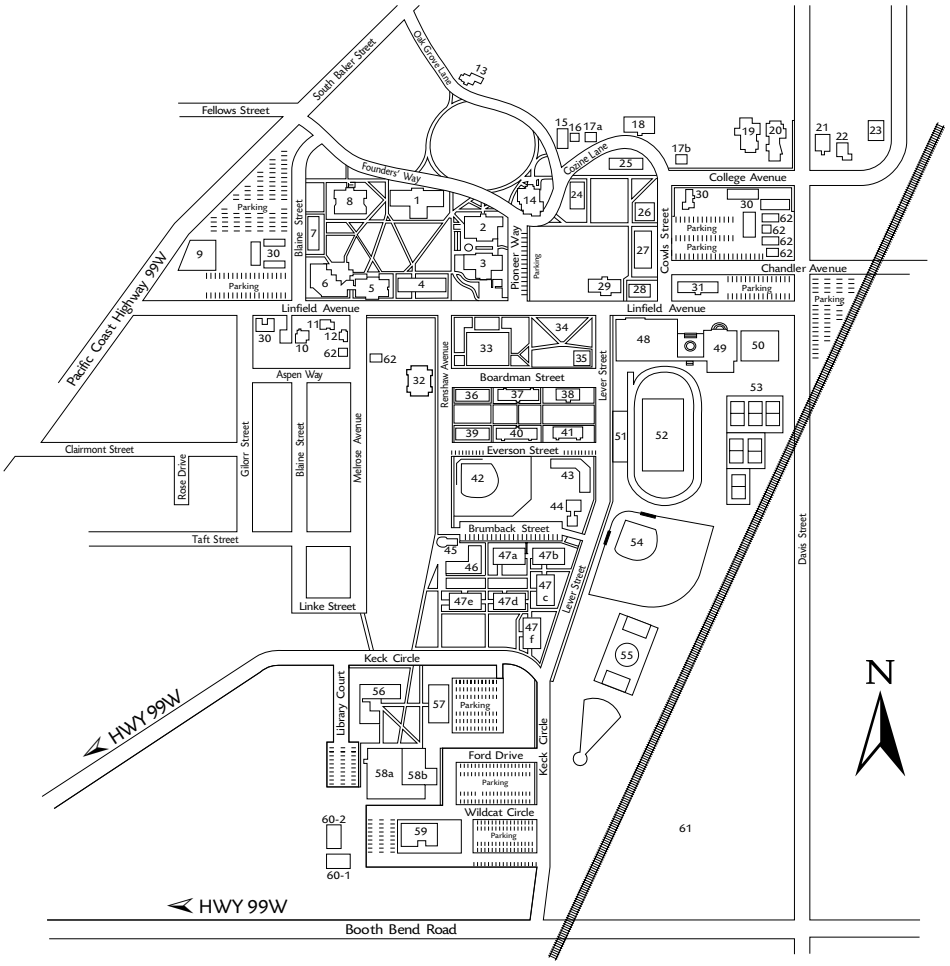
Registrar
Melrose Hall – Student Central
(503) 883-2211

Student Health, Wellness and Counseling Center
Walker Hall, Room 103
(503) 883-2535 • After hours (Emergency): (503) 472-6161

Student Accounts
Melrose Hall – Student Central
Cashier: (503) 883-2241

Student Affairs
Melrose Hall, Room 110
(503) 883-2278

McMinnville Campus Map



1. MELROSE HALL
   Academic Advising, Academic Affairs, Administration, Career Development, Financial Aid, Ice Auditorium, Institutional Advancement, Jonasson Hall, Learning Support Services, Registrar, Student Affairs
2. RILEY CAMPUS CENTER
   ASLC, Bookstore, College Activities, Community Engagement and Service, Fred Meyer Lounge, Game Room, Meeting Rooms, Multicultural Programs, Starbucks
3. WALKER HALL
   Anthropology Museum; Archaeology Lab; Classrooms; International Programs; Modern Languages; Political Science; Sociology-Anthropology; Student Health, Wellness and Counseling Center
4. MAC HALL
   Integrated Technology Services
5. GRAF HALL
   Physics
6. MURDOCK HALL
   Biology, Chemistry
7. TAYLOR HALL
   Mathematics
8. T.J. DAY HALL
   Business, Economics, English, Linfield Center for the Northwest, Philosophy, Writing Center
9. MALTHUS HALL
   Division of Continuing Education
10. MICHELBOOK HOUSE
    Office of Admission
11. ADMISSIONS ANNEX
12. EMMAUS HOUSE
    Campus Ministry
13. PRESIDENT'S HOUSE
14. PIONEER HALL
    Classrooms, History, Psychology, Religious Studies, Residence Hall
15. NEWBY HALL
    Student Apartments
16. GREENHOUSE
17a. STORAGE
17b. LINFIELD BIKE CO-OP
18. COZINE HALL
    College Public Safety
19. DELTA PSI DELTA FRATERNITY
20. POTTER HALL
    Preschool, Residence Hall, Early Childhood, Elementary and Secondary Education
21. THETA CHI FRATERNITY
22. PI KAPPA ALPHA FRATERNITY
23. KAPPA SIGMA FRATERNITY
24. WHITMAN HALL
    Residence Hall
25. CAMPBELL HALL
    Residence Hall
26. GROVER HALL
    Residence Hall
27. JANE FAILING HALL
    Residence Hall
28. LATOURETTE HALL
    Residence Hall
29. COOK HALL
    Health, Human Performance and Athletics Office
30. THE SUBURBS
    Student Apartments
31. MILLER HALL
    Residence Hall, Sorority Rooms
32. RENSHAW HALL
    Computer Science, Computer Lab, Environmental Studies, Mass Communication, KSLC Radio Station
33. DILLIN HALL
    Dining Commons
34. MEMORIAL FOUNTAIN
35. HEATING PLANT
36. ELKINTON HALL
    Residence Hall
37. LARSELL HALL
    Residence Hall
38. ANDERSON HALL
    Residence Hall
39. TERRELL HALL
    Residence Hall
40. HEWITT HALL
    Residence Hall
41. FRERICHS HALL
    Residence Hall
42. DEL SMITH STADIUM
    Softball Field
43. MAHAFFEY HALL
    Residence Hall
44. DANA HALL
    Student Apartments
45. OBSERVATORY
    Office of Sustainability
46. WITHNELL COMMONS
    Post Office
47a-f. HEWLETT-PACKARD PARK
    Student Apartments
48. HEALTH, HUMAN PERFORMANCE AND ATHLETICS BUILDING
    Ted Wilson Gymnasium
49. AQUATICS BUILDING
50. RUTSCHMAN FIELD HOUSE
51. MEMORIAL HALL/ MEMORIAL STADIUM
    Residence Hall, Event Stadium
52. MAXWELL FIELD
53. TENNIS COURTS
54. HELSER BASEBALL FIELD
    Wright Stadium
55. SOCCER FIELD
56. MILLER FINE ARTS CENTER
    Art, Linfield Gallery
57. VIVIAN A. BULL MUSIC CENTER
58a. JERELD R. NICHOLSON LIBRARY
58b. KENNETH W. FORD HALL
    Marshall Theatre, Theatre and Communication Arts
59. FACILITIES SERVICES
    Facilities Services, Conference and Event Planning, Environmental Health and Safety
60. (1 AND 2) WAREHOUSE STORAGE
61. SPORTS PRACTICE FIELDS
62. LINFIELD HOUSES

August 2014

Portland Community Contacts

Bookstore
Loveridge Hall, Basement
(503) 413-6101

Business and Finance
Loveridge Hall, Room 33
(503) 413-7887

Campus Operations
Peterson Hall, Room 302
(503) 413-7189

Computing and Educational Media Services
Loveridge Hall, Room 21
(503) 413-7614

Dean of Nursing
Peterson Hall, Room 301
(503) 413-8080

Enrollment Services
Loveridge Hall, First Floor
(503) 413-8481

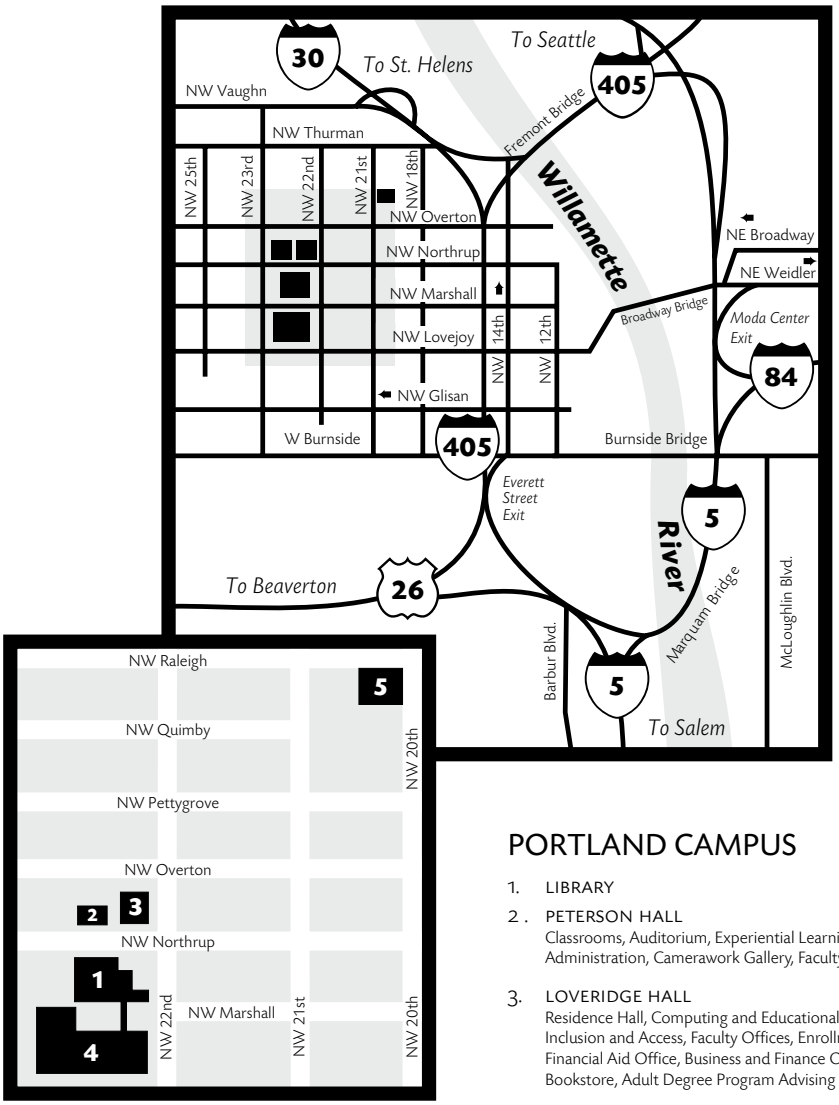
Housing
Loveridge Hall, First Floor
(503) 413-7212

Library
Hospital
(503) 413-7335

Inclusion and Access
Loveridge Hall, Room 34
503-413-7273

Student Services
Loveridge Hall, First Floor
(503) 413-7561

Portland Campus Map



PORTLAND CAMPUS

1. LIBRARY
2. PETERSON HALL
   Classrooms, Auditorium, Experiential Learning Center, Administration, Camerawork Gallery, Faculty Offices
3. LOVERIDGE HALL
   Residence Hall, Computing and Educational Media Center, Inclusion and Access, Faculty Offices, Enrollment Services, Financial Aid Office, Business and Finance Office, Student Life, Bookstore, Adult Degree Program Advising Center
4. LEGACY GOOD SAMARITAN HOSPITAL AND MEDICAL CENTER
   Cafeteria
5. CONWAY PARKING LOTS
   With a valid parking permit, students, faculty and staff may park in designated areas.

Notes