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### Fall Semester, 2005

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Residence halls open to new students 1:00 p.m.</td>
</tr>
<tr>
<td>August 26-30</td>
<td>Parent and new student orientation. Welcome to Linfield.</td>
</tr>
<tr>
<td>August 28</td>
<td>Placement exams and academic advising. Residence halls open to returning students 10:00 a.m.</td>
</tr>
<tr>
<td>August 29</td>
<td>Academic advising.</td>
</tr>
<tr>
<td>August 30</td>
<td>New student registration.</td>
</tr>
<tr>
<td>August 31</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>September 5</td>
<td>Labor Day.</td>
</tr>
<tr>
<td>September 14</td>
<td>Last day for submitting Tutorial and Independent Study Petitions. Last day to enroll (by noon) in a class with instructor consent.</td>
</tr>
<tr>
<td>September 21</td>
<td>Last day (by noon) to withdraw from classes with no record on transcript.</td>
</tr>
<tr>
<td>October 10, 11</td>
<td>Fall break.</td>
</tr>
<tr>
<td>October 12</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>November 9</td>
<td>Final day for withdrawal from classes without academic consequence.</td>
</tr>
<tr>
<td>November 24, 25</td>
<td>Thanksgiving vacation.</td>
</tr>
<tr>
<td>November 28</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>December 13</td>
<td>Reading Day.</td>
</tr>
<tr>
<td>December 14-17</td>
<td>Final exam period.</td>
</tr>
<tr>
<td>December 17</td>
<td>Semester ends after last scheduled exam.</td>
</tr>
<tr>
<td>December 18</td>
<td>Fall Commencement.</td>
</tr>
</tbody>
</table>

### January Term, 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Residence halls open 10:00 a.m.</td>
</tr>
<tr>
<td>January 4</td>
<td>Registration. Classes begin.</td>
</tr>
<tr>
<td>January 5</td>
<td>Last day for submitting Tutorial and Independent Study Petitions. Last day to enroll (by noon) in a class with instructor consent.</td>
</tr>
<tr>
<td>January 11</td>
<td>Final day (by noon) for withdrawal from classes with no record on transcript.</td>
</tr>
<tr>
<td>January 25</td>
<td>Final day for withdrawal from classes without academic consequence.</td>
</tr>
<tr>
<td>January 31</td>
<td>Term ends after last scheduled class.</td>
</tr>
</tbody>
</table>

### Spring Semester, 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27</td>
<td>New student registration.</td>
</tr>
<tr>
<td>February 5</td>
<td>Residence halls open 10:00 a.m.</td>
</tr>
<tr>
<td>February 6</td>
<td>Returning student registration. Classes begin.</td>
</tr>
<tr>
<td>February 17</td>
<td>Last day for submitting Tutorial and Independent Study Petitions. Last day (by noon) to enroll in a class with instructor consent.</td>
</tr>
<tr>
<td>February 24</td>
<td>Last day (by noon) to withdraw from classes with no record on transcript.</td>
</tr>
<tr>
<td>March 27-31</td>
<td>Spring vacation.</td>
</tr>
<tr>
<td>April 3</td>
<td>Classes resume 8:00 a.m.</td>
</tr>
<tr>
<td>April 14</td>
<td>Final day for withdrawal from classes without academic consequence.</td>
</tr>
<tr>
<td>May 22</td>
<td>Reading Day.</td>
</tr>
<tr>
<td>May 23-26</td>
<td>Final exam period.</td>
</tr>
<tr>
<td>May 26</td>
<td>Semester ends after last scheduled exam.</td>
</tr>
<tr>
<td>May 27, 28</td>
<td>Commencement Weekend. (Baccalaureate and Commencement)</td>
</tr>
</tbody>
</table>
McMinnville Campus

President ................................................................. 503-883-2408
Vice President for Academic Affairs ......................... 503-883-2409
Vice President for Finance and Administration ............ 503-883-2640
Vice President for College Relations ......................... 503-883-2217
Vice President for Student Services ........................... 503-883-2278
Campus Ministry ..................................................... 503-883-2259
Controller ............................................................... 503-883-2242
Academic Advising .................................................. 503-883-2250
Academic Affairs Safety ........................................... 503-883-2431
Accounting ............................................................. 503-883-2459
Administrative Computer Center ............................... 503-883-2285
Admission .............................................................. 503-883-2213
Art ........................................................................... 503-883-2275
Athletics ................................................................ 503-883-2421
Auxiliary Services .................................................... 503-883-2448
Biology .................................................................... 503-883-2272
Bookstore ............................................................... 503-883-2240
Business .................................................................. 503-883-2405
Career Services ....................................................... 503-883-2562
Chemistry ................................................................ 503-883-2272
College Computing ................................................... 503-883-2575
College Relations ..................................................... 503-883-2217
Computer Science .................................................... 503-883-2272
Counseling Center .................................................... 503-883-2266
Dining Hall ............................................................. 503-883-2266
Economics ............................................................... 503-883-2402
Education ............................................................... 503-883-2236
English .................................................................... 503-883-2288
Enrollment Services .................................................. 503-883-2542
Facilities Services .................................................... 503-883-2227
Financial Aid ........................................................... 503-883-2225
Health, Human Performance and Athletics ................ 503-883-2421
History .................................................................... 503-883-2479
Human Resources ..................................................... 503-883-2594
International Programs ............................................. 503-883-2222
Institutional Research ............................................... 503-883-2509
January Term .......................................................... 503-883-2222
Learning Support Services ....................................... 503-883-2562
Library .................................................................... 503-883-2261
Mass Communication ............................................... 503-883-2521
Mathematics ............................................................ 503-883-2272
Modern Languages .................................................. 503-883-2249
Music ...................................................................... 503-883-2275
Philosophy ................................................................ 503-883-2216
Physics .................................................................... 503-883-2272
Political Science ....................................................... 503-883-2246
Pre-School ............................................................... 503-883-2268
Psychology .............................................................. 503-883-2209
Registrar ................................................................. 503-883-2211
Religious Studies ....................................................... 503-883-2456
Sociology and Anthropology ...................................... 503-883-2504
Student Health Center .............................................. 503-883-2535
Student Services ...................................................... 503-883-2278
Theatre and Communication Arts .............................. 503-883-2290
Upward Bound ......................................................... 503-883-2205

Portland Campus

Director of Portland Campus ...................................... 503-413-7163
Dean of School of Nursing ....................................... 503-413-7694
Business and Finance .............................................. 503-413-8102
Educational Media Services ...................................... 503-413-6382
Enrollment Services .................................................. 503-413-8481
Financial Aid ............................................................ 503-413-8102
Librarian .................................................................. 503-413-7335
Registration and Records .......................................... 503-413-7714
Student Services ....................................................... 503-413-7561

Division of Continuing Education

Dean ........................................................................ 503-883-2449
Associate Director/Registrar ...................................... 503-883-2446
Albany, Jim Garaventa ............................................. 541-917-4846
Bend, Dick Meddish ................................................ 541-388-2986
Coos Bay, Virginia MacCallum .................................. 541-888-7284
Eugene, Jim Garaventa ............................................ 541-345-5476
Portland, Janet Gifford .......................................... 503-413-7056
Jennifer Hawkins .................................................... 503-413-7166
McMinnville Office ................................................. 503-883-2447
Salem, Ann Sulkac .................................................. 503-399-5121
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 College is an independent, comprehensive undergraduate institution, nationally recognized for its strong teaching faculty, outstanding science programs, and distinctive international emphasis. Linfield has a challenging and exciting academic program that features a broad liberal arts core and an atmosphere in which there is genuine concern for individuals and their progress.

In its McMinnville, Portland, and Adult Degree Programs, Linfield enrolls more than 2,000 students and offers 44 majors and three undergraduate degrees — Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing. All students are required to complete an inquiry-based general education program, the Linfield Curriculum, consisting of an Inquiry Seminar, two courses in each of five Areas of Inquiry, a writing-intensive requirement, and a two-course diversity requirement addressing both national and international pluralisms.

Linfield provides students with an international experience. Students from 26 states and 21 countries live and study together. Over fifty percent of Linfield students study abroad as part of their regular academic experience.

For more information on Linfield College, check out Linfield’s web page at www.linfield.edu.
Oregon is home to Linfield College. The main campus is located in McMinnville, a town of over 29,000 people in the heart of the Willamette Valley. Downtown stores and restaurants are within walking distance of the campus and town residents are known for their friendliness. It is only an hour to Portland, Oregon’s largest city, and a half-hour to the state capital, Salem.

The Portland Campus, home of the Linfield-Good Samaritan School of Nursing, was established in 1982 and is located in historic Northwest Portland adjacent to the Legacy Good Samaritan Hospital and Medical Center. Programs in health sciences and environmental studies are also offered on the Portland Campus. With its riverfront location and many cultural and special events, Portland is rated one of America’s most livable cities. Linfield operates an adult degree program in eight Oregon communities (McMinnville, Portland, Albany, Salem, Coos Bay, Astoria, Eugene and Bend).

Lincabin is the college’s rustic outpost in the Sisters Wilderness in Central Oregon. It is the center for special weekend events, outdoor courses, and field trips.

Linfield is among a group of colleges and universities operating the Malheur Environmental Field Station in Eastern Oregon where the Wallowa and Blue Mountains contrast with the arid desert.

Linfield’s campuses are located near some of the most beautiful spots in Oregon. The magnificent Oregon Coast is an hour’s drive from McMinnville. All Oregon beaches are public and offer some of the best ocean walks and views in the world.

The rugged Cascade Range is also within easy driving distance from Linfield’s two main campuses. Skiing opportunities abound on Mt. Hood and nearby resorts. The Pacific Crest Trail, which winds along the spine of the Cascades, offers spectacular hiking and camping in wilderness and alpine country. The Columbia Gorge, an hour from Portland, is known as a prime spot for windsurfing.

Many urban and cultural opportunities are available to Linfield students in Portland and Salem. The Portland Art Museum houses an extensive collection of Northwest Indian Art. The Rose Garden is home to the Trail Blazers of the National Basketball Association. A performing arts center hosts world-class artists and musicians and Broadway touring productions, plus local and regionally-based theatre groups.
International study is a natural fit with Linfield's curriculum of liberal arts and sciences. Besides offering students the opportunity to integrate their classroom learning with real-world experience, international study provides students with practical skills and knowledge that they can apply in their careers and personal lives.

Linfield offers a variety of opportunities for international study, including semester abroad programs, January Term off-campus courses, and academic year abroad programs. These options all serve as an introduction to the many different places, peoples, and cultures of the world. At the same time, they provide the opportunity for students to gain perspective on the politics and culture of the United States. Students receive free round-trip airfare from Portland International Airport for their first program abroad.

The college has semester abroad programs in 15 locations in 11 different countries on three different continents. Although most programs have foreign language requirements, some do not. The programs are open to students of all majors and interests. Current locations are Austria, China, Costa Rica, East Asia, Ecuador, England, France (several locations), Ireland, Japan (several locations), Mexico, Norway, and South Korea.

Linfield's January Term off-campus courses take students all over the world. While some courses are offered on a regular basis, new offerings are generally added each year. January Term courses have been as varied as “Emergence of Modern Ghana,” “Creative Writing in Literary Britain” and “Japanese Business Techniques.”

An academic year abroad is required of students majoring in a foreign language at Linfield. Foreign language majors work with the Modern Languages Department and the International Programs Office to choose the location of their study.

Over half of Linfield graduates participate in a study abroad program. Linfield is ranked in the top 20 of schools of its size in the U.S. for the proportion of students it sends overseas on study programs. This has added an international and multicultural flavor to campus and academic life at Linfield.

For more complete information, please contact the International Programs Office at telephone 503-883-2222 or e-mail ipo@linfield.edu. The International Programs Office is located in Melrose Hall room 025.

Also see the International Programs and January Term sections of the Linfield catalog.
Linfield’s Academic Organization

This catalog provides separate sections describing the college’s three main academic/administration units: the McMinnville Campus, the Portland Campus, and the Division of Continuing Education.

- 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 specific to the Portland Campus and DCE. Academic support and student life activities on the McMinnville Campus are also described in this section.

- The Portland Campus houses the college’s Nursing and Health Sciences programs as well as an Environmental Studies major.

  Within the Portland Campus section are descriptions of these programs, as well as academic support and student life activities.

Degrees and Requirements: All Campuses

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 affirm 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 liberal arts 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 summer program with courses of variable duration. A typical semester course load for a student is 12-16 credits; a three-to-five course load is typical for a term.

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 (BA) and Bachelor of Science (BS) degrees are available on the McMinnville Campus, through the Division of Continuing Education’s Adult Degree Program, and on the Portland Campus. The Bachelor of Science in Nursing (BSN) degree is available on the Portland Campus and to students in the RN to BSN program.

Requirements Distinguishing BA from BS Degrees

Candidates for the BA degree must satisfy a foreign language requirement by successfully completing two semesters of language study in the Modern Languages Department at the elementary level (MLA 101, 102) for a total of eight credits, or one semester of an intensive elementary-level course for five credits (MLA 105), one semester at or above 201, or REL 200 and 201 (Greek), or REL 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 ENG 125. Students whose native language is not English are exempt from the foreign language requirement.

Candidates for the BS degree must successfully complete two courses of at least three credits each in a single department, chosen from the following: anthropology, biology, chemistry, computer science, economics, environmental studies, mathematics, physics, political science, psychology, or sociology. These courses must be (a) outside the department which offers the major, and (b) beyond the Linfield Curriculum. If a student completes two majors, the BS degree requirement may be fulfilled by two courses from either major.
Experiential Learning (EL) Credit Caps

Courses are graded satisfactory/unsatisfactory. They are normally one or two credits. To graduate, a Linfield degree. Paracurricular courses are identified by course numbers below 100; they normally carry one or two credits. To graduate, a Linfield degree.

The Linfield Curriculum (General Education Requirements)

The purpose of the general education requirement called the Linfield Curriculum is to foster the development of well-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; and comprehend the methods, accomplishments, and limits 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 Linfield Curriculum consists of four major components: (1) the Inquiry Seminar, (2) Five Areas of Inquiry, (3) a Diversity Requirement; and (4) a Writing-Intensive Requirement. While no single course can fill more than one Area of Inquiry, many courses may contribute simultaneously to an Area of Inquiry, the Diversity Requirement, and the Writing-Intensive Requirement. Careful records should be kept by students and their advisors each semester regarding the LC designations of selected courses.

A course contributing to the Linfield Curriculum (including Areas of Inquiry, Diversity Requirement, and Writing-Intensive courses) is normally a minimum of 3 semester-credits. Any class transferred from outside institutions must be at least 2 semester-credits or 3 quarter-credits, with the understanding that a 2 semester-credit course does not on its own satisfy a 3 semester-credit requirement.

I. The Inquiry Seminar (IQS 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. Each Inquiry Seminar falls under one of the Five Areas of Inquiry; some will also earn credit toward the Diversity Requirement. 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. 4 credits, with at least 3 hours of formal class time per week and one hour of assigned lab activity either within or outside of class.

II. The Five Areas of Inquiry

The Areas of Inquiry offer five conceptual frames of reference central to the pursuit and construction of modern knowledge: The Vital Past, Ultimate Questions, Individuals, Systems, and Societies; The Natural World; and Images and Arts. 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 Area of Inquiry. The Linfield Curriculum encourages intellectual breadth by introducing students to a wide variety of academic experiences.

Each student must complete at least ten approved courses, two in each of the Five Areas of Inquiry. The Inquiry Seminar may be counted among those ten courses. Completion of a minimum of 6 semester hours in each Area of Inquiry is required. Students transferring in a 2-semester-credit class as part of any single Area of Inquiry need to complete 4 additional semester credits to satisfy the requirement. To encourage intellectual breadth, no student may count more than three courses from a single department toward completion of the Linfield Curriculum.

A. The Vital Past (VP)

Courses in this area explore the past through the examination of ideas, events, institutions, practices, groups, cultures, governments, or the arts. The Vital Past illuminates the possibilities of existence revealed through historically-minded study of human endeavor. These courses promote critical analysis of the connections between past and present.

The natural academic homes for classes satisfying this requirement include History, Philosophy, Religious Studies, and English. Some Vital Past offerings may be found in other departments, however. All courses approved for the Vital Past are designated VP in this catalog as well as in each semester's registration materials.

B. Ultimate Questions (UQ)

Courses in this category address from a focused and systematic perspective fundamental questions in one or more of the following areas: self-identity, human identity, human origins, the nature and meaning of religious experience, the nature and meaning of the sacred, the historical and cultural function of religious institutions, existence and being, standards of right conduct, the ideal social order, and the nature of human knowing. These topics lie at the center of inquiry rather than merely arising as implications drawn from work in other areas.

The natural academic homes for classes satisfying this requirement include Philosophy, Religious Studies, and Political Science. Some Ultimate Questions offerings appear in other departments, however. All courses approved for Ultimate Questions are designated UQ in this catalog as well as in each semester's registration materials.

C. Individuals, Systems, and Societies (IS)

Courses in this area examine how individuals, societies, and cultures organize themselves to satisfy individual and social needs. They foster understanding of and appreciation for human natures and human cultures individually, within national boundaries, and around the world. They investigate notions of well-being as they apply to individuals and groups. They also emphasize exposure to and study of such differences as gender, sexual orientation, class, and ethnic origin.

The natural academic homes for classes satisfying this requirement include Anthropology, Economics, Mass Communication, Modern Languages, Political Science, Psychology, Sociology, and Theatre and Communication Arts. Some Individuals, Systems, and Societies offerings appear in others areas of the curriculum, however. All courses approved for Individuals, Systems and Societies are designated IS in this catalog as well as in each semester's registration materials.

D. The Natural World (NW)

Courses in this area explore foundational concepts and processes of the natural world, highlighting the strengths and limitations of science as an investigative method. They focus on meticulous observation, careful reasoning, and prudently designed experimentation as a way to understand natural phenomena. They also assess the impacts of science on our lives.

The natural academic homes for classes satisfying this requirement include Biology, Chemistry, and Physics. Some Natural World offerings appear in other departments, however. All courses approved for this area are designated NW in the listings of this catalog as well as in each semester's registration materials.

E. Images and Arts (IA)

Courses in this category explore creation, performance, and critical appreciation of artistic expression. These courses also raise aesthetic questions about the processes whereby life is transmuted into art and art becomes part of human experience. In developing arts-mindedness, students discover that the arts offer varied ways of knowing and being in the world. They examine the relationships linking free imagination, vigorous creative and performative processes, and disciplined analytical interpretation. They experience the enduring importance of aesthetic experience in daily life, and develop heightened appreciation for the commonalities and uniquenesses among human beings and cultures. Courses in this area often include direct involvement in artistic events.

The natural academic homes for classes satisfying this requirement include Art, English, Modern Languages, Music, Theatre and Communication Arts. Some Images and Arts offerings appear in other departments, however. All courses approved for this area are designated IA in this catalog as well as in each semester's registration materials.

In the case of special one-credit ensemble activities conducted by the Music Department, students may take a maximum of 3 such credits toward completion of this Area of Inquiry.

III. Writing-Intensive Requirements and Opportunities

Each student is required to complete two writing-intensive courses. In addition, the college extends students opportunities to perfect their writing skills in many courses offered across the curriculum, designated WI in departmental listings.

The Inquiry Seminar (IQS 125)

See pages 8-9.

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

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' understanding of the formats, conventions, and habits of mind appropriate to the major's disciplinary investigations.
Degrees and Requirements - All Campuses

IV. Diversity Requirement

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 American 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 received views on what constitutes knowledge.

The Linfield Curriculum Diversity Requirement 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 factors influencing 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 Diversity (DG), and one must explore American Pluralisms (DA). The Diversity 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 Diversity. Courses meeting the Diversity Requirement may but are not mandated to belong to any of the Areas of Inquiry. Students may propose experiential learning projects to satisfy half of the Diversity Requirement, such projects must receive prior approval from the Coordinator of General Education.

A. Global Diversity (DG)

Courses meeting this requirement focus students’ attention beyond their own national boundaries. They challenge students to understand contemporary cultural, political, economic, religious, or philosophical belief systems of societies other than the one in which they have been raised. Courses focused on the history or culture of a given nation, group, or region may meet this requirement by exploring the relationship of such antecedents to the character of that society in the present. These classes may examine the impacts of increasingly interdependent economic or political networks. They may explore relations between indigenous cultures and the modern nation state. They might investigate how gender assumptions operate within different cultures. Such classes also have the potential to cast new light on a student’s native country.

Global Diversity courses are designated DG in this catalog and each semester’s registration materials.

B. American Pluralisms (DA)

These courses explore the diverse experiences among those living in the United States. They attend to often marginalized communities within American society — women, the working class, gays, and the inheritors of distinctive religious, racial, or ethnic legacies. When these courses examine the dominant traditions of American culture, they also incorporate the voices of those who have typically fallen outside those traditions. Such classes illustrate the complex political and social negotiations the U.S. has made or not made in the struggle to affirm democracy and the rights of all people.

American Pluralisms courses are designated DA in this catalog and each semester’s registration materials.

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., Art, Philosophy, Physics). Others, called multiple-field majors, combine two or more fields (e.g., International Business).

With the exception of Nursing, every standing major, whether single-field or multiple-field, eligible for a BA or BS degree consists of 39 to 60 required credits, including prerequisites and supporting courses. A single-field major has a minimum requirement of 30 and a maximum requirement of 40 credits in the field (that field corresponding to an entire department, with Accounting approved as its own 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 prerequisites which do not count toward the maxima indicated above.

A program of study may not be counted as a major for a BA or BS degree unless the student has earned a cumulative GPA of at least 2.00 in the courses required for completion of that program, unless otherwise specified by individual departments. At least 15 of the credits required for a major must be earned at Linfield.

Majors available on the McMinnville Campus are listed on page 131. Majors offered within the Division of Continuing Education are described on pages 143-145.

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.

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, must 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 inter-
disciplines, 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 in the Office of the Registrar explaining the process of proposing an Individual Major. Prospective applicants should pick up 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 program of study may not be counted as a minor for a BA or a BS degree unless the student has earned a cumulative GPA of at least 2.00 in the courses contributing to that program.

**Experiential Learning at Linfield**

Linfield is dedicated to a vision of learning that celebrates both the theoretical and the practical. 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.

**Field-Based Activities**

Linfield offers students many opportunities to supplement academic course work with extensive 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, shorter-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 15 sites around the world, including Austria, China, Costa Rica, East Asia, Ecuador, England, France (several locations), Ireland, Japan (several locations), Mexico, Norway, and South Korea. Several academic majors on campus have instituted study abroad components as part of their requirements.

January Term travel 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 field 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 where 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, or guide discussions outside the classroom.

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

**ACADEMIC POLICIES AND PROCEDURES - ALL CAMPUSES**

**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 which 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, on the McMinnville and Portland Campuses, 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 set aside 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 Office of the Registrar. 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 is 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 Independent Colleges Association with no additional tuition or fee charge. Details are available in the Office of the Registrar.

**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, however, that enrollment beyond the second class day in any course may only occur with the explicit approval of the instructor.

**Withdrawal from Courses**

Students may withdraw from 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.

**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 prior to the “Last day to withdraw 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 withdraw and not have course appear on transcript,” 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 in the Office of the Registrar and must be completed with signatures obtained from the Dean of Enrollment Services, the college Controller, and the Director of Housing if the student lives in campus housing. 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 immediate 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 diploma.

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, 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 carried 12 credits with letter grades assigned may qualify for the Dean’s List.

Normal Course Load

Twelve to sixteen credits is the normal student load in any given semester and 3-5 credits is the normal credit load for January Term. This policy is monitored at the point of registration (or at points when changes in registration occur) by the Office of the Registrar.

The following conditions pertain to students seeking to enroll beyond the normal load:

1. Students with a cumulative GPA of 3.5 or above will be permitted to enroll for as many as 18 hours without supporting documentation (see #2 below). In their first semester at Linfield, first-year students are actively discouraged from enrolling in more than 16 credits.
2. Students who have not earned a cumulative GPA of 3.5 or above will be responsible for petitioning the Dean of Faculty for approval of their registration plans. Their petitions must include the following documentation:
   a) an unofficial transcript of work completed to date
   b) evidence of the student’s overall GPA and GPA for the semester just completed
   c) a statement written by the student explaining the higher-than-normal credit load being sought and the courses being planned for the semester in question.
   d) signature of approval for this plan by the student’s academic advisor.

Completion of this process will be required before the student will be allowed to enroll beyond 16 credits.

3. No extra charge will accompany enrollment of up to 18 hours for those students who meet the conditions cited in #1 or #2 above.
4. Students will require special approval of the Dean of Faculty for loads above 18 credits and will also be subject to a per-credit overload fee.

Transfer Credit

In order to meet a particular educational objective, a student may find it necessary to earn credit for work done through correspondence courses, summer school courses, or other academic experiences. When it seems advisable to do so, the college will grant credit for the completed work provided the work is done through an accredited college or university and the student has received authorization from the Registrar, or relevant department chairperson, prior to enrolling in the course. The college is under no obligation to give academic credit for instances not covered by these provisions.

Students entering Linfield College after attending another institution are referred to as transfer students. 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 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 listed on the academic record. Transfer credit is not computed in a student’s GPA until the last semester, when scholastic honors at graduation are determined.

Students who have satisfied the Associate of Arts Oregon Transfer Degree requirements will, at a maximum, have to take two Linfield Curriculum courses from two of three categories as stipulated by the Registrar: Images and Arts, Ultimate Questions, and The Vital Past. For other students the following policy operates in relation to transfer credit awarded for general education in the Linfield Curriculum:

- A course satisfying the Linfield Curriculum will normally earn a minimum of three semester hours of credit.
- A minimum of 6 semester hours in each of five Areas of Inquiry is required for graduation.
- Any course transferred in to meet Linfield Curriculum requirements 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 4 additional semester credits to satisfy any single Area of Inquiry. In some cases that may entail...
a student's taking more than one additional class and completing more than 4 semester credits to fulfill a given requirement.

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 chairperson 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 Academic Support Committee must also approve the request. Petitions for requesting credit by examination may be obtained in the Office of the Registrar. 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. For the case of students enrolled in the RN-BSN option at the Portland Campus, see page 137 of the Portland Campus section of this catalog.

Some major programs have required courses which are exempt from consideration for challenge examination.

Credit by Advanced Placement and CLEP Examinations

The college accepts credit by Advanced Placement for scores of four and five. The college also accepts up to 30 credits earned through the College Level Examination Program (CLEP). These credits do not satisfy general education requirements in the Linfield Curriculum.

Paracurricular Credit for Non-Linfield Activities

Paracurricular credit was originally intended to encourage students to participate in college-sponsored skill and activities courses. In this sense, the granting of paracurricular credit for non-Linfield 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 Academic Support 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, CLEP, 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 is permitted on a space-available basis without charge for full-time students in nonlaboratory courses, with the consent of the instructor and the Registrar at the regular registration period. Students on the McMinnville or Portland Campuses who are enrolled for fewer than 10 credits will be charged $355 per credit for the course being audited. DCE students pay $125 per credit. All of these fees are non-refundable. There will be no charge for Senior Citizens, at least age 65, under the definition of “Auditing a Course.” There is no discount for Senior Citizens for courses with a transcripted credit. 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 by the instructor, and the student will automatically be 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.

Use of “+” and “-” following a letter grade is at the discretion of procedures.

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.

Each Incomplete assigned must be accompanied by a contract statement agreed to by both the instructor and the student as to:
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 does not receive another grade by the contract deadline.

An Incomplete must be completed before graduation.

**IP** - In Progress. An In Progress designation is used for thesis, research, independent study, internships, community service, and Athletic Training Practica I, II, III, 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 Academic Support 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 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
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<td>C</td>
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<td>C-</td>
<td>1.70</td>
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<td>D+</td>
<td>1.30</td>
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<td>D</td>
<td>1.00</td>
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<td>F</td>
<td>0.00</td>
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<td>M</td>
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<td>0.00</td>
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</table>

Only grades earned at Linfield are computed in the GPA (with the exception of the computation of honors at graduation). 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 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 college course regardless of the grade already earned in that course, with the following proviso: 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 Academic Support 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.

Exceptions to the above provisions are two: (a) Colloquium (IDS 007) and Linfield Entry Colloquium (IDS 008) may not be repeated, and (b) 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 release. See FERPA information below.

**Transcripts**

Students may order a transcript of their Linfield record at any time they are in good financial standing with the college. Official transcripts may take up to two weeks to process; unoffical transcripts may take up to two days. During the grade posting process immediately following semester’s end, the time will increase due to higher numbers of such requests.

The transcript fee is $5 for the first official transcript requested, and $1 for each additional transcript requested at the same time. 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 of 1974 as Amended (FERPA) deals specifically with the education records of students, and affords students certain rights with respect to those records. Subsequent amended regulations were issued as follows: The Buckley Amendment, the 1988 final regulations, the 1990, 1992, 1994, and 1995 changes.

This Act gives students upon reaching age 18 or attending postsecondary institutions the right to inspect and review their own education records, to the exclusion of their parents. There are no rights guaranteed under the Act for parents of students attending a postsecondary institution. 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.
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 Office of the Registrar or the Office of the Dean of Students.

Veterans’ Educational Benefits

The Associate Registrar is the certifying official for all veterans’ benefits. All eligible students are requested to fill out necessary application and certificate documents prior to the start of classes.

Other Policies and Procedures

Catalog Expiration

The Linfield College 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.

In order to receive a degree, a student must have satisfied, at the time of graduation, all college requirements for the degree from a single catalog from among those eligible. These include requirements common to all Bachelor’s degrees and BA or BS 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 enrollment.

Attendance

Requirements for attendance are established by individual instructors consistently 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 Academic Support 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 unusual cases, students who do not meet these criteria may be permitted to undertake independent study, providing that the appropriate department head submits a letter that in the judgment of the Academic Support Committee adequately justifies the proposed study. In general, no more than 20 semester hours 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 Office of the Registrar. This petition must be signed by the supervising instructor and the department head and submitted to the Academic Support Committee during the first five class days of each semester or by the end of the second day of a term. When approved by the Committee, a copy of the petition will be returned to the faculty supervisor and the department head.

Since the approval of the Academic Support Committee is granted primarily on the merit of the petition, a special effort should be made to describe in detail the nature and content of the subject as well as the rationale for undertaking the study. It is the student’s responsibility to demonstrate that the proposed course is fully equivalent to a regular course in terms of time investment and quality of effort.

Tutorials

Schedule conflicts sometimes occur that preclude a student’s 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 in the Office of the Registrar, 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 chairperson 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 Academic Support 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. IDS 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; Biology; Business; Computer Science; Economics; English; Environmental Studies; Health, Human Performance and Athletics; Health Sciences (Portland Campus); 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 chairperson 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.

Second Degree

Students who possess a baccalaureate degree 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 Admission and Financial Aid 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 cumulative GPA places them within the top 10 percent of each class for a given semester. It is computed following the posting of grades at the end of each semester.

To be eligible a student must have earned at least 12 graded credits 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 complete a degree application form (Intent to Graduate) in the registration office of the appropriate degree program: 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 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 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 obtain a Petition to Participate in Commencement form from their registrar/registration office and file this petition with the Academic Support Committee by November 1st for participation in the fall commencement and 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 or January 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/registration office appropriate to their program.

Honors at Graduation

To receive honors at graduation a student must have earned a minimum of 30 credits at Linfield College, with all transfer work completed at U.S. institutions counting toward the degree included in the cumulative grade point average. Graded work from foreign study will not be included unless it appears on a transcript of a U.S. institution.

Summa cum laude

This distinction is awarded to graduating seniors achieving a cumulative grade point average no lower than that achieved by the upper 3% of the preceding graduating class.

Magna cum laude

This distinction is awarded to graduating seniors achieving a cumulative grade point average no lower than the upper 10% and no higher than the upper 3% of the preceding graduating class.

Cum laude

This distinction is awarded to graduating seniors achieving a cumulative grade point average no lower than the upper 25% and no higher than the upper 10% of the preceding graduating class.

Academic Probation

As established by the Linfield College Faculty, a student is placed on academic probation when his or her cumulative Grade Point Average (GPA) falls below the 2.00 minimum requirement. This academic status is evaluated for the three Linfield College programs based on the following policies:

1. Portland Campus students. Academic probation is evaluated at the end of fall and spring semesters, January Term, and Summer Term and students are notified of their academic status. Students on academic probation will have one semester in which to bring the cumulative GPA above 2.00.

2. Division of Continuing Education (DCE) students. Academic probation is evaluated at the end of fall and spring semesters,
January Term, and Summer Term and students are notified of their academic status. DCE students on academic probation will have 12 semester credits (the equivalent of a full load) in which to bring the cumulative GPA above 2.00.

3. McMinnville Campus students. The fall semester and January Term grades are calculated together and academic probation is reported after posting the January Term grades. Academic probation is also evaluated at the end of the spring semester but not after Summer Term. Credits earned in the summer are eventually calculated into the fall semester GPA. 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 the cumulative GPA above 2.00.

A student placed on academic probation will not be allowed to represent the college in extracurricular activities. The probation policy is also the standard used to determine normal academic progress as defined by the Office of Financial Aid. For any further inquiries about the academic probation policy, students should contact the registrar/registration office appropriate to their program.

Applicants unable to meet the minimum admission standards set by the faculty may be provisionally admitted by the Admission and Financial Aid Committee. 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 their cumulative Grade Point Average (GPA) above the 2.00 minimum requirement within:

a) one semester after being placed on academic probation for Portland Campus and McMinnville Campus students;
b) 12 semester credits for DCE students.

Further, any full-time student whose GPA is below 0.50 after the first semester at Linfield shall be suspended immediately.

Students are notified of their academic suspension status by certified mail immediately after the appropriate semester or term. For any further inquiries about the academic suspension policy, students should contact the registrar/registration office appropriate to their program.

Academic Suspension Appeal

Suspended students shall have the right to an Admission and Financial Aid Committee (AFA) review provided they submit an appeal. Students may submit an academic suspension appeal letter to the AFA Committee via the registrar/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 to the AFA Committee on their behalf. The support letters should be submitted to the registrar/registration office appropriate to their program. The Linfield College Registrar will present student suspension appeal letters from all three programs to the AFA Committee for review. Each registration office will notify the student of the AFA Committee decision at the earliest possible date. For any further inquiries about the academic suspension appeal policy, students should contact the registrar/registration office appropriate to their program.

Academic Dishonesty

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 academically dishonest. Academic dishonesty includes:

- Cheating. Use or attempted use of unauthorized materials, information, or study aids in any academic work submitted for credit.
- Plagiarism. Submission of academic work for credit that includes material copied or paraphrased from published or unpublished works without documentation.
- Fabrication. Deliberate falsification or invention of any information or citation in academic work.
- Facilitating Academic Dishonesty. Knowingly helping or attempting to help another to violate the college's policy on academic dishonesty.

Students guilty of such acts are subject to disciplinary action. In dealing with academic dishonesty, the instructor shall have discretion as to what penalty to impose regarding the course grade. Instructors are required, when discovering a case of academic dishonesty, to inform the Dean of Students, as well as the student, in writing of the incident within 10 days of the discovery of the offense. The Dean of Students is responsible for referring all cases involving more than one offense by the same student directly to the College Judicial Council. The Judicial Council may impose college-level penalties upon the offending student. Students may also appeal a decision of an instructor to the Judicial Council.

Proper due process shall be in force for all academic dishonesty proceedings, as outlined in the Policies and Procedures of the College Judicial Council.

Petitions

Petitions for exceptions to academic policies of the college may be submitted to the Academic Support 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 chairperson of the instructor’s department or, in the case of a Nursing course, the appropriate course coordinator. If, after this, the matter is still unresolved, Nursing students should speak with the Dean of the School of Nursing. Finally, if the matter has not been resolved by the above means, McMinnville students may discuss the matter with the Vice President for Academic Affairs, Portland students with the Director of the Portland Campus, and DCE students with the Dean of DCE.

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**

Applicants to Linfield’s Division of Continuing Education (DCE) should consult the DCE section of the catalog, beginning on page 143, for DCE admission policies.

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 judged on individual merit. Although there is no formula for predicting academic success, an Admission and Financial Aid Committee of the faculty evaluates applicants in a number of areas which commonly indicate academic potential. These include high school academic performance, writing samples, 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 all applications as a group, selecting those students who show the greatest likelihood of benefiting from and contributing to the Linfield community.

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
- **Mathematics**: 4 years
- **Foreign language**: 2-4 years
- **Social sciences**: 3-4 years
- **Natural sciences**: 3-4 years
- **Science or a foreign language**: required
- **Other**: kommen in as a top choice institutional may take advantage of our Early Action option. This allows the student 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 Early Action policy guidelines.

**Application Options For First-Year Students**

**Early Action**

Students who have identified Linfield as a top choice institution may take advantage of our Early Action option. This allows the student 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 Early Action policy guidelines.

**Early Action Deadlines**

- **September 1, 2005**: Begin accepting Early Action applications
- **November 15, 2005**: Application deadline for Early Action applicants; Priority date for filing the College Board Profile form for an early estimate of financial aid
- **January 15, 2006**: Admission notification and estimated financial aid offer

**Regular Admission**

Students seeking regular admission should have all required application materials postmarked to the Office of Admission 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 Candidate 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 to later applicants if space and funds are available.

**Regular Admission Deadlines**

**Fall**

- **September 1, 2005**: Begin accepting regular decision applications
- **February 1, 2006**: Priority filing date for FAFSA
- **February 15, 2006**: Priority deadline for regular admissions
- **April 1, 2006**: Admission notification date and estimated financial aid offer
- **May 1, 2006**: Candidate reply date ($400 matriculation fee due, non-refundable after May 1.)
Spring

September 1, 2005
Begin accepting regular decision applications
December 1, 2005
Priority filing date for FAFSA
Priority deadline for regular spring admission applications
December 15, 2005
Application process:
1. An application and a $40.00 non-refundable application fee.
2. Official transcripts from all colleges and universities attended.
3. One recommendation from either a college professor or a former high school teacher.
4. 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.
5. Candidates with less than two years full-time college enrollment must submit score reports from either the SAT I, or the ACT, if taken during high school.
6. Students applying for financial aid complete the Free Application for Federal Student Aid (FAFSA). The college code number is 003198 for the McMinnville campus and E00614 for the Portland campus.

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 admission.

The Common Application

Linfield is a member of a national group of selective colleges which uses a common application to reduce repetitive filings of similar applications. Linfield College accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high school guidance counselors.

Coursework for High School Students

High school juniors and seniors may enroll for not more than 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 $250 and there is a $20 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:
1. The Linfield College Pre-College Application Form is available through the Office of Admission.
2. A one-time $20 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 3.5 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. A student applying for transfer admission for the fall of 2006 needs to complete the application by April 15, 2006 for the McMinnville campus and by February 1, 2006 for the School of Nursing. A completed application includes:

1. An application and a $40.00 non-refundable application fee.
2. Students applying to the McMinnville campus may reduce their application fee by $20.00 when applying over the web at www.linfield.edu. Students applying to the Nursing program must apply to the Portland campus.
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. Students applying for financial aid complete the Free Application for Federal Student Aid (FAFSA). The college code number is 003198 for the McMinnville campus and E00614 for the Portland campus.

Transfer Admission Options

Fall – McMinnville Campus

September 1, 2005
Begin accepting transfer student applications
February 15, 2006
Priority filing date for FAFSA
April 15, 2006
Priority deadline for transfer student admission applications
May 15, 2006
Notification of admission begins
June 15, 2006
Transfer candidate reply date ($400 matriculation fee due, non-refundable after June 15.)

Portland Campus – Summer (nursing only), Fall and Spring (Portland is a transfer campus only.)

January 1, 2006
Begin accepting transfer student applications for nursing and health sciences
February 1, 2006
Nursing application deadline
February 15, 2006
Priority filing date for FAFSA
April 15, 2006
Notification of admission begins
May 15, 2006
Transfer candidate reply date ($400 matriculation fee due, non-refundable after May 15.)
June 1, 2006
Health Sciences application deadline

Spring – McMinnville Campus only

September 1, 2005
Begin accepting transfer student applications
December 1, 2005
Priority deadline for transfer student admission applications; Priority filing date for FAFSA
December 15, 2005
Notification of admission begins
January 15, 2006
Transfer candidate reply date ($400 matriculation fee due, non-refundable after January 15.)
Readmission

A student from the McMinnville and Portland campuses 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 process includes:

1. A Readmission of a Former Student application form (available from the Admission offices of the McMinnville and Portland campuses).
2. Official transcripts from all colleges and universities attended after withdrawing from Linfield College.
3. A returning student who left the college on probationary or suspension status must appeal his/her academic standing with the Registrar prior to completing the readmission application. All letters of appeal will be placed in the student’s readmission application.

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.

International Baccalaureate, Advanced Placement and CLEP

Linfield College recognizes the International Baccalaureate Diploma and subject examinations, and awards credit on a course-by-course basis for higher level courses passed with a grade of 5, 6 or 7.

Up to five credits are given for Advanced Placement scores of 4 or 5 on examinations in academic areas normally taught at Linfield. These are evaluated on a course-by-course basis, but do not satisfy Linfield Curriculum requirements. Credit is given for course work earned through the College Level Examination Program (CLEP). These are evaluated on a course-by-course basis, but do not satisfy Linfield Curriculum requirements.

The maximum amount of credit awarded by a combination of IB, AP or CLEP may not exceed thirty semester hours. A student may not receive both AP and college credit for the same content.

International Student Admission Procedure

Linfield College welcomes applications from international students. The priority date to receive applications 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. 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 ELCP program. For all international students, evidence of the current level of English proficiency is required and a Test of English as a Foreign Language (TOEFL) and Test of Written English (TWE) score reports are preferred. Linfield College also recognizes scores from other standardized tests such as TOEIC, MELAB, UCLES and IELTS.

International students must also submit the Financial Statement page from the international application form signed by a parent or guarantor, accompanied by a certified recent bank statement. A personal letter from the parent or guarantor can substitute the Financial Statement.

For international students seeking enrollment in the English Language and Culture Program (ELCP), a minimum TOEFL score of 450 (paper-based exam) or 173 (computer-based exam) is required. However, the applicant must first be admitted to the college through the normal application and admission process.

International students who meet Linfield’s academic requirements, but whose TOEFL scores fall below 550 (paper-based exam) or 213 (computer-based exam) may be conditionally admitted to Linfield and required to concentrate their studies within the ELCP as approved by the ELCP Coordinator during their first year at Linfield.

Students taking ELCP classes must maintain a grade of B average (3.00) in their ELCP classes while in the program. Students must obtain a grade of B (3.00) in all advanced level ELCP courses (102, 112, 122, 170, 190) as required in order to exit the ELCP program and be fully admitted into the Linfield degree-seeking program. If a student receives a grade lower than C- in any ELCP class, s/he would need to repeat that class when next offered.

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.

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. The Office of the Registrar 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 semester equivalent credit hours.

Intercampus Transfer

Between McMinnville and Portland campuses:

A student wishing to transfer from the McMinnville to Portland campus or from the Portland to McMinnville campus must:
1. Complete the Linfield College Intercampus Transfer form (available from the Office of Admission at the McMinnville and Portland campuses).
2. Meet the priority deadline of April 1 for fall semester transfer and November 1 for spring semester transfer. Nursing students must meet a February 1 deadline for all terms.

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 Director of Admission at the appropriate campus 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. Nursing students must meet a February 1 deadline for all terms.
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 Offices of Admission.)

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 preferred.

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 Director of Admission 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.

Appointments for visits to either the McMinnville or Portland Campuses should be made in advance, either by writing the Office of Admission, telephoning, faxing or by e-mail.

For further information contact:

**McMinnville Campus**

Office of Admission, Linfield College, 900 S.E. Baker St., McMinnville, Oregon 97128-6894 (Physical address: 450 Linfield Avenue) (503) 883-2213 or 1-800-640-2287 • FAX (503) 883-2472

E-mail: admission@linfield.edu, Web Page: www.linfield.edu

**Portland Campus**

Office of Enrollment Services, Loveridge Hall, Linfield College-Portland Campus, 2215 NW Northrup Street, Portland, Oregon 97210-2952

(503) 413-8481 • FAX (503) 413-6283

E-mail: bwoodwar@linfield.edu,

Web Page: www.linfield.edu/portland

Any student visiting Linfield College, formally or informally, is expected to abide by policies in the Linfield Student Policy Guide (see http://www.linfield.edu/policy/index.html). Any violation of student conduct policy will be documented and placed in a student’s application file should the student apply for admission to Linfield and may be used in the admission decision process.

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**Costs - All Campuses**

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

**2005-2006 Charges**

**I. Undergraduate Students, McMinnville and Portland Campuses**

**Fall/Spring Semester**

<table>
<thead>
<tr>
<th>Item</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (10 to 18 credit hours)</td>
<td>$11,395.00</td>
</tr>
<tr>
<td>Associated Student Body Fee - McMinnville</td>
<td>89.00</td>
</tr>
<tr>
<td>Associated Student Body Fee - Portland</td>
<td>80.00</td>
</tr>
<tr>
<td>Technology Infrastructure Fee</td>
<td>27.00</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>292.00</td>
</tr>
<tr>
<td>Room (double occupancy) McMinnville</td>
<td>1,770.00</td>
</tr>
<tr>
<td>Room (double occupancy) Portland</td>
<td>1,266.00</td>
</tr>
<tr>
<td>Board - McMinnville</td>
<td></td>
</tr>
<tr>
<td>Plan A (Super)</td>
<td>7 meals/$705 DCB 1,595.00</td>
</tr>
<tr>
<td>Plan B (Standard)</td>
<td>7 meals/$595 DCB 1,535.00</td>
</tr>
<tr>
<td>Plan C (Light)</td>
<td>7 meals/$430 DCB 1,425.00</td>
</tr>
<tr>
<td>Plan D (Mini)</td>
<td>7 meals/$320 DCB 1,365.00</td>
</tr>
</tbody>
</table>

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 or below five credits within the first week of a summer period 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 credits per semester will be charged $710 for each additional 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.

Full-time McMinnville or Portland Campus students who take a DCE course during Summer Term or Winter Term must pay the DCE tuition rate for these courses (see page 23). Students may only enroll in January Term coursework from a single campus: Portland, McMinnville, or DCE. They are exempt from the January Term per-credit fee, though they 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 DCE refund policy. No McMinnville or Portland Campus student is allowed to enroll in Winter Term for a first class at Linfield College.

McMinnville or Portland Campus students who are not full-time in fall and/or spring semesters must pay the January Term prorate fee (see page 24) for DCE Winter Term classes. McMinnville or Portland Campus students who are not full-time in fall semester and need a Winter Term class to graduate will be pro-rated at the McMinnville or Portland tuition rate.
With the exception of Summer Term and Winter Term, whenever a McMinnville or Portland campus student enrolls in a Division of Continuing Education class, tuition will be charged as follows:

1. If the total number of credits in fall or spring semester, including the DCE 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 ($11,395), with no additional charge for the DCE class. 
2. If the total number of credits for which the student is registered is less than 10 or more than 18, the student will be charged the per-credit rate that is applicable to McMinnville and Portland campus students ($111.395).

Registered Nurse (RN) students on the Legacy-Linfield cohort plan will be charged the DCE per credit rate for the particular year. Non-Legacy RN students will be charged the same DCE rate. All other RNs attending the regular day time courses will be charged the regular $710 per credit hour rate.

### 2006 January Term

<table>
<thead>
<tr>
<th>Tuition (5 credits)</th>
<th>$3,550.00*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Credit Hour Fee</td>
<td>$125.00</td>
</tr>
<tr>
<td>Associated Student Body Fee - McMinnville</td>
<td>21.00</td>
</tr>
<tr>
<td>Associated Student Body Fee - Portland</td>
<td>20.00</td>
</tr>
<tr>
<td>Room (double occupancy) - McMinnville</td>
<td>330.00</td>
</tr>
<tr>
<td>Room (double occupancy) - Portland</td>
<td>325.00</td>
</tr>
<tr>
<td>Board - McMinnville</td>
<td>7 meals/$125 DCB 370.00</td>
</tr>
<tr>
<td></td>
<td>7 meals/$50 DCB 280.00</td>
</tr>
</tbody>
</table>

*There will be no tuition for one class for up to five credit hours and, with permission of the instructor, a single one-credit paracurricular course, during the January Term for full-time students who attend and pay regular tuition both fall and spring semester. All other students will pay January Term tuition of $710 per credit.

### 2006 Summer Term

<table>
<thead>
<tr>
<th>Tuition - McMinnville (per credit)</th>
<th>$250.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition - Portland (per credit)</td>
<td>710.00</td>
</tr>
<tr>
<td>Room (double occupancy) - McMinnville</td>
<td>725.00 (or $125.00 per week)</td>
</tr>
<tr>
<td>Room (double occupancy) - Portland (monthly)</td>
<td>308.00</td>
</tr>
<tr>
<td>Board - McMinnville</td>
<td>Wildcat Cash in increments of $25.00</td>
</tr>
<tr>
<td>Malpractice Insurance (new students only) - Portland</td>
<td>32.00</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>112.00</td>
</tr>
</tbody>
</table>

### II. Post-Baccalaureate Fee for Completing Teaching Licensure

Students who have received 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 $7,328 to undertake their teacher licensure program. Eligible students enrolled for fewer than 10 credits will be charged $710 per credit. Eligible students enrolling for more than 18 credits will be charged $710 per credit for each credit above 18. Students who do not meet these conditions must pay full undergraduate tuition.

### III. Undergraduate Students, DCE Program

The tuition charge for DCE coursework is $250 per semester credit.

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.

### 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 2005-2006, this semester rate will be $5,697 but is contingent upon the following conditions:

1) Students must be enrolled for 12 to 16 credits
2) Students may not have more than 5 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 2 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 $250 per semester credit for up to a maximum of 5 credits. Students enrolled in more than 5 credits will be charged the per-credit rate that is applicable to McMinnville and Portland campus students for each credit hour over 5 credits. There is a $20 one-time application fee.

### VI. Other Fees

**Associated Students of Linfield Campus 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 charge is made for students enrolled for five credits or less in a semester.

**Audit Fee**

The non-refundable fee for auditing a course (taking it without credit) is $355 per credit for students at the McMinnville or Portland campuses and $125 per credit for students enrolled through the DCE. (Lab fees apply to audited classes.) Auditing is permitted on a space available basis without charge for full-time students in nonlaboratory courses, with the consent of the instructor and the Registrar at the regular registration period. Students enrolled for fewer than 10 credits will be charged $355 per credit for the course being audited. Students enrolled for more than 18 credits will be charged $355 per credit for the course being audited. There will be no tuition charge for senior citizens, at least age 65, under the definition of “Auditing a Course,” but they must pay applicable lab/course fees. There is no discount for senior citizens for courses with a transcripted credit.

**Charges and Fines**

Service 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 6 for fall semester and January 21 for spring semester for any student who has not followed the payment procedure date requirements of August 5 for fall semester and January 20 for spring semester.

A 1% per month service charge will be applied to a student account balance beginning October 31 for fall semester and February 28 for spring semester.
Examination Fees

Any student may challenge for credit an existing Linfield course for a non-refundable flat fee of $335. This fee covers administrative costs and the preparation and evaluation of special examinations. The fee for the achievement validation examination in nursing for registered nurses in the RN-BSN option is $335. The initial HESI nursing critical thinking exam fee is $200. The Graduating Senior final HESI exam fee is $30.

General Deposit 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 general deposit fee at the time of a Linfield offer to admission. Of this general deposit fee, $300 is applied to the student’s matriculation fee which is required for each new student registering for five credits or more to defray the cost of maintaining permanent records. The remaining $100 is a general deposit refundable when a student graduates or withdraws from the college, provided the student’s account is clear. In addition, students who withdraw must properly file the withdrawal from Linfield College form with the Registrar. Students who graduate or decide not to continue enrollment must notify the Registrar 30 days before the beginning of the subsequent academic term in order to receive a refund of the $100 general deposit. Students who apply for re-admission after a withdrawal and whose $100 general deposit was refunded or forfeited must pay the deposit again prior to re-enrolling. New students must pay the $400 general deposit fee before May 1 and it will not be refunded after that date. Payment of the $400 general deposit fee and matriculation fee may be made through Discover, Visa or MasterCard by contacting the Office of Admission at 1-800-640-2287. To avoid forfeiture of the $100 is a general deposit refundable when a student graduates or withdraws from the college, provided the student’s account is clear. In addition, students who withdraw must properly file the withdrawal from Linfield College form with the Registrar. Students who graduate or decide not to continue enrollment must notify the Registrar 30 days before the beginning of the subsequent academic term in order to receive a refund of the $100 general deposit. Students who apply for re-admission after a withdrawal and whose $100 general deposit was refunded or forfeited must pay the deposit again prior to re-enrolling. New students must pay the $400 general deposit fee before May 1 and it will not be refunded after that date. Payment of the $400 general deposit fee and matriculation fee may be made through Discover, Visa or MasterCard by contacting the Office of Admission at 1-800-640-2287. To avoid forfeiture of the $400 general deposit fee, students should follow the dates listed on the college calendar.

Registration is an earnest commitment for the college and the student. Therefore, the general deposit fee is charged for any cancellation of registration or residence hall room reservation within 30 days of the beginning of classes.

January Term $125 Per Credit Hour Fee

Students enrolled in the optional January Term courses will be charged a $125 per credit hour fee.

January Term $50 Housing Holding Fee

Students in residential housing fall or spring semester who do not attend January Term will be charged a $50 housing holding fee.

January Term Tuition Prorate Fee

Tuition for January Term (JT) is imbedded in the fall and spring tuition rate. However, any student not enrolled full time in the contiguous fall and spring semesters will be charged a prorated tuition amount on the credits taken during JT. Fall graduating seniors who need the JT credit to complete their graduation requirements will not be charged the tuition fee for JT but must have been full time in fall.

The proration is based on the unpaid percentages of full time annual tuition. For example, if actual annual tuition is 75% of full time annual tuition, JT will be prorated at 25% of each JT credit hour for which the student enrolled at the per credit hour rate. The January Term $125 per credit hour fee paid will be deducted from any January Term tuition prorate fee. This cannot be determined until after spring registration. Withdrawal during spring semester during the refund period will cause any JT tuition charges to be prorated.

Late Registration Fee: Division of Continuing Education

A late registration fee 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), charges for weekly half-hour applied lessons are made at the rate of $355 per credit hour.

For students approved by the department as Music minors, Linfield College will reduce the $355 applied lesson fee to $180 per credit hour. 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 $50 and for Music minors is $25. This fee is non-refundable.

Technology Infrastructure Fee

Students enrolled full time will be charged a $27 per semester technology fee ($16 if registered for less than 10 credit hours) to support campus-wide technology infrastructure.

Transcript Fee

The transcript fee is $5 for the first official transcript requested, and $1 for each additional transcript requested at the same time. The college reserves the right to withhold transcripts if the student has financial obligations to the college that are unmet.
Various Course-Related Fees

Students enrolled in certain courses may be charged a course, lab or studio fee of up to $100 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 students taking 10 or more undergraduate hours unless the student offers proof of adequate coverage by another company and completes an insurance waiver and submits it to the Human Resources Office not later than the first day of class. For international students, waivers will only be granted if the coverage is provided by a U.S. insurance provider. A new waiver must be completed at the beginning of each academic year. A brochure detailing the program’s coverage is available through the Human Resources Office.

Student Health Center

Staffed by two licensed nurse practitioners, a supervising physician and a health educator, the Student Health Center provides primary health care and health promotion for students on the McMinnville Campus. Routine services are provided on an appointment basis, and are covered under the cost of tuition. Occasionally a lab fee is required, inquire at time of appointment. Students who are referred off campus for follow-up or consultation services will be responsible for the charges. Because insurance may be billed, students should bring insurance information to their appointments.

Payment Procedure

The payment procedure necessary to finalize Accounting Office arrangements includes specific date requirements which must be met. Each student, without exception, must do one of the following each term by August 5 for fall semester, and January 20 for spring semester:
1. Pay in full so that the account balance is zero by August 5 for fall semester and January 20 for spring semester, or,
2. Pay all cash due not included in the AMS payment plan and not covered by accepted net financial aid by August 5 for fall semester and January 20 for spring semester AND sign an Interim Promissory Note.

Payments may be made to the cashier located on the first floor of Melrose Hall on the McMinnville Campus or the Department of Accounting 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 service 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. A $25 charge is levied for all returned checks.

Statements for all registered students as well as an Interim Promissory Note will be sent approximately 45 days 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 Academic Management Services (AMS). The amount of the plan is based on FULL YEAR billed charges including January Term less FULL YEAR net financial aid. Payments may be made in 12, 11, 10, 9, or 8 installments beginning May, June, July, August or September respectively. AMS Applications must be received by AMS in Wilkes-Barre, Penn., no later than August 1 regardless of the first payment date. There is no interest charge if all payments are made as scheduled with AMS. However, if your AMS payment is late, AMS will assess a $20 late fee, and Linfield will assess a late fee of $25 per late payment per month, and a 1 percent per month service charge for the remainder of the AMS plan. More information is available in the Office of Financial Aid or the Accounting Office. A contract with AMS may be established by calling them at 800-635-0120 and paying the $60 fee by credit card.

Cash Payment: The portion of the term billed charges not included in the AMS payment plan and not covered by accepted net financial aid must be paid by check or money order directly to Linfield by August 5 for fall semester and January 20 for spring semester. Linfield College does not accept credit cards, however, Linfield has contracted with AMS through their “Tuition Direct” program which allows payment to be made by VISA, MasterCard or Discover. For this service, AMS will charge a variable teleprocessing fee that varies with the amount charged. Please call AMS Tuition Direct at 800-762-8370 to enroll or for further information.

Payment by credit card to AMS Tuition Direct must be made by August 5 for Fall Semester, and January 20 for Spring Semester.

Interim Promissory Note: The Interim Promissory Note (IPN) is designed to identify the source of funds which bring a student account balance to zero. If the cash payment brings the student account balance to zero by August 5 for fall semester and January 20 for spring semester, the IPN is not required. However, when billed charges will not be paid in full by cash by August 5 for fall semester and January 20 for spring semester, the IPN is required. The IPN usually covers the time period needed until all financial aid can be applied to the student account. This will occur if there is Financial Aid or if you choose to use the AMS monthly payment plan. The IPN extends the time period for accepted net financial aid, beyond when the net cash portion is due, in order to allow time for accepted net financial aid to arrive from various sources. An IPN cosigner is required if the source of repayment includes an AMS payment or is a PLUS loan, or, if the student borrower is a minor (under 18 years of age) and if, under the applicable state law, the note signed by him or her would not create a binding obligation. The properly signed IPN must be received in the Accounting Office by August 5 for fall semester and January 20 for spring semester.

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.

Refunds: Tuition

Fall and spring semester tuition 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. Any appropriate January Term prorated fee will be deducted
from a fall or spring tuition refund calculation. All tuition and ASLC
charges for a term will be refunded if the college is notified in writing
before the beginning of classes for that term. Otherwise, for fall and
spring, the following schedule is in effect if the college is notified in
writing on or before:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9, 2005</td>
<td>February 10, 2006</td>
<td>100%</td>
</tr>
<tr>
<td>September 16, 2005</td>
<td>February 17, 2006</td>
<td>75%</td>
</tr>
<tr>
<td>September 23, 2005</td>
<td>February 24, 2006</td>
<td>50%</td>
</tr>
<tr>
<td>September 30, 2005</td>
<td>March 3, 2006</td>
<td>25%</td>
</tr>
</tbody>
</table>

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.

For January Term tuition, the January Term per-credit hour fee, and
ASLC charges, if notified in writing by the end of:
Week 1 70% Refund
Week 2 50% Refund
There will be no tuition refunds after week 2.

For January Term course fee, if notified in writing by the end of:
The first day of class 100% Refund
The last day to withdraw from a class 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.

For January Term $50 housing holding fee:
The January Term $50 housing holding fee is non-refundable

For Summer Term, refer to the summer class schedule.

Refunds: Board

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

Refunds: Division of Continuing Education

Official withdrawal must be made in writing, and refunds are
calculated by the date of postmark. 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 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: January Term 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 hour fee for the course dropped. There will
be no refund of the per credit hour 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: Residential Housing

Any room refund shall 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
semester. If you have a signed housing contract or have been
assigned college housing there may be a contract cancellation penal-
ty assessed if you do not live in campus housing according to the
following:
Prior to August 1: $200 contract cancellation fee.
After August 1 to last day of classes spring semester:
$450 cancellation fee plus prorate fee for days of occupancy.

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: Various Course-Related Fees

Refunds for various course-related fees will be issued if notified
in writing on or before:
The first day of class 100% Refund
The last day to enroll in a course 50% Refund

Major Academic Units, Programs, and Departments

While they share the common administrative and academic policies
described on pages 7-19 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.
- 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
INTERNATIONAL PROGRAMS

Director
Shaik Ismail

Associate Director
Sandy Soohoo-Refaei

Assistant Director
Michele Tomseth

International Programs Assistant
Marie Schmidt

International Programs Community Liaison
Joan Kushner

Financial/Clerical Assistant
Christine Callaghan

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 study abroad program, Linfield pays the cost of the first round-trip air transportation from the Portland International Airport to one destination for one trip – January Term or other approved travel between September and May – for each student who meets program requirements. Students who have already taken one trip at college expense must pay airfare for subsequent trips 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 at college expense.

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.

STUDY ABROAD

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

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) study abroad courses and/or programs, the course grades will not be calculated into the student’s cumulative GPA on the Linfield transcript unless they are to be applied to:

• Modern Languages major or minor
• International Business major
• Departmental minors in Asian Studies, European Studies, or Latin American Studies

THE SEMESTER ABROAD PROGRAM

Semester abroad experiences are available in the following 15 locations:

• Vienna, Austria
• San Ramon, Costa Rica
• Hong Kong, China
• East Asia, selected programs
• Tokyo, Japan (several locations)
• Berlin, Germany
• Bruges, Belgium
• Antwerp, Belgium
• Florence, Italy
• Naples, Italy
• Bologna, Italy
• Santorini, Greece
• Berlin, Germany
• Prague, Czech Republic
• Graz, Austria
• Graz, Austria
• Galway, Ireland
• France (several locations)
• Galway, Ireland
• Japan (several locations)
• Oaxaca, Mexico
• Oslo, Norway
• Seoul, South Korea
• Quito and The Galapagos, Ecuador

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 orientation meetings is held prior to departure. It is highly recommended that students take TCC 230 Intercultural Communication: Global Perspectives before participation in the program.

The cost of participating in Linfield’s Semester Abroad Programs is set at the prevailing on-campus tuition, plus program fees which cover certain items such as housing, board (where provided) field trips and excursions (where applicable), the international student ID card, and other administrative charges. In most cases, students may apply their financial aid toward these costs.

Students generally receive 15-18 units of Linfield credit for their academic work abroad. Each program offers one or more courses which may be used to satisfy a portion of the Linfield Curriculum (LC). If a student has previously satisfied any of these requirements, the overseas courses in these areas may be taken for elective credit. All courses are taken for a letter grade unless otherwise indicated.

In most of the programs, students may take regular university courses in addition to Linfield offerings listed below. To fulfill LC requirements, students should carefully review the description of the LC on pages 8-10 of this catalog and try to identify courses that parallel courses approved for LC credit on the Linfield campus. In case of questions, see the Linfield Curriculum coordinator.

All participants are required to take IDS 031 Intercultural Communication: Departure and Reentry (1 credit). This course is graded on a satisfactory/unsatisfactory basis. All assignments must be completed in order for students to receive a Satisfactory.

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.

Austria (August term/fall semester)

The program 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.

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (satisfactory/unsatisfactory)

HST/MLG 206 Austrian Cultural History: Art, Literature, and Society
4 credits. (VP, DG)

MLG 210 Theatre and Music in Vienna
3 credits. (IA, DG)

MLG 220 German Language Practice
3 credits.
International Programs

MLG 221 German Language Practice
5 credits.
MLG 320 German Language Practice
3 credits.
MLG 321 German Language Practice
5 credits.
MLG 365 Austrian Politics and Society in a European Context
3 credits. (IS, DG). Conducted in English. Not for German major/minor credit.
MLG 370 German Language Practice
3 credits.
MLG 371 German Language Practice
5 credits.

China-Hong Kong (Fall or spring semester)
Two 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/.

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)

Costa Rica (Fall semester)
Students take classes especially arranged for Linfield College on the campus of the Universidad de Costa Rica in San Jose. With approval, students may elect to take one or more courses at the university.

BIO 225 Tropical Ecology in Costa Rica
Prerequisites for Biology major credit: 110, 111. 3 credits. (NW, DG). Conducted in Spanish.

HST/MLS 170 Latin American History and Politics
3 credits. Not for Spanish major/minor credit. (VP, DG)

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)

MLS 032 Cross-Cultural Issues: Costa Rica and the United States
1 credit. (Satisfactory/Unsatisfactory) (EL)

MLS 321 Spanish Language Practice
5 credits.

MLS 371 Spanish Language Practice
5 credits.

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.

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

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)

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 Department.

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)

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

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)

Japan (Fall semester)
Students take classes especially arranged for Linfield College by Kanto Gakuin University in Yokohama or courses offered by Rikkyo University in Tokyo.

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)

IDS 035 Perspectives on Japan
1 credit. (Satisfactory/Unsatisfactory) (EL)

MLJ 230 Japanese Language Practice
4 credits.

MLJ 231 Japanese Language Practice
3 credits.

MLJ 232 Japanese Language Practice
3 credits.

MLJ 306 Japanese Culture and Society
3 credits. (IS, DG)

MLJ 307 Japanese Political and Economic Institutions
3 credits. (IS, DG)

MLJ 330 Japanese Language Practice
3 credits.

MLJ 331 Japanese Language Practice
3 credits.

MLJ 332 Japanese Language Practice
3 credits.

Korea (Fall or spring semester)
Each year a small number of 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).
Mexico (Spring semester)
Each spring semester, Linfield students participate in a semester program located at the Instituto Cultural Oaxaca A.C. Students take courses in the Spanish language (6 credits) and one or more courses taught by a Linfield resident director. They may also choose from various offerings at the university.
ART 480 Independent Study
2 credits.
IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)
IDS 271 Topics in Latin America - Mexico Journal: Image and Text
4 credits. (IA or VP, DG)
IDS 275 Topics in Latin America: Oaxacan Anthropology
3 credits (VP, DG).
MLA 040 Community Service
1 credit. (Satisfactory/Unsatisfactory) (EL)
MLS 030 Conversation
1 credit. (Satisfactory/Unsatisfactory) (EL)
MLS 320 Spanish Language Practice
3 credits.
MLS 321 Spanish Language Practice
3 credits.
MLS 370 Spanish Language Practice
3 credits.
MLS 371 Spanish Language Practice
3 credits.
MLS 480 Independent Study
1 credit.
SOA 487 Internship
2 credits. (EL)

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

IDS 031 Intercultural Communication: Departure and Reentry
1 credit. (Satisfactory/Unsatisfactory) (EL)

The college requires language majors to spend an academic year abroad at a foreign institution. The Department of Modern Languages and the International Programs Office stand ready to assist students in identifying appropriate institutions where this requirement might be fulfilled and approve the final selection. Information on options for financial arrangements is available in the Financial Aid Office.

January Term Abroad
Linfield offers four-week January Term courses at various locations abroad. For further information, please see pages 31-32 of this catalog.

Language Minors
Requirements for the minor in French, 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 abroad.

Asian Studies, European Studies and Latin American Studies Minors

Three international area studies minors, one in Asian Studies, one in European Studies, and one in Latin American Studies, are described in the Academic Programs and Courses Section of this catalog on pages 80-81. All international area studies minors are required to spend at least one semester abroad.

English Language and Culture Program

The English Language and Culture Program (ELCP) provides a Bridge Program in language studies for non-native speakers of English (NNS) who are applying for full enrollment in Linfield’s degree program. ELCP also offers Special Programs – one semester, one year, January or Summer Term courses in English language and culture.

Students (NNS) must demonstrate evidence of their current level of English proficiency. The Test of English as a Foreign Language (TOEFL) or TOEIC scores are preferred. Applicants with TOEFL scores of 550 (paper)/213 (computer) or TOEIC 750 AND a Test of Written English (TWE) score of 5.0 can gain full admission to Linfield College provided all other admission requirements are met. Students with no TWE score will be required to participate in the ELCP written and oral assessment during orientation.

Minimum English proficiency requirements for the ELCP are:
- Bridge Program TOEFL 450/133 or TOEIC 500; Special Programs TOEFL 400 (97) or TOEIC 350.

In both Bridge and Special Programs, ELC courses are offered at low-intermediate to advanced levels in a series of skills-based, theme-based and content-based courses. Bridge Program courses are specifically designed to prepare degree-seeking students for undergraduate work at the undergraduate level. Special Programs courses focus primarily on the improvement of oral/aural skills and a deeper understanding of American culture. Courses in the English Language and Culture Program are described on page 63 of this catalog.

Students taking ELC classes must maintain a grade of B average (3.00) in their ELC classes while in the ELCP. Students must obtain a grade of B (3.00) in all advanced level ELC courses (102, 112, 122, 170, 190) as required in order to exit the ELCP. If a student receives a grade lower than C- in any ELC class, s/he must repeat that class or a similar class when next offered.

Students taking ELC classes will not be allowed to take classes 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 countries are welcome at Linfield College. At present, approximately 70 international students and scholars from 20 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.

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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, and Amnesty International, 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 (see section I) maintain their enrollment as Linfield students. Language majors, who are required to spend a year abroad, may elect to maintain their enrollment as Linfield students, or they may choose to take a leave of absence (section II). All other students wishing to study abroad must take a leave of absence (section III).

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 IV.

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 15 for spring programs and April 15 for fall programs).

**I. Linfield Programs**

Students participating in Linfield administered or pre-endorsed study abroad programs may be eligible to receive paid airfare, if they so qualify; credit transfer, and transfer of financial aid.

Many courses on these programs are already approved for Linfield Curriculum or major/minor credit. Students seeking LC or major/minor credit for any courses not already approved are subject to the transfer of credit policy outlined in section V.

**II. Language Majors**

Language majors spending a required year abroad must complete the “Language Majors Student Agreement Form for Study Abroad” (available in the modern languages office) and may elect to receive benefits as stipulated on this form.

Language majors who choose option #1 on the “Language Majors Student Agreement Form,” and thus elect to take a leave of absence rather than to receive benefits, need to follow the policy and procedures outlined below.

All students in this category are subject to the transfer of credit policy outlined in section IV.

**III. Leaves of Absence**

Students taking a leave of absence to study abroad must fill out a “Leave of Absence” form in the Office of the Registrar and the “Permission to Study Abroad” form. These students fall into three categories:

A. Those not seeking pre-approval of their study abroad will not be eligible to receive paid airfare, institutional financial aid, or financial aid processing services from the college. In some cases, credits may not transfer if preapproval is not sought.

B. 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 “Permission to Study Abroad” 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.

C. Those wishing to study at a foreign university or program not offered by a recognized regionally accredited American university will:

- be subject to the policy and procedures outlined above if pre-approval of the program itself is desired.

- 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 International Programs Office.

**IV. Transfer for Major/Minor and Linfield Curriculum Credit**

To obtain credit toward a major/minor or toward the LC (except for pre-approved courses offered as part of Linfield programs and already listed for such credit in the Linfield catalogue), students bear the additional responsibility of providing documentation – course syllabi and/or course descriptions – to the appropriate offices.

For the major/minor, review is conducted only by the chairperson of the relevant department. For the LC, review is conducted by the Registrar. Students must complete the “Preliminary International Transfer Course Approval” form.
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.

In addition to regular departmental courses selected for their appropriateness to a four-week format, departments may also offer one or both of the following special January Term classes:

XXX 195 Great Books in the Discipline: An Introductory Reading Seminar

Initiation into the intellectual work of a given departmental discipline through close reading of one or two significant texts in the field. May be repeated once for credit.

3 credits. (LC credit as determined by the department).

XXX 395 Great Books in the Discipline: An Advanced Reading Seminar

Investigation of pivotal theoretical texts within the discipline through close reading and discussion.

3 credits.

January Term off-campus courses are planned and led by Linfield faculty. They are usually limited to 15 students for each site chosen through a competitive interview selection process. Students cannot participate in both a Semester Abroad and January Term Abroad program in the same academic year without special permission from the International Programs Office.

For all students, regardless of their major or minor, Linfield pays the cost of the first round-trip air transportation from the Portland International Airport to one destination for one trip – January Term or study abroad – for each student who meets program requirements. Students who have already taken one trip at college expense must pay airfare for subsequent trips 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 at college expense.

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 $350-$750 for meals and personal expenses.

The following courses will be offered during January Term 2006:

ANT 398/BIO 398 Human Prehistory in Europe

Study of the biological and cultural evolution of human populations in Europe from Homo erectus through the Upper Paleolithic with emphasis on recent discoveries that shed light on the identity and interactions of Neanderthal-modern human populations. Sites include France and Spain.

Prerequisites: ANT/BIO 105 or ANT 112 or BIO 110/111 4 credits. (NW or UQ or VP)

BUS 298 European Union: Structure and Economic Perspectives

A general introduction to the business, economy and political aspects of the EU and its member countries. The history of the EU, along with impact and implications for the U.S. business community.

Sites include Limerick, Brussels and Luxembourg.

Prerequisites: ECO 210; selected students will be asked to take IDS 090 in fall 2005. 4 credits. (IS, DG)

COM 498 International Communication: British Mass Media

Immersion in British mass media and popular culture while visiting newspaper and magazine offices, television production centers, media-related museums and libraries and historical sites. Invited guests will discuss radio, films and media issues. Sites include London, Oxford, Manchester, Edinburgh and York.

Prerequisite: None. Communication major or coursework recommended. Special requirement: Physically fit. 4 credits. (IS, DG)

ECO 398 Environmental Economics in Australia

Firsthand exposure to environmental challenges facing the Australian people, and the opportunity to observe how different interests come together in an attempt to create workable solutions. Examination of specific environmental problems such as pollution,
water, deforestation and their impact on Australia's economic policies and performance.

Special Requirement: Physically fit (extensive walking required). 
Prerequisite: ECO 210 or equivalent, or permission of instructor. 4 credits. (DG, IS)

ENG 398 Creative Writing in Literary Britain

Travel to locations associated with great writers responsible for some of the classics of literature. Daily writing assignments, discussions of genre, site-based writing prompts, and workshops of students' work. Sites include Bath, Edinburgh, London, Hay-on-Wye, and Keswick.

Prerequisite: IQS 125 4 credits. (IA, DG)

ENG 398 Samuel Johnson and Eighteenth Century London


4 credits. (IA, DG)

MLS 298/HST 298 Identity and Culture in Mexico

Immersion in Mexican culture and history by examining pivotal periods such as the conquest, the colonial legacy and the revolution. Emphasis on identity formation and how historical and cultural trends contribute to modern notions of Mexicanness.

NOTE: For Spanish minor/major credit in MLS 360, completion of 301 or consent of instructor is required. 4 credits (IA or VP, DG)

MUS 298 The Magic of Wolfgang Amadeus Mozart

Encounters with the music of W. A. Mozart in Vienna, Salzburg and Prague on the 250th anniversary of his birth. Concerts, recitals and opera productions in the venues where the works were first performed. Lectures, visits to historic sites in Austria and the Czech Republic, and interaction with student musicians of the two countries.

NOTE: This course can serve as a Music Department history elective.
4 credits (IA or VP, DG)

NUR 298 Health Care in Australia

Examination of the health care system in Australia with emphasis on delivery of care in various settings. Impact of history, economy, policies, culture, and religion on health care. Study of health care provider roles in selected agencies. Children's health, mental health, hospice, acute care hospitals, community health and Aboriginal health services highlighted.

4 credits. (IS, DG)

NUR 298 Health Care in India

Examination of India's health care system, including the impact of politics, religion, and social forces on the delivery of health care services. Visits to community hospitals, rural clinics and other health healers to observe traditional and non-traditional modes of health care.

Prerequisites: Students must be able to walk long distances and tolerate third-world conditions. IDS 031 (taken fall 2005). 4 credits. (IS, DG)

PHI 298 Medieval Philosophy

Study of the origins, characters, and legacy of medieval philosophy, using primary source readings from major Christian, Islamic and Jewish thinkers.

4 credits. (VP or UQ, WI)

PHY 398 China’s Approach to Environmental Problems

Investigation of China's major environmental problems and the innovative approaches being taken to solve them in the face of China's gradual transition from a farming to an industrial economy.

4 credits. (IS or NW, DG)

POL 398/TCT 398 Politics and Tragedy in Ancient Greece

The relationship between tragedy and politics in Ancient Greece including the role of theater in Athenian society: The role of artistic creation in political discourse, the role of tragic theater in the development of democratic citizenship, and the interrelationship of culture and politics in both ancient and contemporary democracies.

4 credits. (IA, IS, VP)

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 e-mail ipo@linfield.edu. Linfield reserves the right to cancel or change the provisions of the program at any time.
McMinnville Campus

Facilities

Linfield’s main campus covers 193 acres on the southern edge of McMinnville. In 1998, Linfield more than doubled the size of its McMinnville Campus with the acquisition of property and buildings from the Hewlett-Packard Company. The additional property has provided for an expansion of housing and academic facilities. Hewlett Packard Park, a six building apartment complex opened to students in 2001. The James F. Miller Fine Arts Center, home to the Department of Art, opened in 2001. The Jereld R. Nicholson Library, which is double the size of the previous facility, and Kenneth W. Ford Hall, which houses the Marshall Theatre and serves as home to the Department of Theatre and Communication Arts, opened in 2003.

The McMinnville Campus features 60 classroom/office buildings and student residences, primarily constructed of brick in a modified Georgian style, nestled among oaks, evergreens, and lawns.

The buildings on campus span over a century. Pioneer Hall, a residence hall and classroom building, was erected in 1883 and is on the National Register of Historic Places. Murdock Hall, built 100 years later, houses a sophisticated science center. The health and physical education complex contains a gymnasium, aquatic center, weight room, field house, and other related facilities. Riley and Walker Halls house a campus center and classroom/educational support facilities. A unique feature of Walker Hall is its four language theme classrooms. Students studying French, German, Japanese, or Spanish learn in classrooms that re-create the ambiance of the country where each language is spoken.

Several campus computer labs are equipped with Apple Macintosh and IBM personal computers as well as network access to a wide variety of software. The college is connected to the Internet campuswide.

Library Support

Linfield has two libraries: the Jereld R. Nicholson Library at the McMinnville campus and a branch campus library in Portland. The comprehensive online catalog provides access to many print and electronic resources. All students have access to this catalog via the campus network from residence halls, computer labs or DCE centers. Linfield belongs to the Orbis Cascade Alliance, a group of 33 academic libraries in Oregon and Washington. Summit, the Alliance catalog, has 27 million records from which students can order materials free of charge. Linfield’s library’s mission focuses upon teaching students about how to find, select and think about the many kinds of information they encounter as students.

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. Majors marked with a box (■) may be included in either a BA or a BS program. Those without a box are available for the BA degree only.

■ Accounting (Business)
■ Anthropology (Sociology and Anthropology)
■ Applied Physics (Physics)

■ Art
■ Athletic Training (Health, Human Performance and Athletics)
■ Biology
■ Business
■ Chemistry
■ Communication Arts (Theatre and Communication Arts)
■ Computer Science
■ Creative Writing (English)
■ Economics
■ Elementary Education (Education)
■ English
■ Environmental Studies
■ Exercise Science (Health, Human Performance and Athletics)
■ Finance (Business)
■ French (Modern Languages)
■ General Science (Biology, Chemistry, Mathematics, and Physics)
■ German (Modern Languages)
■ Health Education (Health, Human Performance and Athletics)
■ History
■ International Business (Business)
■ Intercultural Communication (Theatre and Communication Arts)
■ Japanese (Modern Languages)
■ Mass Communication
■ Mathematics
■ Music
■ Philosophy
■ Physical Education (Health, Human Performance and Athletics)
■ Physics
■ Political Science
■ Psychology
■ Religious Studies
■ Sociology (Sociology and Anthropology)
■ Spanish (Modern Languages)
■ 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.

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.

Academic Advising

On the McMinnville Campus, the Director of Academic Advising coordinates the academic advising program and makes advisor assignments for first-year students in Colloquium. The Office of Academic Advising, located in Walker 104, is staffed by a Director and Assistant Director of Academic Advising. It provides assistance to students in the declaration of major process and general information about academic programs and procedures.
Located near the Advising Office are the offices of Counseling Services, Career Services, and Learning Support Services, housed in Walker 124. There students will find career counseling, psychological counseling, study-skills workshops, and other special services. The Advising Office and these offices respond collaboratively to a variety of student questions and concerns.

**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 minors. Courses offered through the Division of Continuing Education or on the Portland Campus only are identified in the shaded portion ending most departmental sections. Some departments include a number of sub-classifications whose specialized prefixes are also listed below.

**Departmental Designations**

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

- Art: ART
- Biology: BIO
- Business: BUS
- Chemistry: CHE
- Computer Science: CSC
- Economics: ECO
- Education: EDU
- English: ENG
- English Language and Culture: ELC
- Environmental Studies: ENV
- Gender Studies: GEN
- Health, Human Performance and Athletics: HHP
- History: HST
- Interdepartmental Studies: IDS
- Mass Communication: MCM
- Mathematics: MAT
- Modern Languages: MLA
  - American Sign Language: MLM
  - Chinese: MLC
  - French: MLF
  - German: MLG
  - Japanese: MLJ
  - Latin: MLL
  - Spanish: MLS
- Music/Dance: MUS
- Philosophy: PHI
- Physics: PHY
- Political Science: POL
- Psychology: PSY
- Religious Studies: REL
- Sociology and Anthropology: SOA
  - Anthropology: ANT
  - Sociology: SOC
- Theatre and Communication Arts: TCA
  - Communications Arts: TCC
  - Theatre: TCT

**American Studies**

**Program Coordinators**

Peter Buckingham
William Lingle
Barbara Seidman

American Studies offers students multidisciplinary, interdisciplinary, and multicultural approaches to U.S. culture. It examines from several perspectives the development and expressions of a national culture. It draws upon the many disciplines in the liberal arts which illuminate the values, beliefs, symbols, forms, and structures that interact to form American culture. It provides disciplinary and methodological avenues by which to study American popular culture, an increasingly important subject in several disciplines.

**Requirements**

For a Minor: 27 credits, including HST/ENG 265; HST 150 or a five-credit upper division American History course; ENG 360; and a capstone thesis, senior seminar, or independent study course offered by a participating department. The remaining credits are to be chosen by the student and the program committee from a list of approved American Studies courses to constitute, with the required courses, a coherent program of studies. Such credits may not count toward both the minor and the student’s major. If one of the required courses is counted toward the major, a course from the approved American Studies list of at least the same value must be substituted as part of the 27-credit minor requirement.
ART

Faculty
Nils Lou (Chairperson, spring)
Ron Mills (Chairperson, fall)
Liz Obert
Brian Winkenweder

The faculty members of the Department of Art seek to provide technical, historical, and philosophical instruction in the visual arts. Students may elect to major in studio art, or to minor in studio art or art history. In addition, art history courses and lower-division studio courses will introduce various aspects of the visual arts to students seeking to fulfill the requirements of the Linfield Curriculum. We are committed to instilling visual and conceptual literacy, and to providing the technical and intellectual skills necessary as a foundation for a wide variety of careers in the fine and applied arts. A major goal of the faculty, as practicing artists and scholars, is to impart an understanding of the life-long vitality of artistic development and practice.

GOALS FOR THE MAJOR

Students who successfully complete a major in studio art will:
• Have a working understanding of the fundamentals of two- and three-dimensional design and basic drawing, and the technical skills necessary to carry out projects in those areas.
• Demonstrate an advanced level of competence in at least one medium beyond basic drawing and design.
• Be familiar with major trends in the development of Western art, particularly the significant movements and key figures of 20th-century art, and with various methodological approaches to the study of art history.
• Be able to research topics in the visual arts using both print and electronic resources.
• Be able to present the conceptual basis of their work in both oral and written form, and to critique the work of others.
• Produce a coherent, cohesive body of work accompanied by an artist's statement and present each in an appropriately professional manner.
• Have a sufficient understanding of the discipline to allow them to prepare for graduate studies or entry-level professional opportunities.

REQUIREMENTS FOR MAJORS AND MINORS

For a Studio Major: 40 credits, including 100, 101, 201, 202, 220, 390 and 391, 410 and three studio electives. Majors must achieve a grade of C or better in all required courses.

For a Studio Minor: 20 credits, including 100, 101, 220, one studio elective and either 201 or 202. Minors must achieve a grade of C or better in all required courses.

For an Art History Minor: 20 credits, including 201 and 202, and three courses chosen from 302, 309, 312, 315, and 410. Art 302 may be repeated if the topic is different. All courses must be completed with a grade of C or better.

Majors seeking an Art History Minor: 20 credits, including two to three courses chosen from 302, 309, 312 and 315, plus two or three of the following: an additional Art History course from the above, if available; a course from the History Department numbered 200 or above; PHI 345 (Aesthetics); MCM/ENG 327 (Introduction to Film); MCM 340 (Mass Media and Popular Culture).

For Oregon Initial Teacher Licensure in Art: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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 encourages interested students to join the Creative Arts League, a Linfield organization which promotes and supports student involvement in the creative arts.

LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION

Courses eligible for general education credit are designated below: A key to the Linfield Curriculum (LC) designator appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

Courses

ART 100 Design: Two Dimensional
Fundamentals of two-dimensional design, basic graphics, color theory, and studio practice. $30 lab fee.
4 credits. (IA)

ART 101 Design: Three Dimensional
Fundamentals of three-dimensional design, with emphasis on sculptural methods and problems. $25 lab fee.
4 credits. (IA)

ART 201 Art Survey: Prehistoric-Middle Ages
Introductory survey covering painting, sculpture and architecture. Intended to develop an appreciation/knowledge of the international and varied language of artistic form, and an understanding of the socio-cultural, political and economic forces that shaped its development from the Paleolithic era through the Middle Ages. For majors and non-majors. $20 lab fee.
Offered fall semester. 4 credits. (IA or VP)

ART 202 Art Survey: Renaissance-Contemporary
Introductory survey course in art history covering painting, sculpture and architecture. Intended to develop an appreciation/knowledge of the international and varied language of artistic form, and an understanding of the socio-cultural, political and economic forces that shaped its development from the Renaissance to contemporary times. For majors and non-majors. $20 lab fee.
Offered spring semester. 4 credits. (IA or VP)

ART 220 Drawing
Fundamentals of gesture, value, contour, and perspective drawing in various media. Expressive and thematic development. $25 lab fee.
4 credits. (IA)

ART 230 Ceramics I
Basic clay manipulations, including the creation of expressive structures, functional forms, glazing techniques, and the use of the potter’s wheel. $50 lab fee.
4 credits. (IA)
Art

ART 240 Photography
Basics of creative black and white photography: camera operation, principles of exposure, darkroom technique, visual elements of design, and introduction to historical and contemporary trends. $40 lab fee.
4 credits. (IA)

ART 250 Glass Flameworks
Introduction to glass flameworking techniques, torch operation, principles of annealing, design, and introduction to historical and contemporary trends in fine art glass. May be repeated for credit. $300 lab fee.
4 credits. (IA)

ART 302 Topics and Periods in the History of Art
Selected topics or periods of art history, such as Art of the Ancient World, Art of the Renaissance, Baroque and Rococo Art, or 19th-Century Art. Topics will vary from year to year. May be repeated with different content. For majors and non-majors. $20 lab fee.
3 credits. (IA or VP, DG, MWI)

ART 309 Art of the United States
Analysis of painting, sculpture, photography and architecture. Intended to develop an appreciation/knowledge of the varied language of artistic form, and an understanding of the rich and diverse social, cultural, political and economic forces that shaped American art from the Federal period to contemporary times. For majors and non-majors. $20 lab fee.
4 credits. (IA or VP, DA)

ART 310 Modern Art 1880-1945
The development of painting, sculpture, and architecture from Post-Impressionism to World War II. Emphasis on major movements, such as Cubism, Expressionism, and Surrealism. For majors and non-majors. $20 lab fee.
4 credits. (IA or VP, DG, MWI)

ART 312 Contemporary Multicultural Art
Study of late-20th-century art forms, including painting, sculpture, mixed-media installations, and performance work, created by people of diverse backgrounds and circumstances to address various social issues and questions of identity. Groups covered will include mainly people of African-American, Asian-American, Latino-American, and Native American descent, as well as marginalized communities such as the homeless or AIDS victims. For majors and non-majors. $20 lab fee.
4 credits. (IA, DA, MWI)

ART 315 Women Artists
Study of painting, sculpture, craft arts, mixed-media installations, video, and performance art created by women artists, concentrating on the period from the late 19th century to the present, with emphasis on contemporary American women artists. For majors and non-majors. $20 lab fee.
4 credits. (IA, DA, MWI)

ART 320 Approaches to the Figure
Studio experience working from the human form with emphasis on drawing. Expressive, technical, and thematic development through work in a variety of media. $50 lab fee.
Prerequisite: 220 or consent of the instructor. 4 credits. (IA)

ART 330 Ceramics II
Advanced ceramic techniques with special emphasis on glaze calculation. $50 lab fee.
Prerequisite: 230 or 331. 4 credits. (IA)

ART 331 Ceramic Sculpture
Sculptural concepts in clay with emphasis on the independent creative process through the exploration of ceramic forming techniques and firing processes. $50 lab fee.
Prerequisites: 230 or consent of instructor. 4 credits. (IA)

ART 340 Advanced Photography
Photographic techniques with emphasis on critical skills and the development of an independent body of work. Topics to be covered include: subjective manipulation of photographic materials, pinhole photography, hand coloring, and alternative photographic processes. $40 lab fee.
Prerequisite: 240 or consent of instructor. 4 credits. (IA)

ART 342 Electronic Media in the Fine Arts
Introduction to emerging technology in the fine arts. Principles of image capture, manipulation, and output using Macintosh workstations. Emphasis will be placed on an intermedia approach to using the computer as an expressive tool. $50 lab fee.
Prerequisite: 100 or consent of instructor. 4 credits. (IA)

ART 343 Digital Color Photography
Standard photographic techniques for color photography with both analogue and digital technology. Camera operation, digital photographic techniques, Photoshop, video editing, and critical evaluation of the photographic medium. $50 lab fee.
Prerequisite: 240 or consent of instructor. 4 credits. (IA)

ART 350 Sculpture I
Beginning studio investigation of sculptural practice using a variety of three-dimensional media culminating in a single major project. $50 lab fee.
Prerequisite: 101 or consent of instructor. 4 credits. (IA)

ART 360 Alternative Media
Studio in mixed and non-traditional art media and related practices. Studio projects include performance, installation, site-specific/earthworks, conceptual art, video, and digitized imagery.
Prerequisites or co-requisites: 100 and 101, or consent of the instructor; Art 410 recommended. 4 credits. (IA)

ART 362 Painting I
Painting techniques and thematic development in oil or aqueous media. $50 lab fee.
Prerequisites: 100 and 220 or consent of instructor. 4 credits. (IA)

ART 364 Printmaking: Intaglio/Etching I
History and use of intaglio media, including drypoint, etching, aquatint, mezzotint, and engraving. $50 lab fee.
Prerequisite: 220 or consent of instructor. 4 credits. (IA)

ART 380 Text, Image, Narrative and the Artist Book
An intermediate studio workshop for the exploration of artist books as a contemporary art form. Emphasis on hands-on student projects and discussion of theoretical issues pertinent to book arts. Issues of time, sequence, and context addressed via critical readings, critique, and discussion. $50 lab fee.
Prerequisites: 100 and one of the following: 220, 240, 342; or consent of the instructor. 4 credits. (IA)
ART 390 and 391 Studio Practices I and II
Intermediate or advanced studio for majors, in any medium or combination of media. Students generate conceptually coherent independent studio work exemplifying personal inquiry and self-reflection. Critical readings, discussions, critiques, and attendance at gallery and museum functions.
Prerequisites: 100, 101, 220 and consent from a studio professor based on a folio review and a statement of purpose. 4 credits (2 per semester).

ART 410 Modern to Postmodern: Art 1945 to the Present
The visual arts from World War II to the present. Emphasis on major movements such as Abstract Expressionism, Pop and Minimalism, through the pluralist 1970s to the present. $20 lab fee.
Prerequisites: 201, 202 or consent of instructor. 4 credits. (IA, MW)

ART 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. (Satisfactory/Unsatisfactory) (EL)

ART 450 Sculpture II
Advanced sculptural processes with emphasis on independent creative work.
Prerequisite: 350. 4 credits. (IA)

ART 460 Advanced Alternative Media
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.
Prerequisites: 360 and a project proposal. 4 credits. (IA)

ART 462 Painting II
Advanced painting concepts and techniques utilizing oil or aqueous media. Emphasis on an independent body of work. May be repeated for credit in a second medium. $50 lab fee.
Prerequisite: 362. 4 credits. (IA)

ART 464 Printmaking: Intaglio/Etching II
Advanced practice of intaglio/etching methods of printing including multiple color and photoengraving. $50 lab fee.
Prerequisite: 364. 4 credits. (IA)

ART 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. (IA)

ART 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)

ART 490, 491 Thesis Studio I and II
Optional senior integrative experience recommended for those planning post-graduate work in art. Students produce a cohesive body of work and related thesis papers, and will assist in all functions related to the operation of Miller Fine Arts Center Gallery.
Prerequisites: 390 and senior standing. 4 credits (2 per semester).

ART 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 & SUMMER COURSES

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

ART 102 Design: Two Dimensional
Three-credit version of 100. (IA)

ART 203 Survey of Western Art II
Survey of the development of Western painting, sculpture, and architecture from the Renaissance to the mid-20th century.
3 credits. (IA or VP, DG)

ART 221 Drawing I
Three-credit version of 220. (IA)

ART 311 Modern Art 1880-1945
Three-credit version of 310. (IA or VP, DG)

ART 313 Contemporary Multicultural Art
Three-credit version of 312. (IA, DA)

ART 321 Approaches to the Figure
Three-credit version of 320. (IA)

ART 341 Electronic Media in Fine Arts I
Three-credit version of 342. (IA)

ART 361 Painting I
Three-credit version of 362. (IA)

ART 411 Modern to Postmodern: Art 1945 to the Present
Three-credit version of 410. (IA)

ASIAN STUDIES

See International Studies
Faculty
Nancy Brosht • Portland Campus
Deborah Canepa • Portland Campus
Richard Farris
Christopher Gaiser (Chairperson)
John Hare
Jack Keyes • Portland Campus
Jack Murphy
Michael Roberts
Kareen Sturgeon
William Weaver • Portland Campus

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, courses 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 Lincabin near Sisters and the Malheur Field Station near Burns. January Term courses are offered occasionally in different localities such as Hawaii.

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 three areas of biology: 1) Cell and molecular biology; 2) Organismal biology; and 3) Ecology and evolutionary biology.
• the ability to think critically and synthesize information from a variety of different sources.
• the ability to write and speak in the discipline.

Requirements
For a Major in Biology: 36 credits in the department, including 110, 111, 486, and at least one course from each of the following three areas:
A) Cell and Molecular Biology (270, 400, 420, 432, 433);
B) Organismal Biology (235, 240, 250, 260, 361, 365, 390);
In addition, CHE 210, 211, 321, 322.
For a Minor in Biology: 20 credits in the department, including 110, 111 and at least three additional courses.
No more than a total of 5 hours from the following may apply towards a Biology major or minor: BIO/ENV 100. (NW)

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.

Linfield Curriculum Requirements in General Education
Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

Paracurricular Courses
BIO 025 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)

Courses
BIO 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. Not applicable for Biology or General Science major or minor. (NW)
BIO 105 Human Biology and Evolution (also listed as ANT 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. Not applicable for Biology or General Science major or minor. (NW)
BIO 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. Not applicable for Biology or General Science major/minor. (NW)
BIO 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. Not applicable for Biology or General Science major/minor. Not open to students who have credit for BIO/ENV 100. (NW)
BIO 10, 111 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 110 is a prerequisite for enrollment in 111. $50 lab fee. Recommended: Concurrent enrollment in CHE 210. 4 credits each semester. (NW)

BIO 212 Human Anatomy
Gross human anatomy with emphasis on systems directly involved with locomotion and movement, circulation, respiratory and body control. Examination of other body systems in preparation for future physiological study. Lecture and laboratory. Not for Biology major credit, but acceptable for Biology minor or General Science major. $55 lab fee. 4 credits. Offered fall and spring. (NW)

BIO 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. Not for Biology major credit, but acceptable for Biology minor or General Science major. $55 lab fee. Prerequisite: 212 or consent of instructor. 4 credits. Offered fall and spring. (NW)

BIO 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. Prerequisites for Biology major credit: 110, 111. 3 credits. (NW, DG)

BIO 235 Field Methods in Biology
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. $50 lab fee. Prerequisites: 110, 111; MAT 130 recommended. 4 credits. (NW)

BIO 240 Systematics of Flowering Plants
Historical and conceptual bases of plant identification, nomenclature, and classification. Focus on identification of major flowering plant families of the Oregon flora. Lecture, laboratory, and field trips. $50 lab fee. Prerequisite: sophomore standing or consent of the instructor. 110, 111 recommended. 5 credits. (NW)

BIO 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. $50 lab fee. Prerequisites: 110, 111. 5 credits. (NW)

BIO 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. $50 lab fee. Prerequisites: 110, 111 or ENV 101, 102. 4 credits. (NW, MWI)

BIO 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. $50 lab fee. Prerequisites: 110, 111; CHE 210, 211, and 321. 5 credits. (NW)

BIO 280 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. $50 lab fee. Prerequisites: 110, 111; CHE 210, 211 recommended, or consent of instructor. 4 credits. (NW)

BIO 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. $50 lab fee. Prerequisites: 110, 111 and consent of instructor. (NW) 3-5 credits, depending on format.

BIO 310 Plants and Society (also listed as ANT 310)
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 throughout the world. Three lectures and one lab/field trip per week. 110 or 240 recommended. Junior standing. 4 credits. (NW or IS)

BIO 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. $50 lab fee. Prerequisites: 110, 111; CHE 210. 4 credits. (NW)

BIO 365 Mycology
An exploration of the Kingdom Eumycota, or fungi, including basic biology, evolution, ecology, genetics, systematics, and cultural, medical, and economic importance. Emphasis on the Basidiomycota (mushrooms). Lectures, labs, and field trips. $50 lab fee. Prerequisites: 110, 111. 5 credits. (NW)

BIO 370 Invertebrate Zoology
Comparative and functional morphology, adaptations, life histories, and phylogeny of Porifera, Cnidaria, Platyhelminthes, Gnathostomulida, Nemertina, Pseudocoeolomata, Annelida (and their allies), Mollusca, Arthropoda, Deuterostomia (including invertebrate chordates). Lecture, laboratory, and field trips. $50 lab fee. Prerequisites: 110, 111, CHE 210, 211. 5 credits. (NW)

BIO 380 Conservation Biology
An exploration of the scientific, social, and political ingredients necessary to promote species diversity. Includes consideration of population biology, ecology and evolution in relation to the emergence and extinction of species. Explores the role of the scientist in society via a consideration of the history of science and the environmental movement, of environmental ethics, and of politics. Field trips. $25 lab fee. Prerequisites: BIO 110, 111 or ENV 101, 102. 4 credits. (NW, MWI)
BIO 390 Vertebrate Physiology
Physiological principles in vertebrates, with emphasis on mechanisms of integration and homeostasis at cellular, organ, and system levels. Lecture and laboratory $50 lab fee.
Prerequisites: 110, 111; CHE 210, 211. 5 credits. (NW)

BIO 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. $50 lab fee.
Prerequisites: 110, 111; CHE 210, 211. Junior standing. 5 credits. (NW)

BIO 420 Developmental Biology
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. $50 lab fee.
Prerequisites: 110, 111; CHE 210, 211. 270 strongly recommended. 5 credits. (NW)

BIO 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: 110, 111; CHE 210, 211, 321. 3 credits. (NW)

BIO 433 Immunology Lab
Laboratory techniques in basic hematology, serology, cell culture, and experimental immunology. $50 lab fee.
Prerequisite: 432 concurrent. 1 credit.

BIO 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. 1-2 credits. (Satisfactory/Unsatisfactory) (EL)

BIO 441 Principles of Ecology Lecture
Introduction to the structure and functions of ecosystems, communities, and populations with emphasis on terrestrial and fresh water environments.
Prerequisites: 111 or ENV 101, junior standing. 3 credits. (NW)

BIO 442 Principles of Ecology Laboratory
Introduction to the science of laboratory ecology and field research. Students will learn quantitative field techniques and conduct an independent research study.
Prerequisite: 441 or concurrent. 2 credits. (NW, MMI)

BIO 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. $25 lab fee.
Prerequisites: 110, 111; 270 recommended. 5 credits. (NW, MMI)

BIO 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.

BIO 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.

BIO 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.

BIO 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 applied to the major. (EL)

BIO 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.

January Term Travel Courses

BIO 198, 298 398, 498 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. The major topic taught in the past has been Marine Biology of Hawaii (NW, WI). Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

DCE, Portland & Summer Courses

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

BIO 205 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.
Prerequisites: CHE 224, 225. 4 credits. (NW)

BIO 215 Physiology
Functions of organs and systems of mammals. Emphasis on regulatory mechanisms necessary for normal homeostasis. Lecture and laboratory.
Prerequisites: 205, CHE 224, 225, MAT 130. 5 credits. (NW)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 245</td>
<td>Plant Systematics</td>
<td>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. &lt;br&gt;Prerequisites: 111 or consent of instructor. 3 credits.</td>
</tr>
<tr>
<td>BIO 255</td>
<td>General Microbiology</td>
<td>A four-credit version of 361. &lt;br&gt;Prerequisites: CHE 224, 225. 4 credits. (NW)</td>
</tr>
<tr>
<td>BIO 265</td>
<td>Principles of Genetics</td>
<td>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. &lt;br&gt;Prerequisite: 11 or 255. 4 credits. (NW)</td>
</tr>
<tr>
<td>BIO 266</td>
<td>Principles of Genetics Lab</td>
<td>Student investigations and experimentation regarding the inheritance of genetic traits in living organisms, and introduction to techniques of modern genetic analysis. &lt;br&gt;Corequisite: 265. 1 credit.</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Classification of Plants and Plant Communities</td>
<td>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. &lt;br&gt;3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Pharmacology</td>
<td>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. &lt;br&gt;Prerequisites: 205, 215; CHE 224, 225. 3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Introduction to Ecology</td>
<td>An 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. &lt;br&gt;Prerequisites: Math proficiency or consent of instructor. 3 credits.</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Pathophysiology I</td>
<td>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. &lt;br&gt;Prerequisites: 205 and 215, and CHE 224, 225. BIO 255 recommended. 3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 326</td>
<td>Pathophysiology II</td>
<td>A continuation of Pathophysiology I. Topics covered include genetics, endocrine, neuro and GI pathophysiology along with disturbance in fluid, electrolyte, and acid-base balance. &lt;br&gt;Prerequisites: 325 or consent of instructor. 3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Embryology</td>
<td>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. &lt;br&gt;Prerequisites: 205, 215. 3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 345</td>
<td>Essentials of Immunology</td>
<td>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. &lt;br&gt;Prerequisites: 205; CHE 224, 225 or consent of the instructor. 3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 355</td>
<td>General Ecology</td>
<td>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 minor or General Science major. Lecture and laboratory. &lt;br&gt;Prerequisites: MAT 130 and BIO 110, 111 or consent of the instructor. 3 credits.</td>
</tr>
<tr>
<td>BIO 375</td>
<td>Field Zoology</td>
<td>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 or General Science major. Lecture and laboratory. &lt;br&gt;Prerequisites: either 110/111, or 205; completion of mathematics proficiency. 3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Advanced Pathophysiology</td>
<td>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. &lt;br&gt;Prerequisites: 325 or consent of instructor. 3 credits. (NW)</td>
</tr>
<tr>
<td>BIO 415</td>
<td>Advanced Topics in Anatomy</td>
<td>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. &lt;br&gt;Prerequisites: BIO 205. 2 credits.</td>
</tr>
</tbody>
</table>
**BUSINESS**

**Faculty**
Scott Chambers  
Richard Emery  
Malcolm Greenlees  
Stephanie Haaland (on leave 2005-2006)  
Michael Jones  
Sandra Kiehl  
Bonnie Long  
Michelle Nelson (Chairperson)  
Randhi Wilson

The Department of Business faculty believes that education is a life-long process in which higher education has an important part. The focus of the department's courses and programs is to provide students with a sound basic education in business within the broader context of a liberal arts education. The department shares this objective with the entire college, and encourages its students to participate in coursework, programs and other learning experiences outside of the department. The department is justifiably proud of its students and the contributions they make to all aspects of campus life.

These goals are promoted in a learning environment based on close student-faculty relations. The departmental curriculum emphasizes flexibility, with opportunities for several majors in the department. The department also offers a minor in Business, as well as opportunities for independent study and research.

Graduates with majors from this department normally continue in graduate and professional school or enter professional fields such as accounting, finance, marketing, or management in business, government, or non-profit institutions.

**GOALS FOR THE ACCOUNTING MAJOR**

In successfully completing a major in Accounting, a student will be able to:
- explain the basic concepts of financial and managerial accounting
- demonstrate basic procedures of financial and managerial accounting
- use fundamental techniques in the analysis of financial statements and other corporate disclosures.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities, and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
- appraise a firm’s capital structure and dividend policy and their relevance to the firm’s value.
- work in teams for project development/completion and presentation.
- professionally communicate ideas, research, and analysis in both oral and written formats.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities, and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
- appraise a firm’s capital structure and dividend policy and their relevance to the firm’s value.
- strategically analyze a firm and determine appropriate responses to issues given the industry and competitive conditions coupled with the conditions of the firm itself.
- work in teams for project development/completion and presentation.
- professionally communicate ideas, research, and analysis in both oral and written formats.

**GOALS FOR THE BUSINESS MAJOR**

In successfully completing a major in Business, a student will be able to:
- explain the basic concepts of financial and managerial accounting
- demonstrate basic procedures of financial and managerial accounting
- use fundamental techniques in the analysis of financial statements and other corporate disclosures.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities, and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
- appraise a firm’s capital structure and dividend policy and their relevance to the firm’s value.
- strategically analyze a firm and determine appropriate responses to issues given the industry and competitive conditions coupled with the conditions of the firm itself.
- work in teams for project development/completion and presentation.
- professionally communicate ideas, research, and analysis in both oral and written formats.
**GOALS FOR THE FINANCE MAJOR**

In successfully completing a major in Finance, a student will be able to:
- explain the basic concepts of financial and managerial accounting.
- demonstrate basic procedures of financial and managerial accounting.
- use fundamental techniques in the analysis of financial statements and other corporate disclosures.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities, and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
- appraise a firm's capital structure and dividend policy and their relevance to the firm's value.
- strategically analyze a firm and determine appropriate responses to issues given the industry and competitive conditions coupled with the conditions of the firm itself.
- work in teams for project development/completion and presentation.
- professionally communicate ideas, research, and analysis in both oral and written formats.
- appraise the financial concepts and theory that underpin financial management and practice.
- evaluate the strategies, vehicles, and techniques for implementing investment goals within a risk-return framework.
- demonstrate how financial managers seek to manage financial price risk in their portfolios.
- explain the creation and development of financial institutions and their regulatory framework.
- have an experiential understanding of a foreign culture.

**GOALS FOR THE INTERNATIONAL BUSINESS MAJOR**

In successfully completing a major in International Business, a student will be able to:
- explain the basic concepts of financial and managerial accounting.
- demonstrate basic procedures of financial and managerial accounting.
- use fundamental techniques in the analysis of financial statements and other corporate disclosures.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities, and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
- appraise a firm's capital structure and dividend policy and their relevance to the firm’s value.
- strategically analyze a firm and determine appropriate responses to issues given the industry and competitive conditions coupled with the conditions of the firm itself.
- work in teams for project development/completion and presentation.
- professionally communicate ideas, research, and analysis in both oral and written formats.
- appraise the financial concepts and theory that underpin financial management and practice.
- evaluate the strategies, vehicles, and techniques for implementing investment goals within a risk-return framework.
- demonstrate how financial managers seek to manage financial price risk in their portfolios.
- explain the creation and development of financial institutions and their regulatory framework.
- have an experiential understanding of a foreign culture.
enrolled through the Division of Continuing Education (see that section of the catalog).

Courses chosen as electives to meet the requirements of a BUS major must be selected in conjunction with a BUS department faculty advisor.

**Departmental Quantitative Requirements**

Students enrolling in business courses must demonstrate the following quantitative prerequisites:

1. To enroll in courses 200-340, a student must have met the college's mathematics proficiency requirement in one of the following ways:
   a) Scoring 520 or higher on the mathematics portion of the SAT.
   b) Completing MAT 115 (Intermediate Algebra) or any three-credit course at or above the level of MAT 130 with a grade above a C-minus.
   c) Passing the math proficiency test, which will only be given by the mathematics department during fall and spring orientations.

2. To enroll in most courses 341 and above, a student must:
   a) complete MAT 150 or above or the equivalent; and b) complete MAT 130 or equivalent.

Students considering graduate studies in any of the department's fields are strongly advised to prepare in mathematics at least through MAT 130 or equivalent.

**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.

**Honors**

The Oregon Society of CPAs Outstanding Accounting Student Award is made annually to the outstanding accounting graduate based on scholarship and potential for contribution to the public accounting profession.

The Department of Business Academic Achievement Award is given to a graduating senior majoring in the department for recognition of outstanding student achievement.

The Harold 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.

**Student Organizations**


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

Finance and Investments Club. This organization consists of students who have an interest in investments.

**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 business GPA of 3.0 or higher. Students who do not meet these two requirements may want to explore an internship with the career services department. 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.

**Linfield Curriculum Requirements in General Education**

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester's registration materials. No more than three classes from a single department may be counted toward the LC.

**Paracurricular Courses**

**BUS 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)

**BUS 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: 3.0 GPA overall, 3.50 GPA in major, and selection by the department chairperson. 1 credit. (EL)

**Courses**

**BUS 105 Contemporary Business**

American business in contemporary society. Business environments, management, production, marketing, accounting, and finance. Not open to students with 6 or more credits in BUS courses. 3 credits.

**BUS 260 Financial Accounting**

Basic concepts and methods of financial reporting, including basic financial statements, accounting cycle, asset valuation, income determination, and essential accounting records. Prerequisite: college mathematics proficiency requirement. 3 credits.

**BUS 261 Managerial Accounting**

Basic concepts and methods of managerial accounting, including manufacturing accounting, cost accounting, budgeting, and responsibility accounting. Prerequisites: college mathematics proficiency requirement and 260. 3 credits.
BUS 301 The Management Process
The key decision-making role of managers in modern organizations. Includes the study of organizations, management styles, and selected administrative problems.
Prerequisite: junior standing or consent of instructor. 3 credits.

BUS 321 Marketing
The elements of marketing emphasizing the managerial considerations in planning marketing strategies. Target markets, buyer behavior, product parameters, price, promotion, and distribution.
Prerequisites: college mathematics proficiency requirement; 261; ECO 210. 3 credits.

BUS 340 Business Law I
The legal environment of business including business entities and elements of contracts, sales, bailments, and property.
Prerequisite: sophomore standing. 3 credits.

BUS 341 Financial Management
Elements of financial management analytical techniques for financial decision-making. Financial analysis, planning and control, working capital management, capital budgeting, and capital structure strategies.
Prerequisites: 261; ECO 210; MAT 130, 150. 3 credits.

BUS 363 Intermediate Accounting I
Accounting principles, conventions, and rules as reflected in the pronouncements of leading professional and accounting research organizations. Valuation of current and fixed assets, and the impact of valuation procedures on income determination.
Prerequisites: junior standing; 261, MAT 130, 150. 3 credits.

BUS 364 Intermediate Accounting II
Continuation of 363. Liabilities, shareholders' equity, dilutive securities, and investments.
Prerequisite: 363. 3 credits.

BUS 365 Intermediate Accounting III
Continuation of 364. Issues related to income determination and the preparation and analysis of financial statements.
Prerequisite: 364. 3 credits.

BUS 380 Industrial Organizational Psychology (also listed as PSY 380)
Role of psychological principles in personnel selection, testing, human engineering, employer/employee relations, production, efficiency, training, and safety.
Prerequisites: BUS 301 or PSY 101 or 188. 3 credits. (IS)

BUS 382 Management Information Systems (also listed as CSC 382)
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; MAT 130, 150. 3 credits.

BUS 401 American Corporate Management
Study of large American corporations, their leaders, and changing management techniques. How American business is changing internally and externally to meet societal changes, from industrial era to informational era and from national market to international market.
Prerequisite: 301. 3 credits. (WI)

BUS 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: 301; MAT 130, 150. 3 credits.

BUS 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: 301, 340; MAT 130. 3 credits. (DA)

BUS 406 Japanese Management Techniques
Japanese techniques of management as related to their cultural foundation. Japan's geography, history, culture, religion, language, education system, and business profile in relation to management techniques. Student reports, discussions, films, lectures, and visits.
Prerequisite: 301. 4 credits. (DG)

BUS 407 Organizational Behavior
The individual in the organization. Participation, leadership, motivation, communication, decision-making, team development, conflict resolution, and adaptation to change.
Prerequisites: 301; MAT 130. 3 credits.

BUS 408 Labor Legislation
Statutes relating to labor relations. History and theories of labor movements, wage and employment theories, national labor relations policies, and current labor problems.
Prerequisites: ECO 210. 3 credits.

BUS 409 Collective Bargaining
Structure, environment, and process of collective bargaining including union and management goals and policies, wage determination, dispute resolution, and terms and administration of resulting agreements.
Prerequisites: ECO 210. 3 credits.
BUS 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: 301. 3 credits. (DG)

BUS 415 Business, Ethics, and Society (also listed as PHI 315)
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.
Prerequisites: 301, 340. 4 credits. (UQ)

BUS 420 Sales and Sales Management
Introductory study in sales management, exploring the variables of sales motivation and performance to specify their interrelationships.
Prerequisites: 321; MAT 130, 150. 3 credits. (WI)

BUS 421 Advertising Management
Introduction to the management and strategies of advertising. Decision sequence framework used in developing an effective advertising campaign: situational analysis, objectives and positioning, strategies and budgeting.
Prerequisites: 321; MAT 130, 150. 3 credits.

BUS 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 marketing strategy in a small business environment.
Prerequisites: 301, 321; MAT 130. 3 credits.

BUS 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: 321; MAT 130, 150. 3 credits. (DG)

BUS 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: BUS 321. 3 credits.

BUS 430 Management of Human Relations
Social-behavioral science perspectives on human relations in business, public service and/or organizations. Informal work groups, restrictive behavior, morale, supervisory styles, innovations, problem-solving, disadvantaged workers, professional and labor organizations, job mobility, and careers.
Prerequisites: 301 and MAT 130. 3 credits.

BUS 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. 3 credits. (DG)

BUS 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: BUS 301. 3 credits.

BUS 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 instructor's approval. 1-4 credits. (Satisfactory/Unsatisfactory) (EL)

BUS 440 Business Law II
Specialized areas of law and how they affect business transactions. Commercial paper, employment, agency, creditor's rights, secured transactions, trusts, wills, estates, and the legal structure and forms of business organizations. Priority given to seniors.
Prerequisite: 340. 3 credits.

BUS 441 Financial Institutions
Financial intermediaries, the money and capital markets, bank asset/liability management, and the regulation of financial markets.
Prerequisite: 341. 3 credits.

BUS 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: 341. 3 credits.

BUS 444 Financial Theory
Financial theory emphasizing the valuation of stocks and bonds, forecasting financial need, the management of working capital, decisions regarding long-term asset acquisition.
Prerequisite: 341. 3 credits.

BUS 447 Investments
Formulation of investment policies, security analysis, and portfolio strategy.
Prerequisite: 341. 3 credits.

BUS 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: ECO 210; MAT 130, 150. 3 credits.

BUS 456 Insurance and Risk
Insurance institutions, life and health insurance, property and liability insurance, and government regulation of the insurance industry.
Prerequisites: ECO 210; MAT 130, 150. 3 credits.

BUS 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: 261; MAT 130, 150. 3 credits.
BUS 463 Taxes for Business and Investment Planning
The federal income tax system and its impact on management in the decision-making environment.
Prerequisites: 261; ECO 210; MAT 130, 150. 3 credits.

BUS 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: BUS 363. 3 credits.

BUS 466 Advanced Accounting
Accounting for business combinations and the preparation of consolidated financial statements.
Prerequisite: 365. 3 credits.

BUS 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.

BUS 468 Federal Income Tax
Theory, policies, and procedures regarding federal taxation of individuals, corporations, partnerships, and fiduciaries.
Prerequisites: 364 and senior standing. 3 credits.

BUS 469 Auditing
Environment and processes of professional auditing. Concepts of evidence, internal control, and analysis of accounting systems.
Prerequisite: 364. 3 credits. (MWI)

BUS 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 the supervising instructor and the department chairperson. 1-5 credits.

BUS 481, 482, 483, 484, 485 Topics in Finance
Selected topics in finance using small group discussion. Student participation. Open to advanced students.
Prerequisites: 444 and approval of instructor. 3 credits.

BUS 482 Topics in Finance
Selected topics in finance using small group discussion. Student participation. Open to advanced students.
Prerequisites: 444 and approval of instructor. 3 credits.

BUS 484 Operations Research
Quantitative techniques for managerial decision-making. Linear programming, markov analysis, queuing models, network analysis and simulation.
Prerequisite: 404. 3 credits.

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

BUS 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; junior standing with 12 credits in the Business department completed or in progress; approval of advisor, department chairperson, and departmental internship coordinator. 2-5 credits, but maximum 3 credits count toward the major. (Satisfactory/Unsatisfactory) (EL)

BUS 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: approvals of the supervising instructor and the department chairperson. 2-5 credits.

BUS 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: approvals of the supervising instructor and the department chairperson. 3-5 credits.

BUS 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 including 341 (may be taken concurrently). 4 credits. (IS, MWI)

BUS 198, 298, 398, 498 Special Topics in January Term Travel
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 (IS, DG). Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

DCE, PORTLAND & SUMMER 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.
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:

- Identify, describe, and contrast the major approaches used in studying chemical properties.
- Describe and differentiate the major theoretical positions in chemistry; integrate these theories with their respective approaches to the study of chemical reactivity; and evaluate the major evidence that has a bearing on these positions.
- Describe and apply the methodology of scientific inquiry in chemistry, including quantitative assessment.

**Requirements**

For a Major: 40 credits, including 210, 211, 321, 322, 335, 361, 362, 371, 372 and the remaining from: 350/351, 440, 460, 480 or 490. PHY 115, 116 and MAT 180, 190, 200 and 210 are prerequisite or recommended for several upper division chemistry courses.

For a Minor: 20 credits in the department which apply toward the major.

For Oregon Initial Teacher Licensure in Physical Science: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which include passing all state-mandated tests (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 Department of Chemistry awards appropriate students the Albert Stout Award and the Outstanding Senior Award.

Each year the Department of Chemistry awards the Chemical Rubber Company Outstanding First-Year Student in Chemistry Award.

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 who attain specified scores on the Graduate Record Examination.

**Linfield Curriculum Requirements in General Education**

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

Laboratory techniques courses of potential interest to students in chemistry are described in the Physics section of this catalog.

**Paracurricular Courses**

**CHE 035 Research Participation**

Participation in the department research programs. Open to interested sophomores and juniors. 
Prerequisite: consent of instructor. 1-2 credits. (EL)

**CHE 050 Research Methods in Chemistry**

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. (EL)

**Courses**

**CHE 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. Three hours of lecture. Not for General Science majors.
Prerequisite: completion of mathematics proficiency requirement or consent of instructor. 3 credits. (NW)

**CHE 101 Preparatory Chemistry**

Introduction to fundamental principles of chemistry, including structure of matter; chemical reactions; stoichiometry; gases; liquids and solids; solutions and solution chemistry. Three hours of lecture, three hours of laboratory each week. Not open for credit to students who have already completed 210. $10 lab fee.
Prerequisite: completion of mathematics proficiency requirement or consent of instructor. 4 credits. (NW)

**CHE 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.
Not for General Science majors.
Prerequisite: completion of mathematics proficiency requirement or consent of instructor. 4 credits. (NW)

**CHE 210, 211 General Chemistry**

Principles of chemistry, including stoichiometry; gases, liquids, and solids; atomic and molecular structure; solutions; equilibrium;
thermodynamics and reaction kinetics; properties of selected elements, including introduction to transition metals. Quantitative and inorganic qualitative analysis in the lab. Four hours of lecture, three hours of lab and discussion. $10 lab fee per semester. 

**Prerequisite:** MAT 140 completed or concurrent. For 211: 210 or equivalent. 5 credits each semester. (NW)

**CHE 239 Workshop Leader Training**

Advanced training for peer leaders in the chemistry department's workshop program. Group dynamics, learning styles, learning theory and cognitive development as applied to the small group learning environment. Required once of all workshop leaders. Meets one hour per week. 1 credit.

**CHE 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. 1 credit.

**CHE 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. Four hours of lecture, three hours of lab and discussion. $10 lab fee, $10 voluntary fee per semester.

**Prerequisite:** For 321: 211 with a grade of C or better. For 322: 321 with a grade of C or better. 5 credits each semester.

**CHE 330 Chemical Literature**

The process of conducting an organized search in published chemical research literature and the application of that research in a lengthy research paper.

**Prerequisite:** 322 or consent of instructor. 2 credits.

**CHE 335 Quantitative Analysis**

Principles of analytical chemistry, emphasizing applications of equilibrium. Three hours of lecture, three hours of lab and discussion.

**Prerequisite:** 211 with a grade of C or better. 4 credits.

**CHE 350 Inorganic Chemistry I**

Periodic properties of elements, localized and delocalized bonding models, introduction to point groups, descriptive chemistry of representative elements.

**Prerequisite:** 211 or equivalent. 2 credits.

**CHE 351 Inorganic Chemistry II**

Magnetic properties of transition elements (Russell-Saunders coupling); crystal field theory and spectroscopic term symbols; descriptive chemistry and reactions of transition models.

**Prerequisite:** 350. 2 credits.

**CHE 361 Physical Chemistry I**

Chemical thermodynamics, electrochemistry, and transport processes from a macroscopic and phenomenological viewpoint. Applications including thermochromy and calorimetry, bulk properties of pure substances; methods of describing the properties of solutions; electrochemical energy conversion and storage devices; phase diagrams; charge and mass transfer in electrochemical systems. Four hours of lecture.

**Prerequisites:** 211 or equivalent; MAT 190; PHY 116; or consent of instructor. Recommended: MAT 200. 4 credits.

**CHE 362 Physical Chemistry II**

The quantum mechanical description of matter with emphasis on atomic structure and chemical bonding. Introduction to atomic and diatomic molecular spectroscopy. Introduction to chemical kinetics with emphasis on electrochemical systems. Four hours of lecture.

**Prerequisite:** 361. Recommended: MAT 200, 210. 4 credits.

**CHE 371 Advanced Chemistry Laboratory I**

Planning, doing, recording, and reporting chemical measurements. Emphasis on topics associated with 361. Normally taken at the junior-senior level.

**Prerequisites:** 211 or equivalent, 361 (or 361 concurrently); MAT 190; PHY 116; or consent of the instructor. Recommended: MAT 200. 2 credits. (MWI)

**CHE 372 Advanced Chemistry Laboratory II**

Planning, doing, recording, and reporting chemical measurements. Emphasis on topics associated with 362 and instrumental methods associated with 235. Normally taken at the junior-senior level.

**Prerequisites:** 211, 362 (or 362 concurrently); MAT 190; PHY 116; or consent of the instructor. Recommended: MAT 200. 2 credits. (MWI)

**CHE 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. Four hours of lecture, three hours of lab and discussion.

**Prerequisite:** 322 or equivalent. 5 credits.

**CHE 480 Independent Study**

Supplemental work for students with advanced standing in chemistry.

**Prerequisite:** consent of instructor. 1-5 credits.

**CHE 490 Research or Thesis**

Individual investigative project culminating in a comprehensive written report or a baccalaureate thesis.

**Prerequisite:** advanced standing in chemistry. 2-5 credits.

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**DCE, PORTLAND & SUMMER COURSES**

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

**CHE 224, 225 General Chemistry**

A general chemistry course designed for Health Science majors and not for Chemistry majors. Studies in stoichiometry, structure, thermodynamics, kinetics, solutions, and electrochemistry. Special emphasis on the gas laws, chemical equilibrium, organic chemistry, and biochemistry. Four lecture hours and one 3-hour laboratory period. 5 credits each. (NW)

**CHE 241, 242 Organic Chemistry**

An organic chemistry course designed for Health Sciences majors and not Chemistry majors. Studies of structures, properties, and bonding of organic molecules, as well as mechanisms of organic reactions. Synthesis of organic compounds and analysis of organic substances and mixtures. Four lecture hours and one 3-hour laboratory period. 5 credits each. (NW)
Computer Science

Faculty
Martin Dwomoh-Tweneboah (Chairperson)
Daniel Ford
Ron Tenison

Linfield College is proud of its tradition of integrating computer skills into its educational programs. Computer experience means possessing an important skill that is increasingly required of anyone who seeks 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 was 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:
• Understand the breadth of the field of computer science.
• Competently apply the basic principles of computer programming and computer science in software engineering and application development.
• Successfully complete a variety of programming projects, both individual and group.
• Be familiar with each of the major programming paradigms.
• Understand at least one popular programming language in depth.

Requirements

For a Major: 40 credits in Computer Science (exclusive of 120), including 170, 280, and at least 15 credits at the 400 level. Also required are MAT 130, 180, 250 and 190 or 310. Students are encouraged to take these mathematics courses as early as possible because they provide a theoretical background for many CSC courses. Strongly encouraged is CSC 487, Internship. It is recommended that all majors complete work in written and oral communication beyond the Inquiry Seminar, including upper division writing-intensive courses and both public speaking and communication in organizational settings.

For a Minor: 20 credits in Computer Science, exclusive of 120.
For an Adult Degree Program major or certificates in Business Information Systems, see the catalog section entitled Division of Continuing Education.

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 to students, the Outstanding Junior Award and the Outstanding Senior Award.

Courses

CSC 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. $25 lab fee. 3 credits.

CSC 170 Introduction to Computer Science
Basic concepts of computer science with an emphasis on programming. Data structures, algorithms, and basic design principles for constructing programs. $50 lab fee. Prerequisite: MAT 115 or equivalent. 5 credits.
CSC 280 Programming and Data Structures
Basic data structures and abstract data types with an introduction to the algorithms that manipulate them. Topics covered include: trees, lists, hashing, queues, arrays, linked lists, searching, and sorting. $50 lab fee.
Prerequisite: 170. 5 credits.

CSC 285 Database Management Systems
Principles of database systems. Relational, hierarchical, and network databases. Distributed databases. Security and encryption issues. Experience with a variety of major database packages and fourth generation languages. $50 lab fee.
Prerequisite: 280. 5 credits.

CSC 302 Software Engineering I
Concepts and skills to analyze, design, implement, and manage information systems using structured analysis and design methodologies. Significant real-world group projects covering all the phases of information systems development life cycle using high-level automated analysis and design tools. Experience with other important skills such as fact-finding, communications, and project management. $50 lab fee.
Prerequisite: 280. 5 credits. (MWI)

CSC 385 Advanced Database Systems
Design, implementation, and management issues in advanced database systems. Practicum in data modeling and system development in a client/server environment. Experience with industry standard database application development tools. $50 lab fee.
Prerequisite: 285. 5 credits.

CSC 402 Software Engineering II
Methods and tools for software specification, design, development, testing, and delivery and documentation using object-oriented techniques. Integration of concepts of management, methodologies/processes and metrics using industry standard computer-aided software engineering (CASE) tools. Group projects to analyze, design, implement, and test a complete software system. $50 lab fee.
Prerequisite: 280. 5 credits. (MWI)

CSC 410 Operating Systems
Principles and concepts, design decisions, techniques, policies and mechanisms of modern operating systems. Implementation of general purpose multiprogramming systems for modern computer architectures including: process control and synchronization, memory management, processor scheduling, peripheral management and integration, security. Laboratory work focuses on UNIX and Windows NT. $50 lab fee.
Prerequisite: 280. 5 credits.

CSC 420 Networks and Communications
Communications concepts, network architectures, data communication software and hardware. Local Area Networks and Wide Area Networks, network protocol suites. Internetworking and routing, network management, and distributed information systems. Security techniques, policy and management implications of network technology. $50 lab fee.
Prerequisite: 410. 5 credits.

CSC 425 Algorithm Design and Analysis
Mathematical fundamentals underpinning the computing science discipline, including sets, maps, relations, induction, strings, languages, counting, recurrence, trees, switching circuits, proofs, logic, lattices, infinities, computability, graphs, matrices, and finite-state machines. Prerequisites: CSC 280; MAT 250. 5 credits.

CSC 475 Computer Graphics
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 in C++. $50 lab fee.
Prerequisite: 280. 5 credits.

CSC 476 Topics in Artificial Intelligence
State-of-the-art developments in the rapidly evolving field of artificial intelligence, including such topics as natural language processing, expert systems, neural networks, robotics, and computer vision. $50 lab fee.
Prerequisite: 280. 5 credits.

CSC 477 Machine Organization
Topics in computer hardware. Microcomputer architectures, digital logic, parallel processing, VLSI design, and embedded systems. $50 lab fee.
Prerequisite: 280. 5 credits.

CSC 478 Topics in Programming Languages
Different types of programming languages, history of their evolution, and principles of their design. Hands-on experience programming in such languages as Pascal, C++, LISP, C#, and Prolog. $50 lab fee.
Prerequisite: 280. 5 credits.

CSC 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. $50 lab fee.
1-5 credits.

CSC 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. 3-5 credits. (EL)
### DGE, Portland & Summer Courses

**Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:**

**CSC 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.

**CSC 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. $50 lab fee.

Prerequisite: CSC 101. 4 credits.

**CSC 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. $50 lab fee.

Prerequisite: 152 3 credits.

**CSC 302 Software Engineering I**
Concepts and skills to analyze, design, implement, and manage information systems using structured analysis and design methodologies. Significant real-world group projects covering all the phases of information systems development life cycle using high-level automated analysis and design tools. Experience with other important skills such as fact-finding, communications, and project management. $50 lab fee.

Prerequisite: 250. 5 credits. (MWI)

**CSC 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-computer (B2C) applications. $50 lab fee.

Prerequisite: 250. 3 credits.

**CSC 382 Management Information Systems**
See BUS 382. $20 lab fee.

3 credits

**CSC 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. $50 lab fee.

Prerequisite: 302 and 310. 3 credits.

**CSC 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. $50 lab fee.

Prerequisite: 250. 3 credits. (MWI)
In successfully completing a major in Economics, a student will be able to:
• gain access to existing economic knowledge.
• display command of existing economic knowledge.
• display the ability to draw out existing economic knowledge.
• utilize existing economic knowledge to explain economic issues.
• display the ability to create new economic knowledge.

In successfully completing a minor in Economics, a student will be able to:
• gain access to existing economic knowledge.
• display command of existing economic knowledge.
• display the ability to draw out existing economic knowledge.
• utilize existing economic knowledge to explain economic issues.

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.

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 Counseling 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.

LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

ECO 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: college mathematics proficiency requirement. Offered fall and spring. 4 credits. (IS)

ECO 311 Development Economics

Analysis of the theory and history of growth processes in lower income economies.
Prerequisite: 210. 4 credits. (IS)
ECONOMICS

ECO 312 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. (IS)

ECO 315 Economic History
Changes in economic structure and performance over time. Causes of economic change and the impact on society, including marginalized groups.
Prerequisite: 210; 4 credits. (VP or IS, DA)

ECO 316 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. (IS)

ECO 317 Health Economics
Application of economic analysis to health care systems. The importance of scarcity and incentives in the provision of health care. Problems in health care systems and analysis of policy options.
Prerequisite: 210; 4 credits. (IS)

ECO 318 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.
Prerequisite: 210; 4 credits. Offered spring. (IS, DA)

ECO 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; MAT 130, 150; CSC 120. Offered spring. 4 credits.

ECO 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.
Prerequisites: 210; MAT 130, 150; CSC 120. Offered fall. 4 credits.

ECO 413 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.
Pre- or corequisite: 411; 4 credits.

ECO 414 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.
Pre- or corequisite: 411; 4 credits.

ECO 415 History of Economic Thought
Evolution of ideas about economic matters and methodology from antiquity to the present. Evolution of "Economic Man."
Pre- or corequisites: 411 or 412. 4 credits. (UQ or VP)

ECO 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 lab fee.
Prerequisites: 411, 412. Offered fall. 4 credits.

ECO 417 Topics 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.
Prerequisites: 411, 412, 416. Offered spring. 4 credits. (MWI)

ECO 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. (Satisfactory/Unsatisfactory) (EL)

ECO 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 chairperson. 1-4 credits.

ECO 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 ECO courses including 411 and 412; approval of advisor and departmental chairperson. 1-4 credits. (EL)

ECO 490 Research
Individual research, reading, and study in economics under the supervision of a departmental faculty member.
Prerequisites: approval of supervising faculty member and departmental chairperson. 1-4 credits.

ECO 498, 298, 398, 498 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. Past topics have included Economic History of the Industrial Revolution in England (VP, DG), Environmental Economics in Australia (IS, DG), and Financial Systems of Austria and the Czech Republic. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

DCE, PORTLAND & SUMMER COURSES

The Department of Economics regularly offers 210 Principles of Economics, as well as selected other courses, through programs offered by the Division of Continuing Education. Descriptions of those programs appear in the DCE section of this catalog.
The education of its citizens is one of the most important tasks of any society. The Linfield College Teacher Education Program prepares students to teach effectively, creatively and with concern for the broad diversity of abilities, cultures, and personalities present in their students. The Teacher Education Program prepares students to teach at the four authorization levels offered by the State of Oregon’s Initial Teaching License.

- Early Childhood Education (age 3 to grade 4)
- Elementary Education (grades 3-8)
- Middle School Education (grades 5-10)
- High School Education (grades 7-12)

Linfield is able to recommend endorsement in the following subject areas: art, English, health education, mathematics, modern languages (French, German, Spanish), music education, physical education, science (biology, chemistry, physics), or social studies (anthropology, history, political science, psychology, sociology).

Students are encouraged to qualify for two adjacent levels of authorization. Students can complete a bachelor’s degree while simultaneously completing requirements for an Oregon Initial Teaching License.

The Linfield College Teacher Education Program is accredited by Teacher Standards and Practices Commission of Oregon (TSPC). 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. Decisions regarding a student’s official status in the Teacher Education Program may be appealed through the College Academic Grievance Process.

Students applying for teaching licenses in states other than Oregon are themselves responsible for obtaining requirements in those states.

**Early Childhood/Elementary: (with a major in Elementary Education)**

EDU 150, 230, 270, 302, 305, 401, 402, 448, 449, and 450; HHP 388; EDU 311 or MUS 312. Additional required courses for an Initial Teaching License: EDU 491, 492, 496, 497, MAT 117 and 118.

**Elementary/Middle Level: (with a major in Elementary Education)**

EDU 150, 230, 280, 302, 305, 401, 402, 448, 449, and 450; HHP 388; EDU 311 or MUS 312. Additional required courses for an Initial Teaching License: EDU 492, 493, 496, 497; MAT 117 and 118, appropriate methods course (see your education advisor).

**Middle School/High School:**

EDU 150, 230, 280, 302, 305, 420, 430, 493, 494, 496 and 497. Completion of one of the following Linfield majors: art, English, health education, mathematics, modern languages (French, German, Spanish), music education, physical education, science (biology, chemistry, physics), or social studies (anthropology, history, political science, psychology, sociology).

**Licensure Requirements**

1. Baccalaureate degree in an approved major for licensure
2. Student Teaching, including recommendations from Linfield College supervisors and cooperating teachers.
Education

3. Two teacher work samples for the appropriate authorization levels(s) and content area(s).
4. Passing scores on the following State of Oregon required tests for a Teaching License in:
   • Early Childhood/Elementary authorizations
     a) CBEST or PRAXIS Pre-Professional Skills Tests
     b) Multiple Subjects Exam (ORELA-MSE)
   • Elementary/Middle Level authorizations
     a) CBEST or PRAXIS Pre-Professional Skills Tests
     b) Multiple Subjects Exam (ORELA-MSE)
     c) PRAXIS subject specialty test in the student's teaching field(s)
   • Middle Level/High School authorizations
     a) CBEST or PRAXIS Pre-Professional Skills Tests
     b) Multiple Subjects Exam (ORELA-MSE)
     c) PRAXIS subject specialty test in the student's teaching field(s)
5. Minimum 2.75 GPA with no grade lower than a “C” in the major, education, cumulative, and other courses required for Oregon Initial Teaching License.
6. All academic coursework required in the approved Teacher Education Program.
7. Recommendation from Linfield College Education Department.
8. Additionally, to be recommended for licensure, the student will exhibit:
    a) the ability to communicate general understanding of human achievements and unsolved human problems;
    b) the ability to communicate specialized and general information and principles about a chosen subject or subjects, and apply that knowledge to problem-solving;
    c) the ability to describe the typical curricular purposes of public schools in our society and to relate the student's own subject area to the implementation of these purposes;
    d) the ability to describe typical school problems, propose practical solutions, and face and solve a number of these problems in actual school situations;
    e) the skills necessary to make use of modern technological tools in presenting and discovering information and in stimulating desirable behavioral changes in students;
    f) the desire to improve professionally, demonstrated by self-analysis and by seeking and assessing evaluations from students and peers;
    g) the ability to establish acceptable relationships with pupils, parents, teachers and administrators;
    h) the ability to apply research on learning and personality development, and
    i) the understanding of federal and state statutes regarding discrimination.

Students meeting all of the requirements for a teaching license in Oregon are considered “program completers.” Students who successfully complete student teaching and receive a bachelor’s degree but who have not met all of the requirements, including passing the required tests, cannot be considered program completers.

Level 1. Foundations

- EDU 150, Foundations of Education, with a “C” or higher grade including thirty clock hours of field experience and a positive evaluation from the classroom teacher.
- Preliminary application to the Teacher Education Program.
- Consent of the Education Department to continue in program.

Students must complete the preceding requirements before they will be admitted to 200-level education courses.

Level 2. Requirements for admission to the Teacher Education Program

- Passing State of Oregon Basic Skills test. (CBEST, PPST, or approved TSPC coursework)
- College math proficiency
- Character Questionnaire and Professional Conduct Expectations forms
- Minimum GPA of 2.75 with no grade lower than a “C” in the major, education, or other courses required for Oregon Teacher Licensure
- Education Department approval

Students must complete the preceding requirements before they will be admitted to 300-level education courses.

Level 3. Requirements for admission to Part-Time Student Teaching

- Minimum GPA of 2.75 with no grade lower than a “C” in the major, education, and other courses required for an Oregon Teaching License
- Appropriate coursework for major
- Part-Time Student Teaching application
- Autobiography and resume
- Character Questionnaire and Professional Conduct Expectations forms
- Fingerprinting and criminal history background investigation as required by State of Oregon
- Major advisor's recommendation for secondary students.
- Education Department approval

Application packets are due no later than the second Friday of the semester prior to student teaching. Packets are available the first day of each semester. Students must NOT contact schools regarding possible student teaching placements.

Level 4. Requirements for admission to Full-Time Student Teaching

- Successful completion of Part-Time Student Teaching
- Passing appropriate content knowledge test in major: PRAXIS II Subject Area Specialty Tests and/or ORELA-MSE
- Minimum GPA of 2.75 with no grade lower than a “C” in the major, education, and other courses required for an Oregon Teaching License
- Appropriate coursework in major
- Full-Time Student Teaching application
- Character Questionnaire and Professional Conduct Expectations forms
- Up-dated resume
- Education Department approval

Application packets are due no later than the second Friday of the semester prior to student teaching. Packets are available the first day of each semester. Students must NOT contact schools regarding possible student teaching placements.

Student Teaching

Student teaching consists of two semesters of classroom experiences 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 a classroom teacher and completes a work sample at each level of authorization. Part-Time Student Teaching is a four-credit course taken concurrently with designated teaching methods courses and Seminar for Part-Time Student Teaching. Full-Time Student Teaching is a twelve-credit course that is taken concurrently with Seminar for Full-Time Student Teaching, the only other course that may be taken during this semester. Students in both Part-Time and Full-Time Student Teaching are supervised weekly by college faculty. Students must provide their own transportation to their assigned schools.
The James B. Conaway Award

The James B. Conaway Award was established in 1989 to recognize his lifelong commitment to public education and to the teachers who exemplify the highest ideals for their profession. Each year one Linfield education student from each of the four education levels (early childhood, elementary, middle 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, international honor society in education, 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.

Linfield Curriculum Requirements in General Education

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

Paracurricular Courses

EDU 040 Community Service in Education

Involvement in an 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, spring semester. 1 credit. (EL)

EDU 080 Efficient Reading and Study

Opportunity to increase reading rate, comprehension, and efficiency. Research on effective study skills will be presented so that students may analyze their strengths and weaknesses.
1 credit. (EL)

Courses

EDU 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 aiding in a public school classroom. Recommended for second semester freshmen and above.
Offered fall, January, spring. 3 credits.

EDU 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. 3 credits.

EDU 230 Educational Psychology

Applications to teaching and school learning of behavioral, cognitive, and humanistic learning theories, human development and motivational concepts, and assessment and evaluation procedures.
Prerequisites: 150. Offered fall, spring. 4 credits. (IS)

EDU 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 prenatal 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 pre-school setting.
Prerequisites: 150, 230, and sophomore standing or consent of instructor. Offered fall, spring. 3 credits.

EDU 280 Introduction To Middle Level/Secondary Level Teaching

An overview of the philosophy, methods, and materials used in middle level and high school classrooms. Physical, social, emotional, and cognitive development of children from the intermediate grades through high school. Educational programs for middle schools and high schools. Requires 20 clock hours of field experience in middle level or high school. $10 lab fee.
Prerequisites: 150, 230, and sophomore standing or consent of instructor. Offered fall, spring. 3 credits.

EDU 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.
Offered fall, spring. 1-12 credits.

EDU 302 Multicultural Education

A broad interdisciplinary examination of the school-society relationship in the United States and of the many issues imbedded in this relationship including equal opportunity, students with special needs, human diversity, ideology, politics, and social change. $6 lab fee.
Prerequisites: 150, 230, junior standing and admission to Teacher Education Program. Offered fall, spring. 4 credits. (IS, DA, MWI)

EDU 305 General Methods and Management

Techniques of classroom teaching: the planning process, implementation of instruction, assessment of learning, use of educational resources, 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 280 and admission to Teacher Education Program. Offered fall, spring. 4 credits.

EDU 311 Teaching Art

Projects in several media appropriate for teaching art in the schools. Art teaching methods.
Prerequisite: 150. Offered fall, spring. 3 credits. (IA)

EDU 360 Teaching Linguistically and Culturally Diverse Students

An overview of linguistically and culturally appropriate teaching strategies for teaching English Language Learners (ELLs) in the mainstream classroom. A review of current second language learning theory and an application of these theories to planning effective instruction for limited English proficient students. An examination of second language development and cultural issues that affect ELLs academic performance in the mainstream classroom.
Prerequisites: 150, 230 or consent of instructor. Offered January. 3 credits.
EDU 401 Teaching Literacy I
Prerequisites: 150, 230, 270 or 280, 302, 305, or consent of instructor.
Offered fall, spring. 4 credits.

EDU 402 Teaching Literacy II
Prerequisites: 150, 230, 270 or 280, 302, 305, or consent of instructor.
Offered fall, spring. 4 credits.

EDU 420 Content-Area Literacy for Secondary Schools
Theories and strategies for using reading and writing to enhance student learning in secondary matter classrooms. Use of technology, study strategies, and assessment techniques for the reading/writing process.
Prerequisites: 150, 230, 280, and 305 (or concurrent), or consent of instructor.
Offered fall, spring. 2 credits.

EDU 430 Content Methods for Middle and High School Teachers
Curriculum, methods and assessment in the middle and high school fields. Assignment to sections based upon teaching major. Observation and application in middle and high school classrooms.
Prerequisites: 150, 230, 280, and prerequisites or co-requisites of 302, 305 or consent of instructor. Offered fall. 3 credits.

EDU 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: 140, 230, 270 or 280, 302, 305, or consent of instructor.
Offered fall, spring. 3 credits.

EDU 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 280 and prerequisite or corequisite of 302 and 305, or consent of instructor. Offered fall, spring. 3 credits.

EDU 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 280 and prerequisite or corequisite of 302 and 305, or consent of instructor. Offered fall, spring. 3 credits.

EDU 480 Independent Study
1-5 credits.

EDU 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. $42 fee for State of Oregon Criminal History Background Investigation for Part-Time Student Teaching.
Prerequisite: admission to student teaching. Offered fall, spring. 4 credits (part-time) or 12 credits (full-time).

EDU 492 Student Teaching: Elementary
Supervised work experience in public school classrooms with students in intermediate elementary grades. May be repeated for credit. $42 fee for State of Oregon Criminal History Background Investigation for Part-Time Student Teaching.
Prerequisite: admission to student teaching. Offered fall, spring. 4 credits (part-time) or 12 credits (full-time).

EDU 493 Student Teaching: Middle Level
Supervised work experience in public school classrooms with students in middle school/junior high. May be repeated for credit. $42 fee for State of Oregon Criminal History Background Investigation for Part-Time Student Teaching.
Prerequisite: admission to student teaching. Offered fall, spring. 4 credits (part-time) or 12 credits (full-time).

EDU 494 Student Teaching: High School
Supervised work experience in public school classrooms with students in high school. May be repeated for credit. $42 fee for State of Oregon Criminal History Background Investigation for Part-Time Student Teaching.
Prerequisite: admission to student teaching. Offered fall, spring. 4 credits (part-time) or 12 credits (full-time).

EDU 495 Student Teaching: PK-12
Supervised work experience in public school classrooms with students in PK-12. May be repeated for credit. $42 fee for State of Oregon Criminal History Background Investigation for part-time student teaching.
Prerequisite: admission to student teaching. Offered fall, spring. 4 credits (part-time) or 12 credits (full-time).

EDU 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 student teaching. Taken concurrently with Full-Time Student Teaching. Offered fall, spring. 1 credit.

EDU 497 Seminar for Part-Time Student Teaching
Examination of topics related to beginning student teaching, challenges associated with student teaching, and personal teaching effectiveness.
Prerequisites: Admission to student teaching. Taken concurrently with Part-Time Student Teaching. Offered fall, spring. 1 credit.

January Term Travel Courses
EDU 198, 298, 398, 498 Special Topics in January Term Travel
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, England, and Montana. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.
ENGLISH

Faculty
Barbara Drake
Bryan Duncan
Reshmi Dutt-Ballerstadt
Kenneth Ericksen
Katherine Kernberger
Alexander Runciman (Chairperson)
Barbara Seidman
David Sumner

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. 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.

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 the uses of imagination.

GOALS FOR THE ENGLISH MAJOR
In successfully completing a major in English, students will have:
• Clearer understanding of the ways literature at once articulates and reflects social, political, and cultural 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.
• The ability to analyze narrative and literary motifs and to present those understandings in critical papers.
• An appreciation and critical understanding of Shakespeare’s plays and their influence on other literature.

GOALS FOR THE CREATIVE WRITING MAJOR
In successfully completing a major in Creative Writing, students will have:
• Writing skills in a variety of literary genres and familiarity with the craft of writing in its formal aspects.
• Substantial experience with group discussion and writing workshops and the ability to benefit from workshop discussion.
• Broad familiarity with literature, with emphasis on English and American but not excluding world literature, and recognition of the influence of literary precursors on contemporary writing.
• The ability to critique a manuscript-in-progress in a constructive way and apply editing skills at each stage of the writing process.
• Familiarity with various stages of the writing process, from gathering of material and free writing to revision and completion of a final polished manuscript.
• The ability to complete successfully a polished, sustained manuscript in the genre of a student’s choice and to present that manuscript in an appropriate format.

Requirements
For the English Major: 40 credits, including 260, 275, either 350 or 351, 486, and 16 additional credits at or above the 300 level (with at least one course in American and one course in English literature).

For the English Minor: 20 credits, with at least one course at the 300 level. Either 260 or 275 strongly recommended. An English minor may include 4 credits in creative writing.

For the Creative Writing Major: 40 credits, including 16 credits in creative writing courses, 20 credits in literature, including 275 and at least one course in American literature, and 485. One 3-5 credit course in an allied field (arts or mass communication) may be included in the total of 40 credits. Creative writing courses may be chosen from the following: 200 Creative Writing; 316 Poetry; 317 Fiction; 318 Scripts; 319 Non-fiction. 316, 317, 318 and 319 may be repeated once for credit. (Independent study courses may be substituted at the department’s discretion.) Literary Magazine (120) may be used as part of the total with permission of the department. Strongly recommended in addition to course work: internship in a related field.

For a Creative Writing Minor: 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 Teacher Licensure in Language Arts: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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 English Department regularly awards Departmental Honors at graduation to literature and creative writing students who maintain a 3.50 GPA in courses required for their major and who complete an honors thesis.

Linfield Curriculum Requirements in General Education
Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

Paracurricular Courses
ENG 020 Literary Magazine
Editing the college literary magazine, Camas. Planning, soliciting submissions, making selections, preparing manuscripts for printing.
1 credit. (EL)

Courses
ENG 120 Literary Magazine
Editing the college literary magazine, Camas. Planning, soliciting submissions, making selections, preparing manuscripts for printing.
For departmental majors only.
Prerequisite: consent of instructor. 1 credit.
ENG 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.

ENG 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. (IA)

ENG 230 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.
4 credits. (IA)

ENG 250 The Literature of Experience
An introductory study of internationally significant literature from different genres thematically organized around a particular facet of human experience or a specialized field of study such as “Crime and Punishment,” “Illness as Metaphor,” “Portraits of the Emergent Artist,” “Business as/in Literature,” “The Scientific Quest,” etc. Section topics will vary. May be repeated once for credit.
4 credits. (IA)

ENG 260 Transatlantic Survey of British and American 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. May be repeated once for credit.
4 credits. (IA)

ENG 265 Introduction to American Culture
See HST 265. 5 credits. (VP, DA)

ENG 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. (WI)

ENG 301 Topics in Literature
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: IQS 125 or consent of instructor. No more than 8 credits may be counted toward departmental majors/minors. 4 credits. (IA)

ENG 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: IQS 125. 3 credits. (IA or UQ)

ENG 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: IQS 125 or consent of instructor. 4 credits. (IA, DA or DG)

ENG 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. Prerequisite: IQS 125 and consent of the instructor. 4 credits. (MWI)

ENG 316 Creative Writing: Poetry
Workshop, 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.
4 credits. (IA)

ENG 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.
4 credits. (IA)

ENG 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.
4 credits. (IA)

ENG 319 Creative Writing: Non-fiction
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.
4 credits. (IA)

ENG 320 Creative Writing and the Art of the Book
4 credits. (IA)

ENG 323 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. May be repeated once for credit with different content. Prerequisite: IQS 125 and completion of at least one literature course or consent of instructor. 4 credits. (IA, MWI)

ENG 327 Introduction to Film
See MCM 327. 4 credits. (IA)

ENG 330 Major Figures
Focus on the work of one writer such as John Milton 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. Prerequisite: IQS 125 and completion of at least one literature course or consent of instructor. 4 credits. (IA, MWI)
ENG 340 English Literature Survey: The Middle Ages (to 1485)
Writers and works from the Anglo-Saxon, Anglo-Norman, and Middle English traditions, reflecting the medieval outlook from Beowulf to Chaucer to Malory.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DG)

ENG 341 English Literature Survey: The 16th and 17th Centuries
Writers and works from the early part of the English Renaissance through the great Elizabethan flowering and on into the Jacobean period at the beginning of the 17th century. Analysis of typical forms of the period such as the sonnet, essay, and play.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DG)

ENG 342 English Literature Survey: The Restoration and the 18th Century
Representative literary forms and ideas from Jacobean, Restoration, and 18th century writers.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DG)

ENG 343 English Literature Survey: The Romantic Period
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: IQS 125 or consent of instructor. 4 credits. (IA or VP, DG)

ENG 344 English Literature Survey: The Victorian Age
The major writers in prose and poetry from 1830 to 1901, usually including the poets Elizabeth Barrett Browning, Tennyson, Fitzgerald, Robert Browning, Arnold, Dante Gabriel Rossetti, Christina Rossetti, and Hopkins; the prose writers Carlyle, Mill, Ruskin, and Huxley; at least one novel and one play.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DG)

ENG 345 English Literature Survey: 20th Century
Representative forms and ideas in English prose and poetry of the 20th century.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DG)

ENG 350 Shakespeare: Comedies and Histories
Selected comedies and histories in their historical and critical context; emphasis on comedy as a dramatic form.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP)

ENG 351 Shakespeare: Tragedies and Tragicomedies
Selected tragedies and tragicomedies in their historical and critical context; emphasis on tragedy as a dramatic form.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP)

ENG 360 American Literature Survey: 1620-1860
Major historical and artistic developments among writers in the New England colonies, the early American republic, and the antebellum period. Literary responses to the dictates of Puritanism, the new democratic experiment, the crisis of slavery, the emergent public voice of women, the Industrial Revolution, and Transcendentalist Romanticism.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DA)

ENG 361 American Literature Survey: 1860-1914
Changes in American literary expression between the Civil War and World War I, including realism, naturalism, and modernism. Aesthetic responses to the impact of war, the rise of modern scientific theory, shifts from rural agrarianism to urban industrialism, and continuing pressures to extend democratic principles across racial and gender lines.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DA)

ENG 362 American Literature Survey: 1914-1960
The emergent literary voice as it reflects and absorbs the impacts of modernism, the Depression, and two World Wars. Recognition of the diversity of American literature in depicting the rise of the city, technological revolution, and persistent disparities of race, gender and class.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DA)

ENG 363 American Literature Survey: 1960 to the Present
Literary responses to the transformations of American life in the latter 20th century as a result of the Civil Rights and Women's Movements, the Vietnam War, Sixties youth culture, environmentalism, and the continuing seductions of the American Dream. The flowering of American ethnic and minority writing. Postmodernism and the influences of popular culture.
Prerequisite: IQS 125 or consent of instructor. 4 credits. (IA or VP, DA)

ENG 370 Readings in English and American Literature
An overview of and internship in teaching literature in the multicultural classroom.
Prerequisites: one undergraduate literature class and/or consent of the instructor. 4 credits. (MWI)

ENG 371 Readings in English and American 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.
4 credits. (UO)

ENG 423 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.

ENG 450 Literary Criticism
The dominant trends in 20th century literary criticism from a variety of perspectives, and practice in applying literary theory to specific texts.
Prerequisite: 275. 4 credits. (MWI)

ENG 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.

ENG 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)

ENG 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 English major.
Prerequisite: 275. 4 credits. (MWI)
ENG 487 Internship
Supervised employment in a work setting which draws upon the writing, speaking, oral, and analytical skills developed by English 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.
4-8 credits. (EL)

ENG 490 Honors Thesis, Literature or Creative Writing
4 credits. (WI)

January Term Travel Courses

ENG 198, 298, 398, 498 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. Past topics have included The Brontes, Jane Austen, Dr. Johnson's London, Irish Literature, American Expatriate Writers in Europe, Creative Writing in Literary Britain, King Arthur in Britain. Offered only as student interest and college resources permit. May be repeated for credit with different topics.
4 credits.

DCE, Portland & Summer Courses

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

ENG 303 Children's Literature
Three-credit version of 230.
Prerequisite: completion of IQS 125 or ENG 376 or consent of instructor. (IA)

ENG 306 Diverse Voices in Literary Expression
Three-credit version of 305.
Prerequisite: completion of IQS 125 or ENG 376 or consent of instructor. (IA, DA or DG)

ENG 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: IQS 125 or consent of instructor. No more than 8 credits of 301/308 may be counted toward the departmental majors/minors. 4 credits. (IA or VP)

ENG 310 Topics in American Literature
Specialized focus upon American 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. (IA, DA)

ENG 312 Topics in English Literature
Specialized focus on English literature with such topics as the Arthurian Legend or the Victorians. May be repeated once for credit with different content.
3 credits. (IA, DA)

ENG 313 Creative Writing: Non-fiction
Three-credit version of 319. (IA, WI)

ENG/MCM 328 Introduction to Film
3 credit version of ENG/MCM 327.

ENG 335 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. (IA or VP)

ENG 336 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.

ENG 376 Exploring Language
A collaborative investigation of a subject that builds on the relationship between thinking and communication using various types of writing, speaking, and research methodology. Practice in techniques for reading and thinking both reflectively and critically. Extensive use of both formal and informal writing to explore the relationship between thinking and communicating. Meets the IQS requirement of the Linfield Curriculum.
3 credits. (IQS, IA, DG)

ENG 377 Fundamentals of Research Writing
Fundamentals of research writing. Bibliographic instruction and practice in writing a substantial research paper.
3 credits. (WI)

ENG 411 Contemporary Drama
Trends in 20th century drama. Techniques of presentation as well as themes embodied in the works.
Prerequisite: completion of IQS 125 or ENG 376 or consent of instructor. 3 credits. (IA)
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 ELC (for English Language and Culture) and are listed below. Students may count up to 12 credits in ELC 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**

**ELC 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.

**ELC 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.

**ELC 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.

**ELC 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.

**ELC 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.

**ELC 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.

**ELC 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.

**ELC 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.

**ELC 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.

**ELC 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. (DA)

**ELC 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. (IA)

**ELC 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.
GOALS FOR THE MAJOR

In successfully completing a major in Environmental Studies, students will be able to:

• Articulate and apply to environmental issues the basic tenets of ecology
• Articulate and evaluate the scientific evidence in favor of such solutions to contamination of the air, water, soil, and food supply
• Know how to research and evaluate how to prevent species and habitat loss
• Develop a foundation for making informed decisions about environmental issues.

Requirements

Students in the science focus will be expected to exhibit greater depth with respect to the technical 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.

Common Core: 28 credits including 030 or 040 or 090, 101, 102, 300, 485; MAT 130; ECO 210; 6 credits in humanities from among: ENG 304, 319, PHI 306, REL 110, TCC 340

Science Focus: Common core plus BIO 440 (lecture only) plus 26 to 28 credits as follows:

13-15 credit math and science requirement: MAT 150 or 180; BIO 110 and 111 or CHE 210 and 211 or PHY 115 and 116

6 credit social science elective from among: ANT/BIO 105, 310; ANT 111, 112, 320, 440; ECO 312, 413; PSY 182, 183, SOC 101, 370


Courses may count only once toward the major. Courses that satisfy the major and the Linfield Curriculum may be counted toward both requirements.

Policy Focus: Common core plus POL 335; 27 credits as follows:

4 credit social science methods requirement from among: ECO 416 or POL 120 or PSY 250 or SOA 307

7 credits science; one physical science from among: CHE 100, 101, 210, 211; IDS 210; PHY 103, 105, 107, 115; and one biological science from among: ANT/BIO 105, 310; BIO 104, 106, 110, 220, 225, 235, 240, 250, 260, 280, 365, 380, 440 (lecture only), 450

8 credits from a single social science discipline. Choice among: ANT 105, 111, 112 or PSY 183, 188 or SOC 101, SOA 265;

8 credits social science electives from among: ANT/BIO 310, ANT 320, ECO 312, 413; POL 240; PSY 181, 182, 183, 186, 187, 188, 381, 382, 383, 386, 387, 388; SOA 365, 370, 375, 450.

Courses may count only once toward the major. Courses that satisfy the major and the Linfield Curriculum may be counted toward both requirements.
Given the interdisciplinary nature of environmental studies, other courses may sometimes be approved to count toward the major. There are two routes to this end.

1) The student may petition the coordinator 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 1/3rd of the course grade, will be devoted to an environmental issue. The petition must be approved by the Environmental Studies coordinator 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) ENV 101 and 102, 2) four courses (12-20 credits) from a designated list (kept by the coordinator and posted before each registration period on the Environmental Studies website); one of the four courses must be a natural science field course and at least one must be at the 300 level or above. One of the four courses may be an internship, thesis, or individual research or study. At least one of these four courses must be from outside the division of the student's major and one from outside the department of the major. 3) ENV 040 or 090, and 4) ENV 485. Only two courses counted for the minor may also be counted toward Linfield Curriculum or major requirements. With the permission of the program committee, one-time offerings may be substituted for courses on the list of designated courses.

**LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION**

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum designators appears on pages 8-10 of this catalog. For the most accurate and up-to-date information on a given semester's general education options, students should consult that semester's registration materials. A student may use no more than three classes from a single department toward the courses required by the Linfield Curriculum.

**PARACURRICULAR COURSES**

**ENV 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)

**ENV 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)

**ENV 090 Environmental Issues Forum**
Reports and readings on contemporary environmental issues. Weekly discussions in small seminar groups. Required of all environmental studies majors and minors. May be repeated for credit.
1 credit. (EL)

**COURSES**

**ENV 101 Human Ecology: Process and Pattern in the Natural World**
Study of basic principles and concepts that describe the structure and function of ecosystems and define human relationships to the environment; how scientists study the natural world and approach environmental problem-solving; the ecological context and evolutionary processes that give rise to adaptation and new species; the diversity and management of biological systems. Lecture, field trips, laboratory. $50 lab fee.
3 credits. (NW)

**ENV 102 Human Ecology: Human Adaptations and the New Global Order**
Social scientific ways of understanding humanity's place in nature and the current ecological predicament; causes and consequences (environmental, demographic, economic, political, and cultural) of the transition from food foraging to Neolithic modes of adaptation (horticulture, pastoralism, intensive agriculture, agro-industrialism) and the emergence of large, state-organized, class-stratified societies; similarities and differences across human cultures.
4 credits (IS, DG)

**ENV 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.
Prerequisites: MAT 130 or ECO 210 or POL 335 or consent of instructor. 3 credits (IS, WI)

**ENV 480 Independent Study**
Supplemental work in environmental study for advanced students with adequate preparation for independent work.
Prerequisite: consent of instructor. 1-5 credits. (NW)

**ENV 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.
Prerequisite: junior standing or consent of instructor. 3 credits. (MWI)

**ENV 487 Internship**
Opportunity to gain practical experience in an organization involved in environmental work.
Prerequisite: consent of instructor. 2-5 credits. (EL)

**ENV 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.
Environmental Studies/European Studies/Gender Studies

**Coordinator**

Barbara Seidman

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 humanities.

**Requirements**

For a minor: completion of 6 courses (20-24 credits), including SOA 205 or PSY 262 or GEN 200, and GEN 390. No more than 2 courses from any single department 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.

**ENG 305 Diverse Voices in Literary Expression**

4 credits. (IA, DA or DG)

**HHP 242 Human Sexuality**

3 credits. (IS, DA)

**HHP 410 Gender Issues in Education and Sport**

3 credits. (IS, DA, WI)

**HST 333 Medieval Women and Men**

4 credits. (VP, DG)
MUS 355 Women in Music
3 credits. (IA, DG)

POL 333 Gender and Politics
4 credits. (IS, DA, WI)

PSY 262 Perspectives on Gender
4 credits. (IS or UQ, DA)

REL 343 Gender and Spirituality
4 credits. (UQ, DA)

SOA 205 Gender and Society
3 credits. (IS, DA)

SOA 344 Latinas and Latinos in the U.S.
Prerequisites: SOC 101, ANT 111, SOA 265, SOA 205 or SOA 222. 4 credits. (IS, DA)

SOA 371 Comparative Women’s Politics
4 credits. (IS, DG)

TCC 333 Gendered Communication
3 credits. (IS, DA)

TCC 353 Topics in Women’s Rhetoric
3 credits. (VP or IS, DA)

GEN 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. (IS)

GEN 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,” “Third World Feminisms.”
3 credits.

GEN 390 Feminist Theory
An interdisciplinary examination of theories that have shaped scholarly inquiry into the nature of gendered experience, including the origins of gendered difference, the nature and origins of patriarchy, and the intersections of gender, race, class, sexuality, and nationality as categories of political and cultural analysis. Feminist critiques of and innovations within the methodologies of many disciplines. The capstone experience for the Gender Studies minor.
Prerequisites: SOA 205 or PSY 262 or GEN 200; at least two additional courses earning Gender Studies credit; junior or senior standing. 4 credits. (UQ, DG, WI)

GENERAL SCIENCE

Coordinator
Tom Reinert

Students wishing a broad overview of natural science and mathematics may choose to complete a General Science major. Such students must have their course plans and graduation check-sheets approved by the chair of the Division of Natural Science and Mathematics.

For a major: At least 48 credits chosen from the four departments (Biology excluding courses numbered 109 or lower, Chemistry, Mathematics, Physics) and distributed as follows: 25 credits in one department, composed of the course requirements for a minor in that department and at least five additional credits in courses that count toward a major or minor in that department; no fewer than nine credits in each of two of the remaining departments; and no fewer than five credits in the fourth department. The major’s writing intensive course must be one listed as MWI for the department in which the 25-credit concentration is taken or one that has been pre-approved by the department chair.
### Goals for the Majors in the HHPA Department

#### Athletic Training

In successfully completing a major in Athletic Training, a student will be able 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.
- 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.

#### Exercise Science

In successfully completing a major in exercise science, a student will be able to:

- 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.
• Understand and apply the underlying scientific foundations of the subdisciplines of exercise science.
• Demonstrate the ability to administer, evaluate, and interpret assessment techniques and protocols that measure components of health-related physical fitness (cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility).
• Design appropriate exercise prescription for normal and special 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.
• Understand human relations issues as they relate to physical performance.
• Pursue ongoing professional development in exercise science or related professional fields through graduate level study and through membership and participation in professional organizations.

Health Education
In successfully completing a major in Health Education, a student will be able to:
• 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.
• Communicate health and health education needs, concerns and resources.

Physical Education
In successfully completing a major 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 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.
• Uses 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 uses 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 seeks opportunities to grow professionally.
• Foster relationships with colleagues, parents/guardians, and community agencies to support the learner's growth and well being.

INTERCOLLEGIATE ATHLETICS PROGRAM
The Intercollegiate Athletics Program, as an integral part of Linfield College, considers its mission to:
• Emphasize to all student-athletes the importance of a college education.
• Ensure steady progress toward graduation by counseling each student-athlete yearly on this subject.
• Emphasize honesty and fair play in athletic competition.
• Demand acceptable behavior both on and off the playing field.
• Encourage student-athletes to apply these principles in all aspects of their lives.

Requirements
For an Athletic Training Major: 44 credits, including HHP 184, 221, 231, 250, 280, 284, 321, 331, 341, 352, 365, 375, 376, 384, 387, 389, 421, 431, and 487. Students must apply for admission to the athletic training education program (ATEP). Only students accepted into the athletic training education program can enroll in 221, 231, 321, 331, 421, 431. This program may be applied toward certification by the BOC. Since required courses in the major address professional competencies, it is not possible to take a challenge examination to earn credits for these 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 2.3 overall, and a cumulative GPA of 2.7 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 HHP 184 and 284. A grade of B 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 first aid and cardiopulmonary resuscitation (CPR) certification.

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 2.3, A.T. major GPA below 2.7).

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 an Exercise Science Major: 47-50 credits including 280, 352, 365, 440, 440L, 441, 452 and 480, or 482, or 487, CHE 210 and 211, PHY 115, PSI 250; BIO 110 and 111. Prerequisites: MAT 180; BIO 212, 213; and two of the following: PSY 101, 181, 182 (recommended), 183, 186, 187 or 188. A grade of C- or better is required in all exercise science major courses and prerequisites.

For a Health Education Major: 40 credits including 100, 180, 242, 250, 280, 283, 381, 383, 422, 470; 487 or student teaching; BIO 108 or ENV 101; BIO 212, 213. A grade of C- or better is required in all health education major courses and prerequisites.

For a Physical Education Major: 44 credits including 182, 184, 280, 286, 291, 292, 293, 294, 295, 341, 350, 352, 395,
Health, Human Performance and Athletics

397, 439, 445, 452. Documented proficiency in Personal Health Promotion and Responding to Emergency certification are required. A grade of C- or better is required in all physical education major courses and prerequisites.

For Oregon Initial Teacher Licensure in Physical Education: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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 Physical Education Minor: 22 credits including 180, 182, 184, 283, 286, and any four from 291, 292, 293, 294, 295. A grade of C- or better is required in all courses applied towards a physical education minor.

For a Coaching Minor - 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 Coaching Minor - Non-HHPA Major Track: 30 credits including 184, 283, 350, 390, 425, 485, coaching theory classes or internship, and electives from the following: 280, 352, 365, 410, 440, 445, 452, 465, BIO 212 or 213. A grade of C- or better is required in all courses applied toward a coaching-Non-HHPA major track minor.

LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

FOR COURSE/LAB FEES

Many HHP paracurricular and academic courses have associated fees. Please consult your registration materials for fee assessment.

PARACURRICULAR COURSES

HHP 001 Through 079

Activity courses designed for non-physical education majors are graded on a satisfactory/unsatisfactory basis. Classes are offered in individual and recreational activities, dual and team sport activities. 1 or 2 credits each. (EL) Paracurricular courses are repeatable for credit.

Intercollegiate sports

001 Football
003 Cross Country
004 Soccer
005 Volleyball
006 Basketball
008 Swimming
010 Track
020 Badminton
021 Aqua Aerobics
022 Golf
023 Tennis
024 Power Lifting
025 Weight Training
031 Indoor Soccer
033 Pickleball
034 Personal Defense
037 Advanced Personal Defense
040 Community Service
042 Basketball
049 Volksporting
053 Beginning Aquatics
055 Beginning Water Polo
060 Aquatic Fitness
062 Aerobic Fitness
065 Speed, Agility, Quickness
067 Scuba ($250 fee)
068 Advanced Scuba ($170 fee)
070 Peer Health Education
071 Yoga
086 Advanced Tennis
093 Rescue Diver ($170 fee)
099 Special Topic

HHP 100 Drug Use in the United States

Overview of problems, issues, and research surrounding use and misuse of alcohol and other drugs. Offered January Term or spring of odd-numbered years. 3 credits.

HHP 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 of even-numbered years. 2 credits.

HHP 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.

HHP 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.

HHP 182 Foundations and Developments in Physical Education

Modern physical education, sport and fitness developments in relation to general education, aims, objectives, history, philosophy, and principles of physical education, sport and fitness career opportunities. Includes 30 hours of observation in a variety of educational, governmental, and business environments. 3 credits.

HHP 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. $12 lab fee. 3 credits.

HHP 221 Athletic Training Professional Experience I – Portfolio/Intro Skills

Professional experience in athletic training and application of athletic training courses. Prerequisites: HHP 184, 284, sophomore or junior standing, and consent of instructor. Offered fall. 1 credit.

HHP 231 Athletic Training Professional Experience II – Taping & Bracing

Professional experience in athletic training and application of athletic training courses. $40 lab fee. Prerequisites: HHP 221, sophomore or junior standing, and consent of instructor. Offered spring. 1 credit.
HHP 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.

HHP 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, DA)

HHP 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.

HHP 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)

HHP 283 Responding to Emergencies, CPR
In-depth study and training in the techniques and procedures for giving emergency care to the suddenly ill or injured. Lectures, videos, demonstrations, and practice. Preparation for CPR and First Aid Red Cross certification. Does not fulfill athletic training requirement. $38 fee. 2 credits.

HHP 284 Emergency Response
Advanced medical skills for the first responder in emergency situations. Lecture, video, simulation, and skill development in CPR and emergency care. Preparation for American Red Cross certification in 2-person CPR, emergency response, AED use, oxygen administration, disease prevention. For Athletic Training majors only or instructor consent. $38 fee. 3 credits.

HHP 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. For physical education majors and minors, or instructor consent. Prerequisites: EDU 150 and HHP 182. 4 credits.

HHP 291-295 Professional Activities I-V
Combined activity and theory courses designed to develop proficiency and teaching skills in a variety of individual, dual, and team activities.

HHP 291 Professional Activities: Teambuilding and Adventure
Teambuilding challenges, initiatives and adventure-oriented activities. Prerequisite: HHP 286. Co-requisite: enrollment in at least one HHP paracurricular. Offered fall. 2 credits.

HHP 292 Professional Activities II
Aerobics, fitness, conditioning, weight training. Prerequisite: HHP 286. Co-requisite: enrollment in at least one HHP paracurricular. Offered spring. 2 credits.

HHP 293 Professional Activities III
Volleyball, soccer, golf. Prerequisite: HHP 286. Co-requisite: enrollment in at least one HHP paracurricular. Offered fall. 2 credits.

HHP 294 Professional Activities IV
Basketball, non-traditional games, softball. Prerequisite: HHP 286. Co-requisite: enrollment in at least one HHP paracurricular. Offered spring. 2 credits.

HHP 295 Professional Activities V
Racquet sports including tennis, badminton, pickleball. Prerequisite: HHP 286. Co-requisite: enrollment in at least one HHP paracurricular. Offered fall. 2 credits.

HHP 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.

HHP 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.
HHP 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 of even-numbered years. 2 credits.

HHP 321 Athletic Training Professional Experience III – Emergency and General Medical Conditions
Professional experience in athletic training and application of athletic training courses. Prerequisites: HHP 231, junior or senior standing, and consent of instructor. Offered fall. 1 credit.

HHP 331 Athletic Training Professional Experience IV – Injury Evaluation
Professional experience in athletic training and application of athletic training courses. Prerequisites: HHP 321, junior or senior standing, and consent of instructor. Offered spring. 1 credit.

HHP 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.

HHP 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.

HHP 341 Foundations of Exercise Physiology
The laws and principles of physiology as they relate to physical activity and training of the human body. Introduction to the field’s specialized terminology, physiological analysis and training of human movement, and interrelationships among the principles, laws, and theories which enhance human movement and health from a physiological perspective. Prerequisite: BIO 213. 3 credits.

HHP 345 Baseball Coaching Theory
An examination of the current fundamental techniques and coaching strategies involved with successful performance in baseball. 2 credits.

HHP 350 Psychological Aspects of Sport and Physical Education
Psychology of perception, learning, personality, motivation, and emotion in relation to physical education and athletics. Motor aptitude and mental processes, including discipline, morale, motivation, and confidence. Offered fall. 3 credits.

HHP 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: BIO 212. Offered spring. 2 credits.

HHP 365 Principles of Neuromuscular Conditioning
Basic principles and physiological foundations of neuromuscular conditioning, including applications to designing weight training, plyometric, speed, and general fitness programs. Lecture, discussions, and laboratory. Prerequisites: BIO 212, 213 or instructor consent. 3 credits.

HHP 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: HHP 184; BIO 212, 213 or instructor consent. 3 credits. (MWI)

HHP 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. $10 lab fee. Prerequisites: HHP 375 or instructor consent. 3 credits.

HHP 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. (MWI)

HHP 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.

HHP 383 Health Education Methods
Materials, resources, and methods for health instruction. Construction and organization of presentations/lessons in health education, evaluation, and delivery of health instruction, including the use of computer technology. Application of andragogical and pedagogical principles. Prerequisites: HHP 180; EDU 150; junior standing, Health Major status or instructor consent. 3 credits.

HHP 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: HHP 184; BIO 212 or instructor consent; or both. 4 credits.

HHP 387 Performance Enhancement for the Injured Athlete
Relationship between the behavioral sciences and factors important in 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: HHP 184 and PSY 101. 2 credits.

HHP 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. Prerequisites: EDU 150 and sophomore standing. 3 credits.

HHP 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. Prerequisites: HHP 184 or instructor consent. 2 credits.
HHP 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. (WI)

HHP 395 Evaluation of Physical Education
Assessment and evaluation in physical education; evaluation of objectives, programs and student performance through a variety of assessment techniques. Prerequisite: upper division standing or instructor consent. 2 credits.

HHP 397 Research and Analysis in Physical Education
Capstone experience in the major. Examining, conducting, and analyzing practical research in teaching physical education. Emphasis on collaborative efforts in real teaching environments. 3 credits. (MWI)

HHP 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, DA, WI)

HHP 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. $50 lab fee. Prerequisites: BIO 212; 213 or 390 (all with a grade of B or higher), and consent of instructor. 2 or 3 credits.

HHP 421 Athletic Training Professional Experience V – Therapeutic Modalities
Professional experience in athletic training and application of athletic training courses. Prerequisites: HHP 331, junior or senior standing, and consent of instructor. Offered fall. 1 credit.

HHP 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: HHP 180, junior standing, Health major status or instructor consent. Offered fall. 3 credits.

HHP 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 of odd-numbered years. 3 credits. (IS, WI)

HHP 431 Athletic Training Professional Experience VI: Strength and Conditioning
Professional experience in athletic training and application of athletic training courses. Prerequisites: HHP 421, junior or senior standing, and consent of instructor. Offered spring. 1 credit.

HHP 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. (Satisfactory/Unsatisfactory) (EL)

HHP 440 Physiology of Exercise
Study of the effects of acute and chronic physical activity upon human physiological process with an emphasis on endurance, fatigue, training and other factors related to physical performance and health. Lecture and discussion. Offered fall. Prerequisite: BIO 212, 213. 3 credits.

HHP 440L Exercise Physiology Laboratory
Laboratory techniques in physiology of exercise. Training in many of the laboratory procedures and tests used to evaluate health-related fitness and athletic performance. $25 lab fee. Prerequisite or concurrent: HHP 440. 1 credit.

HHP 441 Applied Physiology of Exercise
Effects of exercise training on physiological capacities and exercise performance; concepts and methods of assessing human physical performance parameters in the laboratory; emphasis on techniques of test administration, safety, and interpretation of data; influence on physical performance of various training techniques, differing environmental conditions, body composition, gender, age, and ergogenic aids. $55 lab fee. Prerequisites: PSY 250; HHP 280, 352, 440. 3 credits. (MWI)

HHP 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: BIO 212, 213; PSY 101, 182, or 188. 4 credits.

HHP 452 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. Prerequisite: HHP 352. 3 credits.

HHP 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.

HHP 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.

HHP 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.

HHP 482 Applied Exercise Science
Field or laboratory research on topics in Exercise Science. Library work and extensive written report; oral presentation required. Possibility for presentation at regional/national conferences, and/or publication. Prerequisites: BIO 212, 213; HHP 352, 440 and 452, or consent of instructor. 3 credits.
Health, Human Performance and Athletics/History

**HHP 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.

$95 course fee.

*Offered spring.* 3 credits.

**HHP 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.

Prerequisites: senior standing, complete pre-application, instructor approval. 1-10 credits, but maximum 5 credits count toward the major. (Satisfactory/Unsatisfactory) (EL)

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**History**

**Faculty**

Peter Buckingham
Sharon Glasco
Deborah Olsen
John Sagers (Chairperson)
Scott Smith
Stephen Snyder

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/Minor**

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.
- The skills necessary to research and write well.

**Requirements**

*For a Major:* 40 credits in the department, 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 in the department, including at least 12 credits at the 200 level or higher.

*For a Minor in American Studies:* See page 34.

*For Oregon Initial Teacher Licensure in Social Studies:* A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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.

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**DCE, Portland & Summer Courses**

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

- **HHP 038 Sailing**
  2 credits.
- **HHP 039 Beginning Tai Chi**
  1 credit.
- **HHP 041 Advanced Tai Chi**
  1 credit.
- **HHP 062 Therapeutic Dance**
  1 credit.
- **HHP 064 Basic Massage**
  1 credit.
- **HHP 085 Quigong and Taijiquan**
  1 credit.

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Thomas Branigar Award
A cash award to fund student travel to an archive to learn about archival research.

LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

COURSES

HST 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.
3 credits each semester. (VP, DG)

HST 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.
3 credits each semester. (VP, DG)

HST 124, 125 History of East Asian Civilizations I and II
Introductory study of Chinese, Japanese, Korean, and Vietnamese history and culture from remote antiquity to contemporary society. Topics include Chinese political philosophy, Japanese court and samurai culture, confrontations with Western imperialism, war and reconstruction, and rapid economic development.
3 credits each semester. (VP, DG)

HST 144 Europe Since 1500
Europe from 1500 to present, shaped in part around the historical past of France, Austria, and England.
5 credits. (VP, DG)

HST 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, DG)

HST 170 Latin American History and Politics (Offered in Costa Rica)
See MLS 170. 3 credits. (VP, DG)

HST 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, DG)

HST 206 Austrian Cultural History: Art, Literature, and Society (Offered in Austria)
See MLG 206. 4 credits. (VP, DG)

HST 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, DG)

HST 213 Colonialism and Slavery in Latin America
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, DG)

HST 214 Independence and Inequality in Latin America
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, DG)

HST 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, DG)

HST 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, DG)

HST 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, DG)

HST 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, DG)

HST 265 Introduction to American Culture (also listed as ENG 265)
Introduction to American history and literature: a critical examination of basic issues and primary sources reflecting the contours of American culture from settlement to the 20th century. Varying emphases in different semesters. Repeatable for credit with instructor’s consent and different content.
5 credits. (VP, DA)

HST 285 Introduction to Historical Methods
Training in the methods of researching and writing history. Required of all History majors and double majors; recommended for minors.
3 credits. (WI)

HST 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.
4 credits. (VP, DG)
HST 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.
4 credits. (VP, DG)

HST 310 History of Religion of the Middle East
See REL 310. 4 credits. (VP or UQ)

HST 315 History of Mexico
Study of Mexican history, including Indian peoples, Spanish colonization, independence, war with the United States, the Porfirato, the Revolution, and the modern era. Examination of social, cultural, political, economic, and diplomatic factors that contributed to the development of the Mexican people.
5 credits. (VP, DG)

HST 318 History of Women in Latin America
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.
4 credits. (VP, DG)

HST 320 Southeast Asia, Past and Present
The economies, societies, politics, and cultures of Southeast Asia considered in their larger ecological setting. The early "Traditional" mainland and insular Southeast Asian civilizations of "Indo-China," "Burma," and pre-Islamic "Indonesia," and the fall of Buddhist influenced states represented by the ruins of Angkor, Bagan, and Borobudur. Late traditional history as background to the "modern" colonizations by European nations and the U.S. The 20th century emergence of independent nation states.
5 credits. (VP, DG)

HST 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.
5 credits. (VP, DA)

HST 330 History of Religion in America
See REL 330. 4 credits. (VP or UQ, DA)

HST 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.
4 credits. (VP, DG)

HST 335 Industrial America: 1790 to 1890
The development of industrialism in America from 1790-1890, and efforts at reform by farm and labor organizations. The Civil War as the central event in U.S. history. The values of industrialism as reflected in socio-cultural life.
5 credits. (VP, DA)

HST 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. 5 credits.
(VP, DA)

HST 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.
5 credits. (VP, DA)

HST 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.
5 credits. (VP, DA)

HST 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.
4 credits. (VP, DG)

HST 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.
5 credits. (VP, DG)

HST 370 Race and Minority Culture in the United States
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.
5 credits. (VP, DG)

HST 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.
5 credits. (VP, DG)

HST 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.
4 credits. (VP, DG)

HST 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.
4 credits. (VP, DG)

HST 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.
5 credits. (VP, DG)
### DCE, PORTLAND & SUMMER COURSES

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>HST 167</td>
<td>Survey of Latin American History</td>
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<td>HST 257</td>
<td>The Pacific Northwest</td>
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<td>HST 266</td>
<td>Women in U.S. History</td>
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<td>HST 271</td>
<td>Race in America: Historical and Comparative Perspectives</td>
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<td>HST 302</td>
<td>Topics in European History</td>
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<td>HST 480</td>
<td>Independent Study</td>
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<td>HST 485</td>
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<td>HST 487</td>
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### January Term Travel Courses

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<td>HST 298</td>
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<td>HST 498</td>
<td>Special Topics in January Term Travel</td>
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### 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 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.
Coordinator
Jeff Summers

Students at Linfield may pursue degrees in subject areas that span two or more academic disciplines, such as General Science or 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 (IDS) courses, described below.

Paracurricular Courses

IDS 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. Graded Satisfactory/Unsatisfactory with no retake permitted. 1 credit. (EL)

IDS 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)

IDS 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)

IDS 031 Intercultural Communication: Departure and Reentry
This or 231 required of all who study at one of Linfield’s semester-abroad sites. 1 credit. (EL)

IDS 033 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)

IDS 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)

IDS 052 Career Planning and Preparation
The transition from campus to career success. Goal-setting, decision-making, and job hunt preparation (resume writing, interview techniques, and job hunt strategies). For senior students. Offered by the Office of Career Services. 2 credits. (EL)

IDS 060 Resident Advisor Training
Skills and techniques required of residence hall staff members. Student personnel philosophy, student development theory, interpersonal skills evaluation. Offered by Student Services Residential Staff. 1 credit. (EL)

IDS 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)

IDS 062 Resident Advisor In-Service Class
For current residence life staff members only. Focus on proactive 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)

IDS 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)

IDS 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)
IDS 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. (Satisfactory/Unsatisfactory)

IDS 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; completion of mathematics proficiency requirement or consent of instructor. 4 credits. (NW)

IDS 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. (IA or VP, DG)

IDS 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, DG)

IDS 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)

IDS 298 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. Past topics have included Outdoor Environmental Studies-Geophysical and Career Exploration Experience. 4 credits.

DCE, PORTLAND & SUMMER COURSES

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

IDS 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.

IDS 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: IDS 125 or equivalent. 3 credits. (WI) (Satisfactory/Unsatisfactory)

IDS 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. (VP or UQ, DG)

IDS 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 IDS 320, 321 or HST 120, 121 or HST 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.

IDS 490 Arts and Humanities Research Project
Completion of the project formulated and approved in IDS 485. 3 credits. (MVWI)

IDS 494 Certificate Seminar
Seminar focusing on the major intellectual currents leading to the development of business enterprises. Relation of business functions to various aspects of history, culture, society, human social behavior, science and technology. Prerequisite: completion of at least six credits towards the requirements in one certificate area. 1 credit.
International Business

Coordinator
Michelle Nelson

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 through the intermediate level; and a study-abroad experience.

The requirements for a major in International Business appear in the Business Department section of this catalog.

International Studies

Administrative Coordinator
Shaik Ismail

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

Faculty Coordinators
Chris Keaveney
John Sagers

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 MLJ 306 and MLJ 307 for students who undertake Linfield’s program in Japan); successful study of an Asian language through 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 IDS 090 in which the student is responsible for locating the local 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

Faculty Coordinators
Margaret Wade Krausse
Scott Smith

Following geographic convention, “Europe” encompasses the British Isles, the western Mediterranean region, northern and eastern Europe (including Ukraine, Moldova, Belarus and the Baltic states).

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 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 totalling 6-8 credits in European studies beyond those taken while abroad, selected from a list maintained by the Faculty Coordinators; and IDS 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

Faculty Coordinators
Thomas Love
Violeta Ramsay

Following geographic convention, “Latin America” encompasses two cultural areas: Mesoamerica (Mexico, Central America and the Caribbean) and South America.

For a minor in Latin American Studies: 27-29 credits and one semester at either the Linfield Costa Rica program, the Mexico program, or at a non-Linfield program located in a Latin American country (previously approved by Linfield faculty advisors). Specific requirements include 9-11 credits abroad dealing with the history, culture, ecology and/or politics of the country or region (satisfied by MLS 026, HST/MLS 170, MLS 304 or 305 or ART 302, and BIO 225 for students who undertake Linfield’s program in Costa Rica); 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 IDS 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.
MASS COMMUNICATION

Faculty
Nancy C. Cornwell
Edward M. Gans
William Lingle (Chairperson)
Bradley Thompson
Susan Whyte

As the Information Age carries us through 21st century, colleges have increasing responsibility to educate students to assess media messages critically and to deliver them responsibly. The mission of the Department of Mass Communication, therefore, is to develop women and men who understand the vital role of mediated communication as they adapt to and challenge their environments, and who can express themselves accurately, clearly, grammatically, persuasively, and creatively.

The department pursues the study of mass media within the context of a modern liberal arts and sciences education.

GOALS FOR THE MAJOR

In successfully completing a major in mass communication, students will:

• Have completed a clear and cohesive plan of studies that includes at least one secondary academic focus beyond the major in mass communication.
• Have the ability to critically evaluate information and messages delivered through the mass media, and to act on them insightfully and independently.
• Have an understanding and appreciation of mass media heritage, of contemporary media problems including ethical and legal dimensions, and of the dynamic relationship between the American people and its media.
• Be able to express themselves accurately, clearly, grammatically, persuasively, and creatively, and have the practical knowledge and skills required to begin a fulfilling and effective professional life.
• Have studied a foreign language and have been exposed to the multicultural dimensions of modern American society.
• Have adequate academic preparation to successfully and effectively enter graduate-level studies.

REQUIREMENTS

For a major in Mass Communication: 35 to 40 credits including 150, 175, 275, and 430 and additional courses as approved by the academic advisor. 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. In addition, students must complete 7 to 9 credits in designated courses in a social science or Communication Arts. A double major or approved minor satisfies this outside requirement.

While MCM 111 and 112 may be taken more than once, only one credit may be applied toward a Mass Communication major.

A major in Mass Communication leads to a Bachelor of Arts degree, students must fulfill the foreign language requirement for that degree.

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 television 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 Ackerley Merit Award recognizes an outstanding student who as a high school senior showed high academic achievement and demonstrated an interest in mass communication, broadcast management, graphic arts, business or sports administration.

The Charlotte Filer Linfield College Journalism Scholarship is awarded annually to assist worthy mass communication/print media students.

LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

MAJORS who enroll in MCM 111 and 112 receive letter grades; non-majors enroll under MCM 011 and 012 and receive Satisfactory/Unsatisfactory grades. See listings under academic courses.

PARACURRICULAR COURSES

MCM 011 Newspaper Practices
Application of journalistic skills through work on the campus newspaper.
1 credit. (EL)

MCM 012 Broadcast Practices
Training and practice in radio announcing. Introduction to radio and television programming, ratings, newscasts and technologies. Requires work at KSLC-FM.
1 credit. (EL)

Courses

MCM 111 Newspaper Practices
Application of journalistic skills through work on the campus newspaper. For Mass Communication majors.
1 credit.

MCM 112 Broadcast Practices
Training and practice in radio announcing. Introduction to radio and television programming, ratings, newscasts and technologies. Requires work at KSLC-FM. For Mass Communication majors.
1 credit.

MCM 150 Introduction to Mass Communication
History, theory, technologies, and practice of the mass media in the United States. Emphasis on newspaper, magazine, book, recording,
MCM 175 Introduction to Media Writing
Writing for a media audience. Emphasis on grammar, punctuation, spelling, style, and sentence and paragraph structure. Laboratory work on deadline. Newswriting and copyediting skills, interviewing. Introduction to advanced writing and reporting techniques. Prerequisites: keyboard proficiency and instructor’s consent. 4 credits. (WI)

MCM 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.

MCM 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. Prerequisite: consent of instructor. 4 credits.

MCM 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. Offered alternate years in spring semester or January Term. $40 lab fee. Prerequisite: Consent of instructor. 4 credits. (IA)

MCM 325 Visual Communication: Electronic
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. Prerequisite: consent of instructor. 4 credits.

MCM 327 Introduction to Film (also listed as ENG 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. In cases where topics differ, may be repeated once for credit. Prerequisite: IQS 125. 4 credits. (IA)

MCM 329 Visual Communication: Digital
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. Prerequisite: consent of instructor. 4 credits.

MCM 330 Mass Media and the Law
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: IQS 125. 4 credits. (IS)

MCM 335 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: IQS 125. 4 credits. (IS, DA)

MCM 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: IQS 125. 4 credits. (IS)

MCM 345 Mass Media, Politics, and Public Opinion (also listed as POL 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: IQS 125. 4 credits. (IS)

MCM 347 Principles of Public Relations
Development and role of public relations in the mass communication discipline and professions. The contributions of mass communication, public opinion and persuasion theories to public relations. The 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: IQS 125. 4 credits. (IS)

MCM 350 History of Film
The development of film as a medium of communication, an art form, and a cultural phenomenon, from 1895 to the present. Emphasis on American film and the Classical Hollywood period, with comparative study of other national film industries. Screenings of films in conjunction with lectures and discussion. Prerequisite: IQS 125. 4 credits. (VP or IA)

MCM 370 Public Relations Writing
Intermediate-level laboratory and field course creating and producing written materials used in public relations, including news releases, public service announcements, brochures, newsletters and speeches. Prerequisites: 275. 4 credits. (MVI)

MCM 375 Reporting
Intermediate-level field experience course emphasizing story ideas, sources, ethics, and legal questions. Reporting for local paper, lectures and discussions, consultations. Prerequisites: 275. 4 credits. (MVI)

MCM 378 Electronic Media Writing
Theory and practice of writing for radio, television, and other electronic media. Critical analyses of one’s role as both a producer and consumer of media content. Emphasis on news reporting for radio and television, including work at campus radio station. Prerequisite: 275. 4 credits. (MVI)

MCM 430 History of the American Mass Media
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.
Prerequisites: 175 and senior standing or consent of instructor. 4 credits.
(IS, DA)

MCM 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: MCM 347; MCM 370 or 275; and instructor's consent. 4 credits.

MCM 430 Seminar: Mass Communication Research Methods
Examination of various tools and methods available to the communication scholar to answer theoretical questions. Quantitative and qualitative methods evaluated and utilized.
3 credits.

MCM 475 Interpretive Writing
Advanced reporting seminar with an emphasis on writing skills. Emphasis varies among news analysis, feature writing, editorial writing, and review and criticism.
Prerequisites: 275 and consent of instructor. 4 credits. (MWI)

MCM 480 Independent Study
Advanced study in fields of mass communication.
Prerequisite: department chair's consent. 1-5 credits.

MCM 485 Senior Seminar
Intensive examination of recurrent and new issues in mass communication.
Prerequisite: senior standing. 3 credits. (WII)

MCM 487 Internship
Supervised work at a newspaper, magazine, public relations or advertising agency or department, radio or television station. Arranged through the department by individual students.
Letter grades.
Prerequisites: senior standing and instructor's consent. 3 credits. (EL)

MCM 490 Senior Thesis
Advanced study resulting in a research paper representing a significant contribution to the student's discipline. Offered fall semester only.
Prerequisites: senior standing and consent of department chair. 3 credits.

JANUARY TERM TRAVEL COURSES

MCM 198, 298, 398, 498 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. Major topic offered in the past has been International Communication: British Mass Media (IS, DG). Offered only as student interest and college resources permit. May be repeated for credit with different topics.
4 credits.

DCE, PORTLAND & SUMMER COURSES

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

MCM 328 Introduction to Film
Three-credit version of 327. (IA)
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.

PLACEMENT IN MATHEMATICS COURSES

Placement in mathematics courses is based on the student's previous study. During orientation students complete questionnaires regarding their background in mathematics. Based on the results of the questionnaire, the student is 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.

LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

COURSES

MAT 115 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.

MAT 116 Great Ideas in Mathematics

The beauty and significance of mathematics in the history of human thought. Focus on concepts of fairness, distribution of power, infinity, and chaos. The impact of mathematics on human knowing, its strengths and limitations. Prerequisites: High school algebra I and geometry, or equivalent. Satisfies mathematics proficiency requirement. Preference for registration will be given to students who have not fulfilled the mathematics proficiency requirement. Offered every year. 3 credits. (UQ).

MAT 117 Mathematics for Elementary School Teachers I

The mathematics of the elementary school. Problem solving, sets and logic, number and number 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: completion of the mathematics proficiency requirement. 4 credits.

MAT 118 Mathematics for Elementary School Teachers II

A continuation of 117. 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: 117 or instructor's consent. 4 credits.

MAT 130 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: 115, or high school algebra I and II and geometry or equivalent. 3 credits.

MAT 140 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: 115, or high school algebra I and II and geometry, or equivalent. 5 credits.

MAT 150 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: 115 or consent of instructor. 5 credits.

MAT 180 Calculus I

Differential and integral calculus of real functions of one real 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: 140 or equivalent. 5 credits.

MAT 190 Calculus II

A continuation of 180 to include further techniques of integration, Taylor approximations, sequences and series. Plane analytic geometry, including arc length. Functions of several variables. Limits, continuity, partial derivatives and linear approximation. Multiple integration with applications to geometry and physics. Prerequisite: 180 or equivalent. 5 credits.

MAT 200 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: 190 or equivalent. Offered every spring. 4 credits.

MAT 210 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: 190 or equivalent. 4 credits.

MAT 220 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: 180 or equivalent. 4 credits.
Mathematics

MAT 230 History of Mathematics
Topics in the development of mathematics from ancient times to present.
Prerequisites: 190 and IQS 125 or instructor's consent. Offered fall of odd-numbered years. 3 credits. (VP)

MAT 240 Number Theory
Prerequisites: 180 or consent of instructor. Offered spring of odd-numbered years. 3 credits.

MAT 250 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: 180 or equivalent. Offered every fall. 4 credits.

MAT 290 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: 180 or consent of instructor. Offered every year, usually January Term. 3 credits.

MAT 292 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.

MAT 300 Elementary Analysis
The analysis of real-valued functions; sequences including Cauchy sequences, limits and continuity including uniformly continuous; differentiation, the mean value theorem and Taylor's Theorem; the Reimann integral and the fundamental theorem of calculus.
Prerequisites: 190 and IQS 125. 3 credits. (MVII)

MAT 325 Combinatorics
Combinatorial theory with focus on techniques of enumeration. Topics include generating functions, recurrence relations, inclusion-exclusion, pigeonhole principle, posets, lattices, and Polya counting.
Prerequisites: 190 and 220 or 250. Offered spring of odd-numbered years. 3 credits.

MAT 330 Operations Research
Mathematical methods of examining allocation problems; the formulation and solution of linear programming problems, the simplex method, duality and sensitivity analysis; probability methods and models including conditional probability methods, Poisson processes, birth and death processes, queuing models, dynamic programming, and Markov decision making processes.
Prerequisites: 130, 190 and 220. Offered spring of even-numbered years. 3 credits.

MAT 340 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.
Prerequisite: 190 or equivalent, and 220 completed or concurrent. Offered fall of even-numbered years. 4 credits.

MAT 350 Probability and Mathematical Statistics
Probability based on set theory; descriptive statistics of a single random variable; sampling from finite and continuous populations; statistical inference; additional topics. Designed for the mathematics major.
Prerequisites: 130, 190. Offered every spring. 5 credits.

MAT 360 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: 220 completed or concurrent. Offered fall of even-numbered years. 4 credits.

MAT 370 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: 220 or 250. Offered fall of odd-numbered years. 3 credits.

MAT 380 Nonlinear ODE’s 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.
Prerequisite: 200 or consent of instructor. Offered fall of even-numbered years. 3 credits.

MAT 400 Topics in Mathematics
Selected topics not regularly offered at Linfield.
1-5 credits.

MAT 415 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.

MAT 423 Graph Theory
Topics in graph theory including trees, bipartite graphs, Eulerian and Hamiltonian graphs, matchings, connectivity, coloring, planar graphs, Ramsey theory, and matroids.
Prerequisites: 220 or 250. Offered spring of even-numbered years. 3 credits.

MAT 435 Abstract Algebra
Basic algebraic structures; groups, rings and fields. Cosets, normal subgroups, factor groups, ideals, factor rings, polynomial rings. Homomorphisms and isomorphisms.
Prerequisite: 220 or 250. Offered every fall. 4 credits.
MAT 445 Complex Analysis
Complex numbers and functions; the complex derivative; complex integration; Taylor and Laurent series; residue theory; conformal mapping. Selected applications.
Prerequisite: 210. Offered fall of odd-numbered years. 5 credits.

MAT 455 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.
Prerequisite: 210, 220 and 300. Offered spring of even-numbered years.
4 credits.

MAT 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.

DCE, Portland & Summer Courses

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

MAT 105 Math for Liberal Arts
Basic mathematics for the liberal arts student. Counting systems and calculating devices, consumer mathematics, number sequences, basic geometry, areas and volumes, the metric system, graphs, introduction to probability and statistics.
Prerequisite: arithmetic. 3 credits.

MAT 151 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: 115 or consent of instructor. 2 credits.

MAT 152 Finite Mathematics with Calculus
A continuation of 151, 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.
Prerequisite: 151 or consent of instructor. 3 credits.

MAT 301 Statistics
Essential statistical techniques, statistical information concepts, common research errors and pitfalls involving statistical techniques, and methods for identifying such errors. For professional users of statistical information.
3 credits.

MAT 303 Research Methods
Generalized research methods of the social and laboratory sciences with applications in the business and health care fields. Skills for doing and consuming research. Design of research projects, problem definition, theory building, selection of samples, measurement, data analysis and research ethics.
Prerequisite: 301. 3 credits.

MODERN LANGUAGES

Faculty
Stephanie Caceres
Thierry Durand (Co-chairperson)
Juan Manuel Gómez
Gudrun Hommel
Christopher Keaveney (Co-chairperson)
Mafumi Omura
Violeta Ramsay (on sabbatical spring and fall 2006)
Peter Richardson
Sonia Ticas
Margaret Wade Krausse

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 at 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

Students completing a major in one of these languages will have acquired abilities in the following areas:

In speaking and listening, they will learn to:
• Handle with confidence casual conversations about current events as well as family, work, and personal information.
• Apply to these areas of discourse a vocabulary sufficient to function actively within another culture.
• Narrate and describe with some details.
• Manage both informal and formal/polite levels of communication depending on the situation and the status of the person with whom one is speaking.

In reading, they will learn to:
• Read with full understanding most factual information and description in nontechnical prose.
• Separate main ideas from less important ones.
• Locate and interpret both main ideas and details in material written for the general public, including the print media.
• Read within various literary genres for pleasure, with understanding of some common rhetorical devices such as metaphor.
• (In Japanese) Be able to read the 996 kyōiku kanji designated by the Japanese Ministry of Education.
In writing, they will learn to
• Write routine correspondence and simple discourse about everyday topics, including current events.
• Write simple social correspondence, take notes, and compose summaries, resumes, and descriptions as well as short narratives.
• Exhibit enough control of the morphology and complex syntax (e.g. use of interclausal connectors), and polite levels of usage of the target language to be understood by a native speaker not used to dealing with non-native speakers.
• (In Japanese) Be able to write the 996 kyōiku kanji designated by the Japanese Ministry of Education.

In developing cultural literacy, they will
• Demonstrate with sensitivity commonly accepted rules of social behavior within routine situations involving natives of the target culture.
• Demonstrate, when appropriate, some intellectual engagement and knowledge of features of the target culture. These include creative activity (arts, literature, music, etc.), familiarly with modern history and the history of ideas, and other important cultural traits of at least one country or region where the language is spoken.

Requirements

The Department of Modern Languages offers coursework in seven distinct concentrations:
• American Sign Language (MLM) • Japanese (MLJ)
• Chinese (MLC) • Latin (MLL)
• French (MLF) • Spanish (MLS)
• German (MLG)

Courses that serve all language concentrations are labeled MLA.

For a major in German, Japanese or Spanish: 40 credits in language courses numbered 202 and above, including MLA 483 (Advanced Cross-Cultural Seminar). By departmental invitation, students may substitute MLF/MLG/MLS 490 (Honor Thesis) for 483.

For a French major: 40 credits in language courses numbered 202 and above, including 483 or 490, and 485.

For all majors: Two semesters of study abroad are required, normally yielding at least 20 of the 40 required credits. For entering students who place into a 300-level course, the department will waive four of the 40 credits required for the major.

Candidates for the major who have spent a year abroad coming to Linfield may need to study only one more semester in a foreign country. This depends on their proficiency and placement when entering Linfield, which must be determined by the Linfield language faculty.

In order to facilitate the advising process for study abroad, students are urged to make their tentative plans for a language major or minor known to the faculty as soon as possible.

For a minor (French, German, Japanese or Spanish): 20 credits in courses numbered 202 and above. For entering students who place into a 300-level course, the department will waive four of the 20 credits required for the minor. (The courses taken abroad in August do not count toward the minor.) For the minor, up to twelve credits may be available depending on program offerings in Austria, Costa Rica, Mexico, or France; and 10 in Japan. These credits must deal with the literature, culture, and/or language of the host country. One semester abroad is required for the minor. All students must take a foreign language course at the 300 level on the home campus to complete the minor.

Completion of at least the second semester of intermediate study of an appropriate language is required for Asian Studies, Latin American Studies, or European Studies minors (see International Studies) and for the major in International Business.

Placement: Students who participate in the semester abroad after 102 will normally be placed into 202 upon their return.

All individual programs for majors and minors, including course selection for the junior year abroad, are approved only after close consultation with the Linfield language faculty. Because language study embraces many disciplines, language majors and minors are encouraged to complement their study of other cultures with courses in history and the humanities. All language students are encouraged to consider a minor in Asian Studies, Latin American Studies, or European Studies minor.

For Oregon Initial Teacher Licensure in Modern Languages: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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.

American Sign Language Certificate

The Department of Modern Languages, in conjunction with the Division of Continuing Education, offers a certificate program in American Sign Language. The certificate requires MLM 101, 102, 198, 201, 202, and MLA 487, the capstone internship.

Study Abroad

For information about Linfield’s semester abroad programs in Austria, China, Costa Rica, England, France, Ireland, Japan, Korea, and Mexico, 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 and the Doña Marina Spanish Award to outstanding students.

Proficiency Goals

The “ACTFL” 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.

Linfield Curriculum Requirements

In General Education

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

Paracurricular Courses

MLS 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. (Satisfactory/Unsatisfactory) (EL)
MLA 030 Chinese/French/German/Japanese/Spanish Conversation Practice
1 credit. (Satisfactory/Unsatisfactory) (EL)

MLS 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. (Satisfactory/Unsatisfactory) (EL)

IDS 035 Perspectives on Japan
1 credit. Offered at Kanto Gakuin University in Japan.
(Satisfactory/Unsatisfactory) (EL)

MLA 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)

MLA 098 Senior Tutor
1 credit. (EL)

INTERDISCIPLINARY COURSES

MLA 340 Introduction to Linguistics (also listed as ANT 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. (IS, DG)

MLA 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.
Prerequisite: Application and consent of instructor. 3 credits. (Satisfactory/Unsatisfactory) (EL)

MLA 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.
Prerequisite: senior standing and acceptance as a language major. 3 credits. (DG, WI)

MLA 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. (Satisfactory/Unsatisfactory) (EL)

COURSES: AMERICAN SIGN LANGUAGE

MLM 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 BA.
Offered fall. 4 credits.

MLM 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 BA.
Prerequisite: MLM 101 or consent of instructor. Offered spring. 4 credits.

MLM 108 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 BA.
Prerequisite: MLM 101 or consent of instructor. Offered spring. 4 credits.

MLM 198 Deaf History, Deaf Culture and American Sign Language
Intensive January Term experience immersing students in Deaf Culture, Deaf History and American Sign Language at Oregon School for the Deaf (OSD) in Salem. Introduction to the norms and values of the Deaf Culture, linguistic, educational, social and professional influences on the Deaf Community, and ways in which deaf and hearing interact in American Society. Further practice in American Sign Language in both receptive and expressive modes.
Prerequisite: MLM 101 or equivalent. 4 credits.

MLM 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.
Prerequisite: MLM 201. 4 credits. Offered spring. Note: Course expires spring semester 2006.

COURSES: CHINESE

MLC 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.
Offered fall. 4 credits.

MLC 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.
Prerequisite: MLC 101 or placement test. Offered spring. 4 credits.

MLC 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.
Prerequisite: MLC 102 or placement test. Offered fall. 4 credits.
MLC 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.

Prerequisite: MLC 201 or placement test. Offered spring. 4 credits.

COURSES: FRENCH

MLF 101 Elementary French I

Development of vocabulary, structures, and speaking/reading/writing strategies essential to basic language use. Using the video series French in Action, 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.

Prerequisite: MLC 201 or placement test. Offered fall. 4 credits.

MLF 102 Elementary French II

Continuation of 101. Continued practice in reading, writing, and talking about activities, making plans and inquiries, expressing wants and needs, and discussing experiences using the video series French in Action. Some practice in narration of present, past, and future events.

Prerequisite: MLF 101. Offered spring. 4 credits.

MLF 105 Intensive Elementary French

An accelerated one-semester course that covers the material of 101 and 102 using the video series French in Action. 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.

Prerequisite: MLF 101. Offered spring. 5 credits.

MLF 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.

Prerequisite: MLF 101 or consent of instructor. Offered fall. 4 credits.

MLF 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.

Prerequisite: MLF 201 or consent of instructor. Offered spring. 4 credits.

MLF 230 Modern French Literature in Translation

Introductory overview of French literature, primarily fiction, since 1800, in English translation. Note: To earn credit in French major or minor, class texts must be read and written assignments must be completed in French. May be repeated once for credit when content changes.

3 credits. (IA, DG)

MLF 301 French Composition and Conversation I

Intensive practice in expository and narrative writing and in aural comprehension of video tapes. Discussion of a wide variety of topics based on literary selections. Speaking and writing practice involves hypothesizing, supporting opinions, making plans and functioning in unfamiliar situations. Review of grammar as a tool to improve writing.

Prerequisite: MLF 202 or placement test. Offered fall. 4 credits. (MWI)

MLF 302 Introduction to French Literature

Introduction to French literature in its three genres: poetry, theatre, prose, with main focus on acquisition and use of techniques and tools to read and analyze a literary text.

Prerequisite: MLF 301. Offered spring. 3 credits. (IA, DG)

MLF 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.

Prerequisite: MLF 302 or equivalent. Offered fall. 3 credits. (IA or VP, DG)

MLF 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. Conducted in French.

Prerequisite: MLF 302 or consent of instructor. Offered spring. 3 credits. (IA or VP, DG)

MLF 350 Topics in French Literature


Prerequisite: MLF 302 or consent of instructor. 3 credits. (IA or VP, DG)

MLF 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.

Prerequisite: MLF 302 or consent of instructor. 3 credits. (IA, DG)

MLF 480 Independent Study

A flexible course suited to the needs of the individual. Reading and research on a specific topic.

Prerequisite: MLF 302 or consent of instructor. 1-5 credits.

MLF 480 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.

Offered spring. 3 credits. (IA, MWI)
MLG 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.

Four class hours per week.
ACTFL target: Novice High. Offered fall and January. 4 credits.

MLG 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.

Four class hours per week.
ACTFL target: Intermediate Low. Prerequisite: MLG 101 or placement test. Offered spring. 4 credits.

MLG 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.

Four class hours per week.
ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in MLG 102 or 105 or placement test. Offered fall. 4 credits.

MLG 202 Intermediate German II

Continuation of 201; appropriate for intermediate students returning from Linfield’s semester abroad in Vienna. Four class hours per week.
ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in MLG 201 or 205 or placement test. Offered spring. 4 credits.

MLG 206 Austrian Cultural History: Art, Literature, and Society (Offered in Austria; also listed as HST 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, DG)

MLG 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.
3 credits.

MLG 210 Theatre and Music in Vienna

An on-site introduction to Austrian theatre, using a many-sided theoretical approach to the authors and their plays. All plays will be seen in performance at Viennese theatres. Introduction to the musical tradition of Europe with attendance at concerts or performances.
Offered fall. 3 credits. (IA, DG)

MLG 220 German Language Practice

Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 102 or 105 before going abroad. Summer. 3 credits.

MLG 221 German Language Practice

Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 102 or 105 before going abroad. Fall. 5 credits.

MLG 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.
ACTFL target: Intermediate High. Prerequisite: a grade of C or better in MLG 202 or placement test. Offered fall. 4 credits. (MWI)

MLG 302 German Composition and Conversation II

Continuation of 301. Study of advanced syntax supports high-level writing tasks.
ACTFL target: Intermediate High. Prerequisite: MLG 301 or placement test, or for advanced students returning from study abroad. Offered spring. 3 credits. (MWI)

MLG 311 German Civilization I

Introduction to German culture and civilization; study of cultural achievements and contributions to the world from the Middle Ages to the beginning of the 20th century. In English.
Offered fall. 3 credits. (VP, DG)

MLG 312 German Civilization II

Continuation of 311. Emphasis on contemporary social and cultural developments in the German-speaking countries. In English.
Offered spring. 3 credits. (VP, DG)

MLG 320 German Language Practice

Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 202 before going abroad. Summer. 3 credits.

MLG 321 German Language Practice

Course work conducted in Vienna in the Semester Abroad Program. For students who have taken 202 before going abroad. Fall. 5 credits.

MLG 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 have included Short Prose Fiction of the 19th Century, Society and Responsibility, and East/West Literature After 1945. In German. Repeatable for credit when topic changes.
3 credits. (IA, DG)

MLG 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.
Prerequisite: MLG 312 or consent of instructor. 3 credits. (IS, DG)
MLG 365 Austrian Politics and Society in a European Context (Offered in Vienna)

Conducted in English. Not for German major or minor credit. Offered fall. 3 credits. (IS, DG)

MLG 370 German Language Practice
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.

MLG 371 German Language Practice
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.

MLG 480 Independent Study
A flexible course suited to the needs of the individual student. Reading, research, and writing on a special topic. Prerequisite: MLG 302 or consent of instructor. 1-5 credits.

MLG 490 Honor 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. (WI)

COURSES: JAPANESE

MLJ 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. Four class hours per week. ACTFL target: Novice Mid. Offered fall. 4 credits.

MLJ 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. Four class hours per week. ACTFL target: Novice High. Prerequisite: MLJ 101 or placement test. Offered fall. 4 credits.

MLJ 106 Accelerated Elementary Japanese I
Accelerated, one-semester course equivalent to MLJ 101. For students with previous experience with the language, but not enough to enroll in MLJ 102. Situation-based practice in asking and answering questions, identifying and describing things, shopping, and asking directions. ACTFL target: Novice Mid. Placement test or consent of instructor required. Offered fall. 4 credits.

MLJ 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. ACTFL target: Intermediate Low. Prerequisite: a grade of C or better in MLJ 102 or 106 or placement test. Offered fall. 4 credits.

MLJ 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. ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in MLJ 201 or placement test. Offered spring. 4 credits.

MLJ 230 Japanese Language Practice
Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. Fall. 4 credits.

MLJ 231 Japanese Language Practice
Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. Fall. 3 credits.

MLJ 232 Japanese Language Practice
Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 102 before going abroad. Fall. 3 credits.

MLJ 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. ACTFL target: Intermediate High. Prerequisite: MLJ 202 or placement test. Participation in Linfield’s study abroad program in Yokohama strongly recommended. 4 credits. (MWI)

MLJ 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. ACTFL target: Intermediate High. Prerequisite: MLJ 202 or placement test. 3 credits. (MWI)

MLJ 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. (IS, DG)

MLJ 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. (IS, DG)

MLJ 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. ACTFL target: Intermediate High. Prerequisite: MLJ 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.

MLJ 330 Japanese Language Practice
Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. Fall. 4 credits.
MLJ 331 Japanese Language Practice
Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. Fall. 3 credits.

MLJ 332 Japanese Language Practice
Course work conducted in Yokohama in the Semester Abroad Program. For students who have taken 202 before going abroad. Fall. 3 credits.

MLJ 350 Topics in Japanese Literature
A survey of representative works of Japanese literature in English translation. Readings reflect a diversity of genres including fiction, poetry, and drama. No background in Japanese language is required. Prerequisite: completion of IOS 125. 3 credits. (IA, DG)

MLJ 360 Topics in Japanese Civilization
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. 3 credits. (VP or IS, DG)

MLJ 365 Japanese Culture and Society
Course examines 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. Recommended for students returning from abroad. Conducted in Japanese. Prerequisite: MLJ 301 or MLJ 302 or equivalent. 3 credits. (IA, DG)

MLJ 480 Independent Study
A flexible course suited to the needs of the individual. Reading and research on a specific topic. Prerequisite: MLJ 202 or consent of instructor. 1-5 credits.

MLJ 490 Honor 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. (WW)

Courses: Latin

MLL 101 Elementary Latin
Intensive introduction to Latin grammar, with readings in classical and medieval texts. Does not fulfill language requirement unless 102 also taken. Offered January. 4 credits.

MLL 102 Elementary Latin
Continuation of 101. Offered spring. 4 credits.

Courses: Spanish

MLS 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. Four class hours per week. ACTFL target: Novice High. Offered fall. 4 credits.

MLS 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. Four class hours per week. ACTFL target: Intermediate Low. Prerequisite: MLS 101 or placement test. A grade of C or higher is required to continue to 201. A grade lower than C means a repeat of 105. Offered spring. 4 credits.

MLS 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 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. 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. 5 credits.

MLS 170 Latin American History and Politics (Offered in Costa Rica; also listed as HST 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. 3 credits. (VP, DG)

MLL 170 Latin American History and Politics (Offered in Costa Rica; also listed as HST 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. 3 credits. (VP, DG)

MLS 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 in an extended period in a Spanish-speaking culture. Four class hours per week. ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in MLS 102 or 105 or placement test. 4 credits.

MLS 202 Intermediate Spanish II
Continuation of 201. Four class hours per week. ACTFL target: Intermediate Mid. Prerequisite: a grade of C or better in MLS 201 or placement test. 4 credits.

MLS 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. ACTFL target: Intermediate High. Prerequisite: a grade of C or better in MLS 201 or placement test. 4 credits. (MVII)

MLS 302 Spanish Composition and Conversation II
Continuation of 301 with emphasis on vocabulary building, sentence connection, more formal writing. Discussion of a broad range of political, social, cultural, and personal topics based on reading material. Preparation of talks, skits and other oral exercises. Recommended for students returning from Semester Abroad Program. In Spanish. 3 credits. ACTFL target: Intermediate High.

MLS 304 Contemporary Latin American Literature in Spanish: Introduction (Offered in Costa Rica)
Study of Latin American literary texts, with attention to both artistic merit and provision of insights into “la realidad latinoamericana.” Offered fall. 4 credits. (IA, DG)
Modern Languages

MLS 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.
Prerequisite: MLS 302 or consent of instructor. 3 credits. (VP, DG)

MLS 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.
Prerequisite: MLS 302 or consent of instructor. 3 credits. (VP or IS, DG)

MLS 321 Spanish Language Practice
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.

MLS 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. Repeatable for credit when the topic changes. 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.
Prerequisites: MLS 302 or completion of semester abroad or consent of instructor. 3 credits. (IA, DG)

MLS 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.
Prerequisite: MLS 302 or consent of semester abroad or consent of instructor. 3 credits. (IS, DG)

MLS 370 Spanish Language Practice
Course work conducted in San José, Costa Rica in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. 3 credits.

MLS 371 Spanish Language Practice
Course work conducted in San José, Costa Rica in the Semester Abroad Program. For students who have taken courses above 302 before going abroad. Fall. 5 credits.

MLS 480 Independent Study
A flexible course suited to the needs of the individual student. Reading and research on a special project.
Prerequisite: MLS 302 or consent of instructor. 1-5 credits.

MLS 490 Honor 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. (WI)

JANUARY TERM TRAVEL COURSES

198, 298, 398, 498 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. Past topics have included Introductory and Intermediate French in France; Introductory German in Germany; The Al-Andalus Legacy – Arab Civilization in Spain; Language and Cultures in Rural Mexico. Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

DCE, PORTLAND & SUMMER COURSES

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

MLC 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. Offered fall. 3 credits. (IA, DG)

MLC 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. Offered spring. 3 credits. (IA, DG)

MLC 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. Offered fall. 3 credits. (IA, DG)

MLC 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. Offered spring. 3 credits. (IA, DG)

MLS 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.
In the performance concentration, a student will:
• Demonstrate competency in performing a broad range of styles.
• Perform a senior recital as a capstone experience
In the general concentration, a student will:
• Write a thesis or complete a significant project on a topic approved by the music faculty.

Requirements

For a Major in Music: 121, 122, 123, 124, 221, 222, 223, 224, 233 and additional course work as determined by which concentration the student wishes to pursue. Also required is a demonstration of piano proficiency through a performance examination of piano or passing the class piano sequence of courses for the music major with a grade of B or better in all of those courses, and passing a music terms test. The available concentrations are as follows:

General Music Concentration: 320, 490; three music history courses selected from 251, 253, 354, 355, 356, or 357 (two of the history courses must be taken from 354, 356, or 357); four credits in music courses other than ensembles or lessons, seven credits over seven semesters of major ensemble participation; and six credits over six semesters of applied lessons (203 for four credits and 403 for two credits).

Performance Concentration: 320, 491; three music history courses selected from 251, 253, 354, 355, 356, or 357 (two of the history courses must be taken from 354, 356, or 357); seven credits over eight semesters of major ensemble participation; and 12 credits over eight semesters of applied lessons (203 for six credits and 403 for six credits). At the end of the sophomore year, pass a junior standing jury prior to final admission to this concentration.

Composition-Theory Concentration: 320, 326, 328, 492; three music history courses selected from 251, 253, 354, 355, 356, or 357 (two of the history courses must be taken from 354, 356, or 357); six credits over six semesters of major ensemble participation; and nine credits over eight semesters of applied lessons (203 for four credits and 403 for five credits). The five credits of 403 must be in composition lessons.

Music Education Concentration: 243, 253, 339, 340, 341, 342, 343, 347, 348, 447; one music history class selected from 251, 254, 355, 356, or 357; six credits over six semesters of major ensemble participation; and six credits over six semesters of applied lessons (203 for four credits and 403 for two credits).

For a Minor in General Music: 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 major ensemble participation; and four credits over four semesters of applied lessons.

For Oregon Initial Teacher Licensure in Music: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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

Linfield chapter of the national honorary, Mu Phi Epsilon, is open to all qualified music students with a grade point average in music of 3.0 and an overall average of 2.5. This organization is dedicated
Music

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.

Deserving seniors may be recognized with Scholar Musician or Music Leadership awards.

**LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION**

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester's registration materials. No more than three classes from a single department may be counted toward the LC.

**PARACURRICULAR COURSES: DANCE**

Dance classes may be counted toward the physical education requirement for graduation.

**MUS 070 Linfield Dance Ensemble**

Meets three hours each week.

1 credit. (EL)

**MUS 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)

**MUS 072 Intermediate Modern Dance Technique**

Continuation of studies begun in 071. Two hours each week.

Prerequisite: 071, or consent of instructor. 1 credit. (EL)

**MUS 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)

**MUS 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)

**MUS 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)

**MUS 076 Intermediate Ballet Technique**

Continuation of studies begun in 075. Two hours each week.

Prerequisite: 075 or consent of instructor. 1 credit. (EL)

**MUS 077 Advanced Ballet Technique**

Continuation of studies begun in 076. Two hours each week.

Prerequisite: 076 or consent of instructor. 1 credit. (EL)

**MUS 078 Intermediate Tap Dance**

Basic tap dance skills, concepts and techniques developing more complex skills and routines. Two hours each week.

1 credit. (EL)

**MUS 079 Intermediate Jazz Dance Technique**

Continuation of studies begun in 074. Two hours each week.

Prerequisite: 074 or consent of instructor. 1 credit. (EL)

**MUS 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)

**MUS 084 Intermediate Jazz Dance Technique**

Continuation of studies begun in 074. Two hours each week.

Prerequisite: 074 or consent of instructor. 1 credit. (EL)

**MUS 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)

**MUS 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. (IA)

**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 course listings.

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. Please read the material under “Music Fees” in the Costs section of the 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 with a performance concentration generally take an hour lesson per week, with others (including non-majors) taking 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 at least once monthly 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**

**MUS 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)

**MUS 041 Intermediate Class Piano for Non-majors**

Performance of keyboard repertoire from folk to classical.

**MUS 042 Advanced Class Piano**

Performance of keyboard repertoire from folk to classical.
Music

Broaders skill development begun in 040. Cannot be audited. Two hours each week.
1 credit. (EL)

MUS 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)

MUS 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.
Prerequisite: none. 1 credit. (EL)

COURSES: MUSIC

In the case of one-credit ensemble activities identified “IA” below, students must take three semesters in order to receive the equivalent of one course in Images and Arts. No more than three such credits may be counted toward the Images and Arts requirement. Please consult page 24 for fee structure for MUS 101 and 202.

Applied Lessons
MUS 101 Applied Music for Non-majors
MUS 202 Applied Music for Minors
MUS 203 Applied Music for First and Second Year Majors
MUS 403 Applied Music for Third and Fourth Year Majors
For students who have passed junior standing.

Courses
MUS 100 Music Fundamentals
Elementary aspects of notation: pitch, scales, intervals, keys and key signatures, note value, meter, time signatures, triads and rhythm.
3 credits. (IA)

MUS 110 Concert Band
Prerequisite: advisory audition. 1 credit. (IA)

MUS 111 Jazz Choir
Prerequisite: audition. 1 credit.

MUS 112 Jazz Band
Prerequisite: audition. 1 credit.

MUS 113 Wind Symphony
Prerequisite: advisory audition. 1 credit. (IA)

MUS 114 Linfield-Community Chamber Orchestra
Prerequisite: audition. 1 credit. (IA)

MUS 115 Chamber Ensembles
Prerequisite: audition. 1 credit. (IA)

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

MUS 116 Linfield Singers
Prerequisite: audition. 1 credit.

MUS 117 Choir
Prerequisite: by audition only. 1 credit. (IA)

MUS 118 Masterworks Chorale
1 credit. (IA)

MUS 119 Opera Theater
Performance of opera and musical theater scenes. Rehearsal one hour per week, increasing to more intense schedule prior to performance.
1 credit.

MUS 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 in analysis.
Prerequisite: consent of instructor. 2 credits. (when taken with 122 may earn IA credit.)

MUS 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. (when taken with 121 may earn IA credit.)

MUS 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.
Prerequisite: 121/122. Taken concurrently with 124. 2 credits.

MUS 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.

MUS 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. (IA)

MUS 135 Understanding Jazz
The essence of jazz music. Knowledgeable listening. Historical and sociological background of jazz and the people who created it.
3 credits. (IA, DA)

MUS 140 Beginning Class Piano
For Music majors. 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.

MUS 141 Intermediate Class Piano
A continuation of 140 at a more intensive level. More sight-reading, ensemble playing and the performance of solo repertoire. Cannot be audited. Two hours each week.
Prerequisite: 140 or consent of instructor. 1 credit.

MUS 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 the instructor. 1 credit.
MUS 145 Intermediate Class Guitar
Continuation of 044. Cannot be audited. Two hours each week.
Prerequisite: 044 or consent of instructor. 1 credit.

MUS 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.
Prerequisites: 123/124. Taken concurrently with 222. 2 credits.

MUS 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.

MUS 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.
Prerequisites: 221/222. Taken concurrently with 224. 2 credits.

MUS 224 Ear Training and Sight Singing IV
Continuation of studies begun in 222 with some emphasis on 20th century musical styles. Taken concurrently with 223. Two hours each week.
1 credit.

MUS 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.

MUS 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. (IA or VP)

MUS 234 Lyric Diction
Phonetic study of Italian, French, and German. Emphasis on applying diction skills through performing solo voice repertoire.
Corequisite: Either 101, 202, 203 or 403. 3 credits.

MUS 240 Advanced Class Piano for Music Majors I
A continuation of 140 and 141 at a more intensive level. Involves more sight-reading, ensemble playing, skill development, and performance of solo repertoire. Meets two hours per week and prepares the music major for the required piano proficiency.
Prerequisite: 141. 1 credits.

MUS 241 Advanced Class Piano for Music Majors II
A continuation of 240 at a more intensive level. Involves more sight-reading, ensemble playing, skill development, and performance of solo repertoire. Meets two hours per week and prepares the music major for the required piano proficiency.
Prerequisite: 240. 1 credits.

MUS 243 Basic Conducting
Study of and experience with the basic techniques of choral and instrumental conducting.
Prerequisite: 123 or consent of instructor. 2 credits.

MUS 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.

MUS 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. (IA, DA)

MUS 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. (IA, DG)

MUS 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.

MUS 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. Offered in alternate years. Two hours each week.
Prerequisites: 223/224 and/or consent of instructor. 2 credits. (MVI)

MUS 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/or consent of instructor. 2 credits.

MUS 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/or consent of instructor. 2 credits.

MUS 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.

MUS 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. Offered in alternate years. Two hours each week.
1 credit.

MUS 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. Offered in alternate years. Two hours each week.
1 credit.
MUS 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. Offered in alternate years. Two hours each week. 1 credit.

MUS 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. Offered in alternate years. Two hours each week. 1 credit.

MUS 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.

MUS 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.

MUS 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. Offered during January Term. 4 credits.

MUS 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. (IA)

MUS 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. (IA, DG)

MUS 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. (IA)

MUS 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. (IA)

MUS 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.

MUS 442 Summer Piano Institute
Keyboard intensive designed for the performer, teacher, and student. Lectures and master classes for the solo pianist and various piano ensembles. Conducted by Dr. Jill Timmons and yearly guest artists in conjunction with the Ernest Bloch Music Festival. Final concert by participants. 1-4 days. 1-3 credits or audit.

MUS 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.

MUS 446 Summer Vocal Institute
2 credits.

MUS 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. Offered in alternate years. Three hours each week. Prerequisite: consent of instructor. 2 credits.

MUS 448 Keyboard Accompanying
Prerequisite: consent of instructor. 2 credits.

MUS 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. Offered in alternate years. Meets two hours a week. Prerequisites: one year of music theory, one year of music history, and contemporary American art song, solo concerto, operatic aria, American popular music, and the dance studio. Offered in alternate years. 2 credits.

MUS 450 Independent Study
Advanced study and/or research in theory, applied music pedagogy, musicology, or music education. Prerequisite: consent of instructor. 1-5 credits.

MUS 487 Internship
3-5 credits. (EI)

MUS 490 Senior Thesis
Advanced study on a topic of special interest to the student, generally in the form of research or musical analysis. Required of all students concentrating in music theory or musicology. Prerequisite: consent of instructor. 3 credits. (MWI)

MUS 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)

MUS 492 Senior Project
Final culminating project for Music Composition-Theory Concentration. 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)

99
Music/Philosophy

**Music/Philosophy**

**Topics** have included The Enjoyment of Music as well as different foci in World Music such as the Middle East, Southeast Asia, and China. Offered only as student interest and college resources permit. May be repeated for credit with different topics.

4 credits.

**Philosophy**

**Faculty**

Kaarina Beam (Chairperson)
Marvin Henberg
Seth Tichenor
John Thomas • Portland Campus

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 synthetic 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. Taking either Introduction to Logic or Critical Thinking is recommended.
- Exhibit competence in understanding at least two major historical periods in Western philosophy.
- Exhibit competence in understanding major motifs in non-Western philosophy.
- Develop a competence in at least two fields of philosophy, such as aesthetics, philosophy of law, philosophy of science, social and political philosophy, bioethics, environmental ethics, and philosophy of religion.
- Demonstrate ability to examine philosophical arguments by the writing of analytic and creative research essays and reflection papers.

**Requirements**

For a Major: 40 credits in the department, including at least two courses in the history of philosophy series and two in topics. Complete either an independent study or a thesis project in the senior year.

For a Minor: 20 credits in the department, including at least one course in the history of philosophy series and one in topics.

**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 one in the Northwest.

**Linfield Curriculum Requirements in General Education**

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester's registration materials. No more than three classes from a single department may be counted toward the LC.

**Courses**

**PHI 150 Fundamentals of Philosophy**

Philosophic ideas and problems at the root of human culture. Major Western views of self, conduct, and meaning.

3 credits. (UQ)

**PHI 160 Philosophy East and West**

Comparative introductory study of major philosophical traditions of east and west: ethics, metaphysics, epistemology, philosophy of religion.

3 credits. (UQ, DG)

**PHI 170 Critical Thinking (also taught as IQS 125)**


3 credits. (UQ)

**PHI 220 Logic**

Principles and problems in reasoning and reaching conclusions. Function of language and nature of meanings; valid and invalid reasoning, deductive and inductive methods; exercises in symbolic logic and the use of the propositional calculus; the logic of relations; the logical structure of science and the nature of scientific explanation, hypotheses, and probability theory.

4 credits.

**PHI 230 Ancient Philosophy**

The contribution of ancient Greek and Roman philosophy to Western thought. Primary source readings from the pre-Socratics, Plato, Aristotle, the Stoic and Epicurean philosophers, and Plotinus.

5 credits. (VP or UQ, WI)

**PHI 235 Philosophical Ethics**

Ethical philosophy from Aristotle to the present. Issues in both normative ethics and metaethics. Emphasis on 20th century analysis of ethical language, reasoning, judgments, and values. Primary source readings from Aristotle, Hume, Kant, Mill, Bradley, Moore, Gewirth, and Hare.

4 credits. (UQ, WI)

**PHI 240 Medieval Thought (also listed as REL 240)**

The origins, character, and legacy of medieval philosophy. Primary source readings from Christian, Islamic, and Jewish philosophers.
Emphasis on Augustine and Thomas Aquinas.

**PHI 250 Modern Philosophy**
Modern philosophy from Descartes to Nietzsche; empiricism and rationalism as expressed in metaphysics and the theory of knowledge. Primary source readings from Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, and Nietzsche.

3 credits. (VP or UQ, WI)

**PHI 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.

3 credits. (UQ, WI)

**PHI 315 Business, Ethics and Society**
See BUS 415. 4 credits. (UQ)

**PHI 325 Twentieth Century Philosophy**
Major movements in 20th century philosophy: pragmatism, positivism, linguistic analysis, and process philosophy. Primary source readings from James, Bergson, Russell, Wittgenstein, and Whitehead.

5 credits. (UQ, WI)

**PHI 330 Contemporary Philosophy**
Major philosophical issues, perspectives, and methods explored by contemporary American, English, French, and German philosophers during the past thirty years, including philosophy of language, hermeneutics, phenomenology, deconstruction, poststructuralism, realism, relativism, and postmodernism. Primary source readings from Davidson, Searle, Putnam, Dummett, Foucault, Derrida, Gadamer, Habermas, and Rorty.

Recommended: 150 and/or 325. 5 credits. (UQ, WI)

**PHI 335 Philosophy of Science**
Central issues in the philosophy of science: the aims of science, forms of reasoning in science, the nature of scientific explanation, the nature of scientific revolutions; confirmation, semantics and the interpretation of scientific theories, the role of laws, concepts, theories and paradigms in science; the character of objectivity and the role of subjectivity in science, and relativism and science. Primary source readings from Kuhn, Popper, Hempel, Carnap, Putnam, Boyd, Laudan, Fodor, Dennett, and others.

4 credits. (UQ, WI)

**PHI 340 Philosophy of Religion (also listed as REL 350)**
Conceptions of God, arguments for belief and disbelief in Christian theism; the question of life after death; the mystery of evil; religious language and symbolism. Primary source readings from Anselm, Aquinas, Hume, Kant, Buber, Tillich, Flew, Hartshorne, Whitehead, and others.

4 credits. (UQ, WI)

**PHI 345 Aesthetics**
Aesthetic theory from classical Greece to the present. Fundamental questions such as: What is a work of art? What is the nature of beauty and how is it related to other values? What are the criteria of criticism? Investigation of aesthetic attitude and experience; art as form and expression; truth in art; morality and art; aesthetic quality. Selections from classical philosophers and contemporary aestheticians including Beardsley, Hoppers, Dickie, Prall, Pepper, Fry, Bell, Langer, Dewey, Danto, Margolis, Weitz, and Stolnitz.

4 credits. (UQ or IA, WI)

**PHI 350 Biomedical Ethics**
Ethical issues in biomedicine arising from new knowledge and technologies. The right to live and die (abortion, infanticide, suicide, euthanasia, prolongation of life); the patients bill of rights (the right to know and rights to health care, confidentiality, privacy); biomedical experimentation; behavior modification; sterilization; cloning; fetal research; use of neo-morts.

4 credits. (UQ, WI)

**PHI 355 American Philosophy**
The beginnings of American philosophy through the American Enlightenment and Transcendentalism, with a concentration on 20th century American philosophers and a review of Latin American philosophy. Primary source readings from Edwards, Paine, Emerson, Thoreau, Royce, James, Dewey, Pierce, Santayana, and Whitehead.

5 credits. (VP or UQ, DA, WI)

**PHI 360 Philosophy of Law**
Legal philosophy from Plato to the present: natural law, German transcendental idealism, historical and evolutionary theories, utilitarianism, legal positivism, legal realism, and sociological jurisprudence. The nature of legal reasoning and the judicial process. Primary source readings from Pound, Cardozo, Friedrich, Rawls, Hart, and Dworkin.

5 credits. (IS or UQ, WI)

**PHI 365 Social and Political Philosophy Classics**

5 credits. (UQ, WI)

**PHI 375 Asian Thought (also listed as REL 375)**
Fundamental ways of thinking in the philosophical and cultural traditions of India, China, Tibet, and Japan. Primary and secondary source readings in the literature of Hinduism, Buddhism, Taoism, and Confucianism.

5 credits. (UQ, DG, WI)

**PHI 380 Existentialism**
The interrelated movements of Existentialism and Phenomenology, with attention to three of the most influential works in the literature: Kierkegaard's *Concluding Unscientific Postscript*, Heidegger's *Being and Time*, and Sartre's *Being and Nothingness*.

5 credits. (UQ, WI)

**PHI 480 Independent Study**
Program of directed tutorial reading on some topic or problem of special interest to the student.

1-5 credits.

**PHI 490 Research/Thesis**
Advanced project showing evidence of the student's critical judgment and contribution to the study of some philosophical problem.

2-3 credits. (MWI)

**January Term Travel Courses**

**PHI 198, 298, 398, 498 Special Topics in January Term Travel**
Topics vary according to faculty availability and interest. Most recent topic has been Asian Thought in China. Offered only as student interest and college resources permit. May be repeated for credit with different topics.

4 credits.
### DCE, Portland & Summer Courses

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

**PHI 312 Feminist Ethics in Health Care (also listed as NUR 312)**
Exploration of issues and methods in health care ethics that have arisen from the influence and perspectives of women. Includes overview of feminist ideology and examination of the foundations of bioethics in relation to gender and power.
3 credits. (UQ, DA)

**PHI 320 Topics in Philosophy**
Study of a particular subject (such as Philosophy of Religion, Asian Philosophy, Existentialism, Philosophy and Economics, or Values and the Environment) or of a period in the history of philosophy (such as Medieval or Twentieth Century). May be repeated with different subject.
Prerequisite: for study of a historical period, HST 120, 121, or consent of instructor. 3 credits. (UQ, WI)

**PHI 336 Environmental Ethics and Health**
Study of environmental ethics and its relation to health problems arising from human effects on the environment and possible forms of action to ameliorate these problems. Analysis of how environmental ethics relates to health problems both in the U.S. and globally.
3 credits. (UQ)

**PHI 344 Aesthetics**
Three-credit version of 345. (IA or UQ, WI)

**PHI 354 American Philosophy**
Three-credit version of 355. (VP or UQ, DA, WI)

**PHI 363 Clinical Ethics**
See NUR 363. 3 credits. (UQ)

**PHI 366 Social and Political Philosophy Classics I**
Historically based study of major issues in social and political philosophy: Plato to Marx.
3 credits. (VP, WI)

**PHI 367 Social and Political Philosophy Classics II**
Major modern political ideologies.
3 credits. (UQ, WI)

**PHI 403 Professional Ethics**
Ethical issues in professional fields arising from new knowledge and technologies and their impact on current values and social policies. Normative ethical theories, patterns of moral reasoning, rights, case presentations of ethical problems, and obligations arising within selected professions.
3 credits. (UQ or IS, WI)

**PHI 440 Health Care Ethics Across Cultures**
Examination of the way in which different cultures view ethics and particularly healthcare ethics. Examines the elements of ethical reasoning, the basic Western traditions in ethics and the basic ethical philosophies of the major cultures of the world. Includes comparing and contrasting different cultures ways of understanding the ethical standards in healthcare.
4 credits. (UQ, DG) (online)

**PHI 445 Ethical Theory: History and Application**
History of Western philosophical ethics and contemporary developments with application to cases. The nature and use of the “principles of biomedical ethics” as theory and in application to historical crucial cases.
Offered fall. 4 credits. (VP or UQ)

**PHI 451 Problems in Healthcare Ethics**
Examines the meaning and nature of ethics and some of the ethical issues that arise in the health care professions. Issues considered from multiple perspectives using critical reasoning.
Offered fall. 4 credits.

**PHI 452 Problems in Healthcare Ethics Seminar**
Offered fall. 1 credit.

**PHI 461 Clinical Ethics (Lab)**
See NUR 461. 1 credit.

**PHI 495 Capstone Seminar in Healthcare Ethics**
Synthesis of coursework for certificate program in healthcare ethics. Research of clinical projects in an area of interest in healthcare ethics.
Prerequisites: NUR/PHI 363; PHI 440 or 445; PHI 451. Offered as needed. 1 credit.
PHYSICS

Faculty
Jennifer Heath
Asher Klatchko
William Mackie (Chairperson)
Joelle Murray (on leave fall 2005; sabbatical spring 2006)
Tianbao Xie

The Department of Physics maintains a history of successfully training physicists, many of whom have earned doctorates and are now teaching or pursuing research careers. Other graduates in physics have entered careers as secondary teachers, engineers, and technicians.

The department offers courses to meet the needs of two categories of students: those who expect to become scientists, techni-
cians, medical professionals, or teachers of science, and those who wish to increase their understanding of the physical world without becoming practicing scientists.

A Physics major is designed to meet the needs of students intending further education at the graduate level in physics, astronomy, geophysics, meteorology, biophysics, or a number of related fields. Physics is also a good major for students planning to enter the medical profession. Students graduating in physics find that they are well prepared for a wide variety of interesting and productive careers.

We have found that research experience of some sort makes our graduates very attractive to graduate schools and is sought after in entry-level members of the technical work force.

An effective means of providing experience to Physics and Applied Physics majors is through collaborative research with faculty. We endeavor to provide such opportunities for all majors within the department. These include academic year and/or summer research in the Linfield Research Institute (LRI), individual faculty projects not supported within LRI, summer research at other institutions (which have included Los Alamos National Laboratory and Michigan State University), and individual student projects supervised by faculty.

The Applied Physics major combines a thorough grounding in physics with two courses each in engineering mechanics and electronics. This major is good preparation for advanced professional or graduate studies in a number of fields of engineering, or for a career in the applied sciences. 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 courses and on senior projects and senior theses. Records of student involvement in research have been kept for several years along with copies of student theses. To the extent possible, students are informally tracked after leaving Linfield College, to determine how their experience at Linfield 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, students will:
- Improve their skills in communications, critical thinking, and problem solving
- Understand problems qualitatively, and also apply increasingly sophisticated mathematical techniques to quantitative problem solving
- Consider undertaking a career in physics, applied physics, or attending graduate school
- Exhibit research skills sufficient for employment or continuing study

REQUIREMENTS

For a Physics Major: 43 credits, including 115, 116, 215, 220, 303 OR 410, 325, 340, 395 (two credits), 420, 475, 489, and 490. Under appropriate circumstances, one independent study course may apply toward the major. The Physics major also requires completion of MAT 180, 190 and 200.


For a Major with Special Concentration: A student having a special interest in a subfield of physics or a joint discipline such as atmos-
pheric physics, geophysics, or biophysics, may design, with the academic advisor, a program in which some elements of the regular Physics major programs are replaced by or supplemented with appropriate alternative courses.

For a Physics Minor: 20 credits in the department including 115, 116, and 10 credits in courses above 116.

For Oregon Initial Teacher Licensure in Physical Science: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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
the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

**Linfield Curriculum Requirements in General Education**

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

**Paracurricular Courses**

**PHY 025 Laboratory Techniques: Machine Shop**
1 credit. (EL)

**PHY 030 Laboratory Techniques: Glassblowing**
1 credit. (EL)

**PHY 050 Engineering Orientation**
Orientation seminar on engineering as a profession; the role of the engineer in society and the techniques and methods used in defining and solving technical problems. Lectures by visiting engineers, discussion, field trips.
1 credit. (EL)

**Courses**

**PHY 100 Concepts in Physics**
Great physical concepts from the historical and developmental points of view, including their impact on modern life and technological progress: motion, gravity, relativity, energy, matter, quanta, electromagnetism. Lecture, readings, writing, and discussion.
Prerequisite: completion of mathematics proficiency requirement or consent of instructor. 3 credits. (NW)

**PHY 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)

**PHY 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.
Prerequisite: completion of mathematics proficiency requirement or consent of instructor. 3 credits. (NW)

**PHY 104**
Prerequisites: 115/116; MAT 180, 190. 4 credits. (NW)

**PHY 105 Meteorology**
A study of weather phenomena: clouds, pressure systems, wind, cyclonic storms, precipitation, atmospheric electricity, weather modification. Effect of weather on human activities.
Lecture and discussion.
Prerequisite: completion of mathematics proficiency requirement or consent of instructor. 3 credits. (NW)

**PHY 107 Energy and the Environment**
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. (NW)

**PHY 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)

**PHY 115 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.
Prerequisite: MAT 180 (concurrently). 5 credits. (NW)

**PHY 116 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, electromagnetic radiation, and optics. The relationship of electromagnetism to the special theory of relativity. Lecture, discussion, and laboratory.
Prerequisites: 115; MAT 180. Concurrently: MAT 190. 5 credits. (NW)

**PHY 202 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: 115; MAT 180. Concurrently: MAT 190. 5 credits.

**PHY 203 Strength of Materials**
Continuation of study of engineering mechanics following 202. 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: 115 and 202; MAT 180, 190. 3 credits.

**PHY 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: 115/116; MAT 180, 190. 4 credits. (NW)
PHY 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.
Prerequisite: 215. 3 credits. (NW)

PHY 270 Circuits and Electronics
Fundamentals of linear electrical circuits: transient and steady-state circuits, analysis of linear ac and dc systems, and electrical measurements. Introduction to amplifier circuitry Lecture, discussion and laboratory.
Prerequisites: MAT 180, 190, 200. Recommended: PHY 115, 116. 4 credits.

PHY 303 Properties of Materials
Prerequisite: 215. 3 credits.

PHY 310 Electronic Systems, Devices, and Circuits
Prerequisite: 270. 4 credits.

PHY 325 Computational Physics
Use of computers in scientific problem-solving using FORTRAN in a Linux environment, algorithm development, numerical differentiation and integration, sorting, matrix algebra, data analysis, simulation development. Laboratory and lecture.
Prerequisites: 115, 116, 215; MAT 180; or consent of instructor. 3 credits.

PHY 340 Electricity and Magnetism
Electric and magnetic field theory and properties of matter, Maxwell's equations and electromagnetic waves. Review of dc and ac circuits and basic electrical measurements. Lecture and discussion.
Prerequisites: 115/116; MAT 190. Recommended: MAT 200, 210. 5 credits.

PHY 395 Advanced Laboratory
Experiments in modern physics, electricity and magnetism, states of matter, electromagnetic radiation, optics, acoustics, surface physics, and nuclear and particle physics. May be repeated with different subject matter.
Prerequisite: 116. 1 credit.

PHY 410 Physical Optics
Fundamentals of electromagnetism and optics; vector-analytical treatment of field theory, Maxwell's equations, electromagnetic waves; microwave and visual physical optics; reflection, refraction, diffraction, interference, coherence. Lecture and discussion.
Prerequisite: 340. Concurrently: MAT 200. 3 credits.

PHY 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: 115/116; MAT 190. Recommended: MAT 200, 210. 4 credits.

PHY 475 Quantum Physics
Quantum mechanics and its application in studies of atomic systems, nuclei and elementary particles. Lecture and discussion.
Prerequisites: advanced standing in physics and mathematics, 215. 5 credits.

PHY 480 Independent Study
Supplemental work for students with advanced standing in physics. By permission.
1-5 credits.

PHY 485 Physics Colloquium
Presentations of topics of current interest by visiting speakers, faculty, and students. May be repeated for credit.
1 credit.

PHY 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.

PHY 489 Thesis Research
Required of all Physics and Applied Physics majors for at least 1 credit in the senior year.
1-5 credits.

PHY 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.
Prerequisite: senior standing. 3 credits. (MWI)

DCE, PORTLAND & SUMMER COURSES

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

PHY 110, 111 General Physics
Algebra-based introduction to Newtonian mechanics, wave motion, fluidodynamics, and thermodynamics. Includes studies of motion, force, energy, gravity, simple harmonic motion, motion of gases and liquids, thermal energy, and heat flow. Lecture, discussion, and laboratory.
Prerequisites: MAT 140, 151, or equivalent. 5 credits. (NW)
The Political Science curriculum is intended to help students make the connection between political events and experiences, and the normative and empirical theories that give them meaning. Students develop skills of critical analysis, evaluation, and independent thinking as they deal with politics and public policies in local, national, and global political communities.

The department divides the discipline into five broad fields: American politics; normative and empirical political theory; comparative politics; international politics; and law and public policy. Students are encouraged to take some course work in each field, and many students choose to specialize in one.

The Department of Political Science is dedicated to helping students develop a political awareness that will enable them to deal effectively with the various dimensions of politics in their own lives. In recognition of the diverse nature of political science, the department takes advantage of the college's emphasis on liberal arts and international studies. Political science students are encouraged to take courses in other disciplines, as well as courses abroad offered through this department and others at Linfield.

A student's education in political science is enriched through opportunities for direct encounters in politics. The department's "Experience in Politics" internship program makes it possible for students to work in legislative and executive branch offices of local, state, and national governments. In addition, students may pursue, in depth, issues of particular interest to them in two required proseminars, in which they work closely with faculty members to develop research projects. A political science major helps prepare students to enter careers in government, mass media and communications, international affairs; it also prepares them to continue their education in law and graduate schools.

Goals for the Major

In successfully completing a major in political science, a student will:

- Be able to communicate with precision and clarity in a coherent and literate fashion.
- Have acquired a basic understanding of the fundamental philosophical questions concerning government and politics.
- Have acquired a basic understanding of political structures and processes.
- Be able to think critically about contemporary political issues and relate political knowledge to the student's own life, professionally and personally.

Requirements

For a Major: 40 credits in the department, including 201, 210, 220, 230, 487. Two additional proseminars (1 credit each), chosen during the junior and senior years from among elective courses designated by department faculty. Students taking a course as a proseminar register simultaneously for the course (4 credits) and 498 Proseminar (1 credit).

For a Minor: 20 credits in the department, including 201, 210 or 220.

For Oregon Initial Teacher Licensure in Social Studies (Political Science focus): A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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 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.

Linfield Curriculum Requirements in General Education

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

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester's registration materials. No more than three classes from a single department may be counted toward the LC.

POL 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, DA)

POL 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, DG, WI)

POL 215 Introduction to Comparative Politics

The political systems of European and non-European nations in a framework of comparative analysis. Attention to understanding how modern political systems try to resolve complex domestic and international problems.
5 credits. (IS, DG, MWI)
POL 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, MWI)

POL 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, WI)

POL 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.

POL 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. (IS)

POL 250 Political Psychology
Explanation of political attitudes and behavior based on individual and group psychology. Examination of a wide variety of issues, from war, terrorism, and leadership to voting behavior, differences in elite and mass decision-making, and the political socialization of children. Consideration of psychobiography.
Prerequisite: junior standing or higher. 4 credits. (IS, DA, WI)

POL 260 American Political Economy
Introduction to the interrelationship between the political and economic systems of the U.S. The nature and functioning of the complex network of economic and political relationships that are basic to the framing of policies and goals for our society.
3 credits. (IS, DA)

POL 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. (IP, WI)

POL 315 Politics and Religion in the United States (also listed as REL 315)
Examination of the relationship between politics and religion in the United States: theories of the role of religion in government, the First Amendment, religious social movements, contemporary political controversies in the United States.
Prerequisites: POL 201, 210 or 220 or REL 110 or 115 or consent of instructor. Offered every other year. 4 credits. (UQ, DA)

POL 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 POL 200-level or consent of instructor. 4 credits. (IS, DA, WI)

POL 325 Political Economy
Introduction to the economic and political aspects of the United States: theories of the role of religion in government, the First Amendment, religious social movements, contemporary political controversies in the United States.
Prerequisites: POL 201, 210 or 220 or REL 110 or 115 or consent of instructor. Offered every other year. 4 credits. (UQ, DA)

POL 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. (IA, MWI)

POL 333 Gender and Politics
Exploration of concepts of gender in society and its 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, DA, WI)

POL 334 Politics, Medicine, and Health
Relations among government, health, and medicine. The right to health care; national health insurance; medical-cost containment; physician supply and distribution; your-fault insurance.
4 credits.

POL 335 The Study of Public Policy
The making, content, and consequences of public policies in both an American and cross-national context. 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. 4 credits. (IS, MWI)

POL 345 Mass Media, Politics, and Public Opinion
See MCM 345. 4 credits.

POL 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.
Prerequisites: POL 201 or 220 or consent of instructor. Offered fall of even-numbered years. 4 credits. (IS)

POL 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, DG)

POL 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: POL 220 or consent of instructor. Offered fall of odd-numbered years. 4 credits.

POL 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: 215 (for majors) or consent of instructor. 4 credits. (IS, DG, WI)

POL 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.
Political Science/Pre-Professional Programs

POL 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.

POL 487 Experiences in Politics: Internship
Opportunity to gain practical experience in government and politics by working in a governmental agency or in a political campaign. Internships with lawyers, judges, law enforcement agencies, city and county planning departments, or other politically related entities. Must be taken in January Term of the junior year with completion during the spring semester.
3 credits. (Satisfactory/Unsatisfactory) (EL)

POL 490 Senior Honors Thesis
Independent research of topic within discipline of Political Science. Successful completion includes extensive thesis paper and oral defense of research.
Open only to seniors with consent of instructor. May be repeated once for credit. 3 credits.

POL 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 proseminar). Open to juniors and seniors or with consent of the instructor.
1 credit.

January Term Travel Courses

POL 198, 298, 398, 498 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. Past topics have included Politics, Medicine and Health – Hawai‘i’s Experiment in Universal Health Care, Contemporary British Politics, Comparative Women’s Politics. Offered only as student interest and college resources permit. May be repeated for credit with different topics.
4 credits.

DCE, Portland & Summer Courses
Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

POL 211 International Politics
Three-credit version of 210. (IS, DG, WI)

POL 332 Politics, Medicine, and Health
Three-credit version of 334.

POL 386 Topics in Comparative Politics
Three-credit version of 385. (IS, DG, WI)

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

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 BA or the BS degree from Linfield (with an appropriate major), and for the BS 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” BS 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 PHY 115/116 and 202, CHE 210/211; MAT 180, 190, and 200; 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

Coordinator
John Hare

Students at the McMinnville Campus may choose their courses so as to prepare for further study and careers in such health-related fields as medicine, dentistry, optometry, veterinary medicine, pharmacy, occupational therapy, and physical therapy. The material below applies to such students. The college also offers an interdisciplinary major called Health Sciences at the Portland Campus which prepares students for some of these fields (see the description of that program in the Portland section of this catalog).
Linfield has a long tradition of preparing students for professional training in 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.

The student wishing to prepare for one of these fields will elect a regular departmental major. Any major is acceptable provided that the required basic science courses are completed. All 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.

Advisors should be consulted early because of varying requirements depending on the school chosen and the state of residence.

For information about the following health professions please consult with the faculty listed:

- **Dentistry**: Jack Murphy (BIO)
- **Medicine**: Richard Farris, John Hare, Michael Roberts, Kareen Sturgeon, J. Christopher Gaiser, Jack Murphy (all BIO)
- **Medical Technology**: John Hare (BIO)
- **Nursing**: Janet Peterson (HHPA)
- **Optometry**: Richard Farris (BIO)
- **Occupational Therapy**: Kareen Sturgeon (BIO)
- **Pharmacy**: Michael Roberts (BIO)
- **Physical Therapy**: Tara Lepp, Laura Kenow, Greg Hill, Jay Penny, Janet Peterson (all HHPA)
- **Physician Assistant**: Janet Peterson (HHPA), John Hare (BIO)
- **Veterinary Medicine**: J. Christopher Gaiser (BIO)

### Engineering and Business Administration

**Coordinator**

Joelle Murray

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 additional courses in business; (3) the 3-2 Pre-engineering program. Students should expect to take MAT 180 and 190, as well as CSC 170.

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**

David Gutterman

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.

Though there is no prescribed pre-law curriculum, the following courses are recommended: POL 225 (The Study of Law); POL 320 (Law, Rights and Justice); PHI 220 (Logic); and broad studies in history, literature, and philosophy.

### Psychology

**Faculty**

T. Lee Bakner
Eugene Gilden (Chairperson)
Jennifer R. Linder
Kay Livesay
Mary Lee Nitschke • Portland Campus
Linda Olds
Tanya Tompkins

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

In successfully completing a major in psychology, a student will have the opportunity to:

- Describe and contrast major approaches and phenomena in the study of behavior, mental processes and experience.
- Describe and differentiate major theoretical positions in psychology and evaluate evidence that has bearing on these positions.
- Describe and use methodology of scientific inquiry in psychology.

### Requirements

**For a Major**: A total of 40 credits including 104; three area courses (PSY 181, 182, 183, 186, 187, 188); 250; two seminars in corresponding areas (381, 382, 383, 386, 387, 388); one research experience course (481, 482, 483, 486, 488); 485. NOTE: 101 does not count toward the major.

**For a Minor**: 20 hours to include two area courses (PSY 181, 182, 183, 186, 187, 188); 250; one seminar in a corresponding area (381, 382, 383, 386, 387, 388). NOTE: 101 does not count toward the minor.

**For Oregon Initial Teacher Licensure in Social Studies**: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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.
PSY 183 Introduction to Cognition
Typically offered fall semester. 4 credits. (IS or NW)
Communication disorders, and abnormal behavior. System function and psychoactive drug effects, sensory/perceptual processes, 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.

Typically offered fall semester. 4 credits. (NW)

PSY 182 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.

Typically offered fall semester. 4 credits. (NW)

PSY 181 Introduction to Abnormal and Community Psychology
Introduction to the classification, causes, and treatment of dysfunctional behavior, with emphasis on phenomenology, theoretical issues, and research.

Typically offered spring semester. 4 credits. (IS)

PSY 180 Community Service Activities
Applied learning experience in psychology involving volunteer work in a variety of community social service agencies.

1 credit. (EL)

PSY 104 Exploring Psychology
Structure of the discipline of psychology. Research basis of scientific inquiry and practice. Career perspectives, scope of psychological literature (journals), and electronic information search resources. Required of and intended for majors.

Offered in fall semester. 2 credits.

PSY 103 Introduction to Social Psychology
Study of human personality including psychoanalytic and other depth perspectives as well as existential-phenomenological, behavioral, cognitive, and other approaches.

Typically offered spring semester. 4 credits. (IS)

PSY 188 Introduction to Social Psychology
The individual in social settings. Social cognition, attitudes, attributions, aggression, altruism, affiliation, conformity. Research, theory and application.

Typically offered spring semester. 4 credits. (IS)

PSY 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. No credit for students who have completed IQS 125 – Violence and Aggression in the Lives of Children and Adolescents.

4 credits.

PSY 250 Design and Analysis
Techniques for designing empirical research and analyzing data. Experimental designs, accompanying statistical techniques. Methodological and statistical validity issues. Correlation and descriptive designs, research ethics, and research presentation. Practical application via laboratory exercises.

Prerequisites: any two of the following - PSY 101, 181, 182, 183, 186, 187, 188; completion of MAT 130 recommended. 4 credits.

PSY 262 Perspectives on Gender
Gender socialization and its institutional manifestations in the growth of individuals and cultural alternatives.

Prerequisite: Any one of the following - PSY 101, 181, 182, 183, 186, 187, 188 or consent of instructor. 4 credits. (IS or UQ, DA)

PSY 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 - PSY 101, 181, 182, 183, 186, 187 or 188. Offered spring of even-numbered years. 4 credits. (NW)

PSY 285 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 - PSY 101, 182, 183, or BIO 212, 213. 4 credits. (NW)
PSY 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: any of the following - PSY 101, 181, 182, 183, 186, 187, 188, or consent of instructor. 4 credits.

PSY 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).  
Prerequisite: Any one of the following - PSY 101, 181, 182, 183, 186, 187, 188, 250. 4 credits.

PSY 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: PSY 250 or consent of instructor. 4 credits.

PSY 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: PSY 250, or consent of instructor. Offered fall. 4 credits.

PSY 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.  
Prerequisites: PSY 181 or 186. 4 credits. (IS, WI)

PSY 367 Psychology East and West  
Introduction to cross-cultural issues in personality and clinical psychology with emphasis on Western and Asian perspectives.  
Prerequisite: Any one of the following - PSY 101, 181, 182, 183, 186, 187, 188, or consent of instructor. 4 credits. (IS or UQ, DG)

PSY 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: PSY 250 and one area course (PSY 181, 182, 183, 186, 187, 188). 4 credits.

PSY 380 Industrial Organizational Psychology  
See BUS 380. 3 credits.

PSY 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.  
Prerequisite: PSY 181, 250 or consent of instructor. Typically offered fall semester. 4 credits. (WI)

PSY 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).  
Prerequisites: PSY 182; 250, or consent of instructor. Typically offered spring of odd-numbered years. 4 credits. (WI)

PSY 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: PSY 183; 250, or consent of instructor. Typically offered spring of even-numbered years. 4 credits. (WI)

PSY 386 Seminar in Developmental Psychology  
Examination of biological processes, cognitive processes, psychosocial processes, and their functional vs. dysfunctional components across infancy, childhood, and adolescence.  
Prerequisite: PSY 186, 250, or consent of instructor. Typically offered in spring semester. 4 credits. (WI)

PSY 387 Seminar in Personality Theory  
Advanced topics in personality theory with attention to theory construction, application, integration, and current issues in theory and research.  
Prerequisite: PSY 187 or consent of instructor. Typically offered in fall semester. 4 credits. (WI)

PSY 388 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: PSY 188 or consent of instructor. Typically offered in fall semester. 4 credits. (WI)

PSY 406 Theories of Counseling and Psychotherapy  
Comparisons of major contemporary theories including psychodynamic, behavioral, humanistic, cognitive, solution focused, 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: PSY 181 or 187. 4 credits.

PSY 452 Psychology of Religion and Consciousness  
(Also listed as REL 452)  
Interdisciplinary approach to theory and research on the nature of religion and spiritual experience in human existence. Issues in the transformation of consciousness.  
Prerequisite: any one of the following - PSY 101, 181, 182, 183, 186, 187, 188, or consent of instructor. 4 credits. (IS or UQ)

PSY 480 Independent Study/Research  
Student investigation of special interests or research based on a detailed statement of intent and a letter of support from the sponsoring faculty member.  
Prerequisites: three psychology courses and departmental permission. No more than 10 credits to be taken as 480. 1-5 credits.

PSY 481 Research in Abnormal Psychology  
Research on a topic relevant to the field of abnormal or community psychology and of special interest to the student. May involve independent or collaborative investigations. Intended for students who have already developed a research proposal or prospectus.  
Prerequisite: PSY 181, 381, or consent of instructor. Offered spring. 3 credits. (EL)
**PSY 482 Research in Biopsychology**
Experiential learning in Biopsychology (Behavioral Neuroscience) allowing students to collect data and complete a research project. Project developed in close consultation with the professor providing students with invaluable hands-on research experience. [Note: Course may require work with live animals (rats and/or mice).]
Prerequisites: PSY 182, 382; or consent of instructor. Offered fall. 3 credits. (EL)

**PSY 483 Research in Cognitive Psychology**
Experiential learning in cognitive psychology on such topics as attention, memory, language and problem solving. May involve independent or collaborative investigations developed in close consultation with the professor. “Hands-on” experience in collecting and interpreting data in cognitive psychology.
Prerequisites: PSY 183, 383; or consent of instructor. Offered fall. 3 credits. (EL)

**PSY 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. 4 credits. (MW)

**PSY 486 Research in Developmental Psychology**
Collaborative research experience in developmental psychology. Discussion of current readings, experience with research methodology, and refinement of a previously developed research proposal in the area of developmental psychology. With approval of instructor may conduct an independent research project.
Prerequisites: PSY 186, 386; or consent of instructor. Offered fall. 3 credits. (EL)

**PSY 487 Internship**
Individualized learning in applied psychology through work in a community service agency.
Required: consent of internship supervisor. 3-5 credits. (EL)

**PSY 488 Research in Social Psychology**
Introduction to issues and techniques in social psychology research. Experiences in collecting and interpreting data from a social psychological perspective.
Prerequisites: PSY 188, 388; or consent of instructor. Offered spring. 3 credits. (EL)

**PSY 490 Research and Thesis**
3-5 credits.

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**DCE, PORTLAND & SUMMER COURSES**

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

**PSY 200 Social Psychology**
The individual in a variety of social settings at the interpersonal, 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.

**PSY 260 Perspectives on Gender**
Three-credit version of 262.

**PSY 300 Lifespan Developmental Psychology**
Study of the mental, physical, emotional, and interpersonal development of an individual from birth to death. Issues posed by life stages and transitions, including infancy, childhood, adolescence, early, middle, and late adulthood, death and dying.
Prerequisite: 101. 3 credits.

**PSY 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.

**PSY 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.

**PSY 365 Psychology East and West**
Prerequisite: 101. Three-credit version of 367.

**PSY 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.

**PSY 385 People-Animal Partnerships in Health Care**
The study of Animal Assisted Therapy (AAT) and the scientific, theoretical, and applied foundation of the human-animal bond. The role of service (seeing eye, hearing ear, assistance) dogs as well as hippotherapy as a treatment modality. Field trips to Oregon and Washington sites using AAT prospectively, in rehabilitation, or training.
Prerequisite: approval of professors. 5 credits in NUR or PSY.

**PSY 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.

**PSY 405 Theories of Counseling and Psychotherapy**
Comparisons of major contemporary theories including: psychodynamics, behavioral, humanistic, cognitive, solution focused, and family system theories. Similarities and differences among theories, and applications described in current professional psychology literature.
Prerequisite: 101 or 102 and 103. 3 credits.

**PSY 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: general psychology. 3 credits.

**PSY 450 Psychology of Religion and Consciousness**
(also listed as REL 450)
Three-credit version of PSY 452.
Religious Studies

Faculty
William D. Apel (Chairperson, fall 2005)
Kathleen A. Bemis
David L. Massey
William R. Miliar (Chairperson, spring 2006; on sabbatical, fall 2005)
Linda E. Olds
Stephen H. Snyder

Religion is a complex and variegated phenomenon which has had a profound effect upon human culture. Religion has appeared as a dramatic and fearful encounter with the holy, as laboriously acquired spiritual discipline, as exemplary story and ritual, and as intimate communal interdependence. Religion has evoked both trust and terror, bliss and rage, peace and war, and hope and despair. In its various cultural and historical manifestations, the experience of religion has called forth the best and the worst in human conduct.

By learning to ask appropriate and productive questions about religion, one develops the capacity to know one’s own way and the ways of others as well. The academic study of religion is indeed an integral part of a liberal arts education which can create mutual respect and support within the world community.

Objectives of the department are: to provide an awareness of the place, nature, and function of religion in human life and culture; to study the history and sacred texts of a variety of world religions; and to aid students who desire to increase their knowledge and understanding of religion. Assistance is also given by the department to students preparing for the seminary and for graduate work in religious studies.

Goals for the Major
In successfully completing a major in Religious Studies, a student will be able to:
• Recognize, identify, and understand prominent ways in which people have been and are religious.
• Clarify how the academic study of religion fits into a curriculum designed to explore the liberal arts and sciences.
• Experience the methodological diversity that the study of religion embraces.
• Draw on disciplines of the liberal arts and sciences to deepen understanding of religious experience and systems of thought.
• Encourage a global approach to the study of religion.
• Write clearly and persuasively.

Requirements

For a Major: 10 courses, including 110, 120 or 130, 220 or 230, 115 or 330 and 485.

For a Major with a Concentration in Biblical Studies: 10 courses including 110, 120, 130, 200, 202, 220 or 230, 115 or 330, 485, plus study in Israel under department supervision.

For a Minor: five courses including 110. The other courses are to be chosen in consultation with a member of the Religious Studies faculty.

Linfield Curriculum Requirements in General Education

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

Courses

REL 110 Approaches to Religion
Introductory course in the academic study of religion. Required for majors and minors. 4 credits. (UQ, DG)

REL 115 Religious Ethics
Formation and meaning of religious ethics in contemporary life. Human responsibility, community, racism, sexism, violence, war. 4 credits. (VP or UQ, DG or DA)

REL 120 Old Testament
Literature of the Old Testament: its form, content, historical development, and interpretation. 4 credits. (VP or UQ)

REL 130 New Testament
Literature of the New Testament: its form, content, historical development, and interpretation. 4 credits. (VP or UQ)

REL 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. (VP or UQ)

REL 200 New Testament Greek
Study of Greek grammar; readings from the New Testament; use of exegetical tools. With 201 (Greek Readings), meets the language requirement for the BA. 5 credits.

REL 201 Greek Readings
Greek from the New Testament, Stoic authors, Hellenistic Jewish texts, and early church fathers. Prerequisite: 200, 3 credits.
REL 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 BA.
5 credits.

REL 203 Hebrew II: Readings in Bible Hebrew
Selected passages from the prose and poetry of the Hebrew Bible. Prerequisite: 202. 3 credits.

REL 210 Living Faiths
Exploration of wisdom and faith within the worlds great religions. An introduction to Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism as living religions. Focus on sacred texts, spirituality, and ethics within world religions and their relation to today’s global events.
4 credits. (UQ, DG)

REL 220 Christianity
Prominent people, movements, and doctrines within Christianity. Special attention to primary source materials and biographies.
4 credits. (VP or UQ)

REL 230 Religious Thinkers
Exposition of contemporary theologians through primary reading sources.
4 credits. (UQ)

REL 254 Folklore and Mythology (also listed as ANT 254)
4 credits. (DG)

REL 260 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 IQS 125: The Dead Sea Scrolls.
4 credits. (VP or UQ)

REL 265 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 IQS 125: John and the Gnostic Gospels.
4 credits. (VP or UQ)

REL 301 History of Religion of the Middle East
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.
4 credits. (VP or UQ)

REL 315 Politics and Religion in the United States
See POL 315. 4 credits. (UQ, DA)

REL 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, DG)

REL 330 History of Religion in America (also listed as HST 330)
4 credits. (VP or UQ, DA)

REL 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 Benedicite convent. Academic reflection and personal exploration.
4 credits. (UQ)

REL 345 Gender and Spirituality
An interdisciplinary exploration of the mutual interaction of gendered experience and spirituality in the context and history of world religions. Special attention given implications for the construal of body, nature, self, and ethics.
4 credits. (UQ, DA)

REL 350 Philosophy of Religion
See PHI 340. 4 credits. (UQ, WI)

REL 355 Nature and Spirituality
An interdisciplinary exploration of the relationship between nature and spirituality in the context and history of world religions.
4 credits. (UQ, DG)

REL 380 Buddhism
Examination of Buddhist teachings on the cause of suffering and its mitigation. Four Noble Truths, Dependent Causation, meditation, scriptures, the Sangha, Mahayana and Theravada Buddhism, Pure Land, Tibetan, and Zen groups. Buddhism in America.
4 credits. (UQ, DG)

REL 410 C.S. Lewis Seminar
The life and writings of C.S. Lewis. Focus on reason and imagination, faith and apologetics, pain and suffering, grief and hope. Lewis’s legacy for religion and moral reflection.
4 credits. (UQ)

REL 435 Death and Dying
American ways of death and dying. Cultural immorality, obscenity, confrontation, technicalities, realities, living.
4 credits. (UQ)

REL 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 instructor’s consent. 4 credits. (Satisfactory/Unsatisfactory) (EL)

REL 452 Psychology of Religion and Consciousness
See PSY 452. 4 credits.

REL 460 Dietrich Bonhoeffer in Nazi Germany
Focus on Dietrich Bonhoeffer, a German pastor and theologian who opposed Adolf Hitler and the Third Reich. Issues of freedom and responsible action in a time of tyranny and oppression highlighted. Includes study of both Bonhoeffer’s life and theological ethics.
4 credits. Not open to students with credit for IQS 125: Dietrich Bonhoeffer in Nazi Germany. (VP or UQ)
REL 480 Independent Study
Independent study for students of advanced standing under the supervision of departmental faculty. By permission. 1-5 credits.

REL 485 Senior Seminar
Departmental capstone course. Examination of approaches to the understanding of religious phenomena. Classical books read, discussed, and interpreted. Students may submit a thesis showing mature scholarship under the direction of one or more members of the department. For majors and minors. Departmental permission required. 4 credits. (MM)

REL 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)

REL 490 Senior Thesis
Advanced research and writing in consultation with one or more members of the department. Required for departmental honors. Departmental permission required. 4 credits. (W)

January Term Travel Courses

REL 198, 298, 398, 498 Special Topics in January Term Travel
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.

DCE, Portland & Summer Courses

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

REL 303 Religious Quest I
Aspects of several world religions, stressing stories told about the founders and descriptions of the religions’ followers, styles of life, and ways of worship. 3 credits. (UQ, DG)

REL 304 Religious Quest II
Aspects of primitive religions, folk religions, and cult movements. Varieties of religious experience in East and West, ancient and modern, with special emphasis on secularization, Soviet Marxism, and American religious behavior. Prerequisite or co-requisite: 303. 3 credits. (UQ, DG)

REL 305 Introduction to the Old Testament
An appreciation of the Old Testament as literature. Study of literary forms in social, political, historical, and religious contexts of Ancient Israel. 3 credits. (VP or UQ)

REL 331 History of Religion in America
Three-credit version of 330.

REL 353 Folklore and Mythology
Three-credit version of 254.
Sociology and Anthropology

Faculty
William Bestor • Portland Campus
Robert Gardner
Thomas Love
Joel Marrant
Amy Orr
Jeff Peterson (Chairperson)

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: inequality and stratification in the United States and from a global perspective; race and ethnicity; political sociology (social movements, rural and urban society); environmental sociology. Students may also specialize in the applied areas of social work or social policy analysis.

Anthropologists are interested in all human beings, whether living or dead, “primitive” or “civilized,” and in the many ways people are human, from adaptation to natural environments to the symbols and folklore by which people understand themselves and their humanity. In practice, anthropologists typically focus on non-western, non-industrial peoples, though study of ethnic and other minorities in large-scale industrial societies is increasingly important. The program is composed of several interest clusters within anthropology, including museums and material culture, archaeology, cultural ecology, economic anthropology, ethnology, and symbolic anthropology.

The department’s quarters house and support a computer laboratory for analysis of survey, demographic, and other data; a student-centered project on Latino populations in western Oregon; an Anthropology Museum, laboratory and exhibits room with rotating exhibits prepared by student curators; a Coastal Archaeology Project focusing on the evolution of estuarine settlement systems; and a Sustainable Forestry Project focusing on social values in temperate forest ecosystem management. Students are encouraged to engage in research with faculty and on their own projects. Sociology and Anthropology faculty and students actively participate in Linfield’s International Studies, Gender Studies, and Environmental Studies Programs.

Goals for the Major

In successfully completing a major in Anthropology or in Sociology, a student will possess:

• 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.
• A fundamental understanding of the distinctive history, scope, and theoretical contours of the academic discipline of their major.
• The skills in oral and written discourse to allow effective communication of that knowledge to others, both inside and outside academic contexts.
• The ability to work both independently and cooperatively.
• The ability to access, organize, scrutinize critically, analyze, and produce knowledge about humans as social beings and about the social groups to which humans belong and from which they derive their social identities. This will include sufficient mastery of contemporary technology to facilitate movement from consumption of information to production of knowledge.
• The recognition that the knowledge they have gained as Sociology or Anthropology students must be integrated with the practice of living as engaged citizens in a complex society that forms part of an even more complex global system.
• The ability to recognize the problems facing humans as members of collectives; the knowledge to reflect critically on alternative interpretations of and explanations for those problems; the confidence and social consciousness to act decisively to address, mitigate, and resolve them.
• An informed understanding of human cultural diversity as well as regularities in socio-cultural processes, and the forces which promote such wide variation and patterns of convergence.

Requirements

The Department of Sociology and Anthropology (SOAN) offers courses in two distinct concentrations which are identified accordingly: those supporting only sociology (SOC) and those supporting only anthropology (ANT). In addition, courses serving both areas are designated SOA.

For a Major in Sociology: 39 credits in Sociology (SOC) and Anthropology/Anthropology (ANT) courses, including SOA 040; SOC 101; SOC 307; SOA 385; one other 300-level course; SOA 485; and one other 400-level seminar.

For a Minor in Sociology: 20 credits in Sociology (SOC) and Anthropology/Anthropology (SOA) courses, including SOC 101 and at least one 300- or 400-level course.

For Bachelor of Science in Sociology: Those students pursuing a Bachelor of Science degree in Sociology are strongly encouraged to take either MAT 130: Introduction to Statistics and/or SOA 375: City and Countryside in Transition. Completion of a thesis is strongly encouraged.

For a Major in Anthropology: 39 credits in Anthropology (ANT) and Sociology/Anthropology (SOA) courses, including SOA 040; ANT 111; either ANT 105, ANT 112 or MLA 340; one “world area,” in the department or, with approval of the SOAN chairperson, a world area course from another department; SOA 307; SOA 385; SOA 485; and one other 400-level seminar.

For a Minor in Anthropology: 20 credits in Anthropology (ANT) and Sociology/Anthropology (SOA) courses, including ANT 111; one “world area,” in the department or, with approval of SOAN chairperson, a world area course from another department (e.g. HST 180), and at least one 300- or 400-level course.

Seniors are required to take a 400-level Seminar in addition to SOA 485. These seminars serve as a “capstone experience” in which majors build on their four-year course sequence by producing 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 become eligible for the Howd and Gebauer Prizes. Students completing senior theses or museum exhibits receive departmental honors.

For Oregon Initial Teacher Licensure in Social Studies: A student must complete: (1) the Linfield Teacher Education Program requirements (see page 55) and (2) the State of Oregon licensure requirements which includes passing all state-mandated tests (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 and Honors**

**Sociology Prize**
The Howd Sociology Prize was made possible through a gift of Dr. Choice Howd, Class of 1912, in honor of his wife, Martha Wilson Howd, BA 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, BA 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 or thesis completed during the year.

**Departmental Honors**
At graduation, a student who has completed a senior honors thesis or curated a museum exhibit will receive a degree in the major with departmental honors.

**Linfield Curriculum Requirements**

**In General Education**
Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester's registration materials. No more than three courses from a single department may be counted toward the LC.

**Paracurricular Courses**

**SOA 040 Community Service Activities**
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.
1 credit. (EL)

**Departmental Courses**

**SOC 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.
4 credits. (IS, DA)

**ANT 105 Human Biology and Evolution**
See BIO 105. 3 credits. (NW)

**ANT 111 Cultural-Social 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.
4 credits. (IS, DG)

**ANT 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.
4 credits. Includes laboratory. (VP)

**SOC 201 Deviance: Individual and Society**
Definitions, cultural contexts, and power issues surrounding deviance. Power-conflict, structural-functionalism, 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, DA)

**SOA 205 Gender and Society**
The comparison of historically and culturally situated conceptualizations of gender, gender identity, and gender inequality. The significance of gendered meanings and their symbolic representation in society and social institutions regarding distributions of social, economic, and political power.
4 credits. (IS, DA)

**SOA 210 Sports and Society**
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. (IS, DA)

**SOA 220 Sociology of Religion**
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, UQ)

**SOA 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 Latinos and Latinos, Rastafarian influences, and U.S. migration policy.
4 credits. (IS, DG)

**SOA 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. (IS, DA)

**SOA 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, DG)

**SOA 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, DG)

ANT 254 Folklore and Mythology (also listed as REL 254)
Comparative anthropological study of traditional oral literatures: 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. (DG)

ANT 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. 3 credits. Includes laboratory. (IS)

SOA 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, DA)

SOA 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, DA)

SOA 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.
Prerequisite: SOC 101 or ANT 111. 5 credits. Includes laboratory.

ANT 310 Plants and Society
See BIO 310. 4 credits. (NVW or IS)

ANT 320 Cultural Ecology and Evolution
Adaptation and change in human systems, especially as related to biophysical environmental processes. Dual inheritance and other theories about adaptation and change.
Prerequisites: ANT 111. 4 credits. (VP, DG)

SOA 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: SOC 101 or ANT 111. 4 credits. (IS)

SOC 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.
Prerequisites: SOC 101. 4 credits. (IS, DA)

ANT 340 Introduction to Linguistics
See MLA 340. 3 credits. (IS, DG)

SOA 344 Latinas and Latinos in the U.S.
Examination of major Latina/o subpopulations, including immigration history, population trends, general socio-cultural tendencies. 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.
Prerequisites: SOC 101, ANT 111, SOA 265, SOA 205 or SOA 222. 4 credits. (IS, DA)

SOC 350 Environmental Sociology
The relationship between social groups and the natural and human-built environment, human-induced environmental decline, sustainable alternatives, environmentalism as a social movement, public environmental opinion, environmental racism and classism. Social dimensions of the built environment including urban sprawl, development, place, space, community, and urban design.
4 credits. (IS)

ANT 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.
Prerequisites: ANT 111; 255 recommended. 4 credits. Includes laboratory. (IS)

SOA 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: SOC 101 or ANT 111. 4 credits. (IS, DA, WI)

SOA 365 Urban Society and Culture
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, DA)

SOC 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: SOC 101. 4 credits. (IS)

SOA 371 Comparative Women's Politics
4 credits. (IS, DG)

SOA 375 City and Countryside in Transition
Local socio-cultural 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.
Prerequisite: SOC 101 or ANT 111. 4 credits. (IS)

SOA 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.
Prerequisites: SOC 101 or ANT 111 and junior standing. 4 credits.

SOA 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 collec-
of portfolios, self-assessment on the meeting of departmental goals, practice of sociology and anthropology. Work includes preparation
SOA 485 Senior Proseminar: Theory and Practice
1-5 credits.
advanced students.
SOA 480 Independent Study
Prerequisite: Application and consent of instructor. 3-5 credits. (WI)
theoretical positions and review of concrete cases; issues arising from locating it in its wider social and cultural setting. Survey of major
ANT 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.
Prerequisite: ANT 112. 4 credits. Includes laboratory.
ANT 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: ANT 111, SOA 385. MLA 340 recommended. 4 credits. (WI)
ANT 425 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.
Prerequisite: ANT 112. 5 credits. Includes laboratory. (WI)
SOA 439 Peer Instruction
Opportunity for outstanding students to assist faculty in the classroom and laboratory. May not be repeated for credit.
Prerequisite: Application and consent of instructor. 3-5 credits. (Satisfactory/Unsatisfactory) (EL)
SOA 450 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 the ongoing incorporation of formerly autonomous economies into the dominant world system.
Prerequisites: SOC 101 or ANT 111; SOA 385. 4 credits. (MWI)
SOA 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.
4 credits. (MWI)
SOA 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: SOC 101 or ANT 111; SOA 385. 4 credits. (MWI)
SOA 480 Independent Study
Study of special topics not available as courses, requires approval of a supervising instructor and the department chairperson. For advanced students.
1-5 credits.
SOA 485 Senior Proseminar: 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: SOC 101 or ANT 111; SOA 385. 3 credits.
SOA 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)
SOA 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. (WI)

JANUARY TERM TRAVEL COURSES

SOA 198, 298, 398, 498 Special Topics in January Term Travel
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. Offered only as student interest and college resources permit. May be repeated for credit.
4 credits.

DCE, PORTLAND & SUMMER COURSES

Courses offered only through the Adult Degree Program, Portland Campus or Summer Term:

Courses with ANT prefix may be taken for Anthropology credit only. Courses with SOC prefix may be taken for Sociology credit only. Courses with SOA prefix may be taken for either Anthropology or Sociology credit.

SOC 100 General Sociology
Sociological concepts, explanations of social organization and social behavior. How and why people organize through social roles, intimate groupings, and large organizations. Relation of sociology as a social science to human welfare.
3 credits. (IS, DA)

ANT 109 General Anthropology
Introduction to anthropology; biological evolution of man; physical anthropology; archaeological techniques and purposes; cultural anthropology with emphasis on traditional cultures; comparative social organizations.
3 credits. (IS, DG)

SOA 219 Mexico, Central America, and the Caribbean: Societies and Cultures
Three-credit version of SOA 222. (IS, DG)

SOA 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. (IS, DG)
Sociology and Anthropology

SOA 227 South America: Peoples and Cultures of the Least Known Continent
Three-credit version of SOA 226. (IS, DG)

SOC 304 Deviance: Individual and Society
Three-credit version of SOC 201. (IS, DA)

SOC 305 Sociology of Poverty
Theories of poverty and empirical studies of determinants of poverty. History of public assistance and other poverty related social programs in the United States. Local, state, and federal social welfare and service agencies: their development, services, eligibility requirements, personnel training, client referral sources. Comparison of U.S. groups with a history of persistent poverty to those with intermittent patterns. Prerequisite: SOC 100 or 101. 3 credits. (IS, DA)

SOC 306 Social Work Practice
Methods of social work with individuals, families, and other groups, from intake interview to termination. Ways social workers use private, voluntary, and government resources. Practical problems and the skills needed to accomplish objectives within the limits of laws and policies. Prerequisite: SOC 100 or 101. 3 credits.

SOC 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. 3 credits.

ANT 321 Cultural Ecology and Evolution
Three-credit version of ANT 320. Prerequisite: ANT 109; ANT 221 recommended. (VP, DG)

SOC 322 Sociology of Women
Major aspects of the position of women in contemporary society; theoretical approaches to the study of women; relation to the family structure and the economic system; the special position of minority women; the development of the feminist movement. 3 credits. (IS, DA)

SOA 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. (IS, DA)

SOA 324 Native Americans of the Southwest
Ethnography and history of the Native Americans of the U.S. Southwest. Origins, prehistory, colonial Hispanic and Plains impacts, environmental adaptations, socio-political systems, economy, ethnobiology, worldview, culture change. 3 credits. (IS, DA)

SOA 325 Native North Americans
General survey and comparison of indigenous cultures of North America using a broad culture area approach; varieties of adaptive patterns in pre-contact and post-contact periods. Problems and prospects of Native Americans today. 3 credits. (IS, DA)

SOA 345 Peoples and Cultures of Western Europe
The peoples of Western Europe seen anthropologically and sociologically, with emphasis on the community study as a source of information on ecology, social structure, life history, national character, folklore, social change, and distinctive European traits. 3 credits. (IS, DG)

SOA 346 Peoples and Cultures of Eastern Europe
Continuity and change in the traditional and contemporary cultures of Eastern Europe: Poland, Hungary, Romania, Bulgaria, Albania, and the successor states to Yugoslavia and Czechoslovakia. The peasantry of these nations and the distinctive configurations of their folk cultures. (IS, DG)

ANT 353 Folklore and Mythology
Three-credit version of ANT 254. (DG)

SOA 356 Race and Ethnicity
Three-credit version of SOA 265. Prerequisite: SOC 100 or ANT 109. (IS, DG)

SOC 366 Urban Society and Culture
Three-credit version of SOC 365. (IS)

SOC 368 Society, State, and Social Policy
Three-credit version of SOC 370. (IS)

SOA 376 City and Countryside in Transition
Three-credit version of SOA 375. (IS)

SOA 379 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. 3 credits. (IS, DG)

SOA 405 Social Movements, Citizenship, and Dissent
Three-credit version of SOA 404. Prerequisite: SOC 100 or ANT 109. (WI)

ANT 432 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, DG)

SOA 491 Independent Study
Study of special topics not available as courses; requires approval of a supervising instructor and the department chairperson. For advanced students. 1-5 credits. (MWI)
THEATRE AND COMMUNICATION ARTS

Faculty
Janet Gupton
Brenda DeVore Marshall (Chairperson)
Tyrone Marshall
Jackson Miller

Instructional Associate
Robert Miller

The programs in the Department of Theatre and Communication Arts explore the interaction of persons and institutions through symbolic messages. Whether we express these messages creatively from the theatrical stage, rhetorically from the speaker’s platform or interpersonally within our social relationships, appreciating and reflecting upon them are essential to an understanding of ourselves and our diverse society. In collaboration with our students, we seek this understanding by balancing the creative and intuitive skills, imagination and scholarship, public presentation and private introspection. Through such work the department demonstrates its strong belief in the centrality of our disciplines within the liberal arts.

Beyond service to students enrolled in our courses, we contribute to the broader community through the public performances we create. Such events, whether theatrical or rhetorical, 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 our 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 we are to realize our potential, we must be able to produce and receive those symbols in meaningful and responsible ways with respect for both similarities and differences among people.

Course work and experiential learning opportunities in paracurricular and co-curricular activities and the department’s internship program provide students with theoretical perspectives, practical skills and flexibility that prepare them for careers and graduate work in theatre, communication arts 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

In successfully completing a major or minor in Theatre Arts a student will:

• Have adequate preparation to enter graduate school, if that is a chosen goal, or to accept entry level positions in theatre and/or theatre-related activities.
• Have studied a foreign language and be exposed to the multicultural dimensions of modern American and global society.
• Express themselves articulately and function as flexible, creative, and responsible citizens.

Our 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 a student will:

• Have explored the breadth of the speech communication discipline.
• Have explored multiple theoretical perspectives and diverse intellectual underpinnings of human communication situated both within and outside the dominant Western paradigm.
• Have achieved competency in systematic inquiry utilizing those diverse disciplinary perspectives.
• Have developed the ability to discuss connections linking human communication and other liberal arts disciplines.
• Have developed competencies in expressing themselves articulately, responsibly and ethically within a variety of communication contexts.
• Have been exposed to the multicultural dimensions of modern U.S. and global societies.
• Have acquired sensitivity to the requirements of diverse communication situations.
• Have enhanced their ability to critically evaluate messages and to create ethical arguments and discourse with that same acuity.
• Have developed theoretical understanding of and competency in human relational interaction.
• Have developed an understanding of the role of communication in complex social organizations.
• Have encountered the role of performance in understanding cultural identity and relational interaction.
• Have acquired mindful understanding and skills necessary to function as flexible, creative and responsible citizens who appreciate the value of ambiguity.

Our 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 a student will have achieved the goals for the communication arts major and:

• Have explored the multicultural dimensions of modern U.S. and global societies in some depth.
• Have interrogated the interdisciplinary nature of the field of intercultural communication and the complexities of the study and practice of communication across cultures.

REQUIREMENTS

The Department of Theatre and Communication Arts (TCA) offers coursework in two distinct disciplines, which are identified accordingly: those supporting Theatre (TCT) and those supporting Communication Arts (TCA). Courses serving both areas are labeled TCA.

For a Theatre Arts Major: 41 credits including 162, 181, 185, 290, 295, 365, 370, 380, 385, 390, 470, 473, 489, and a 300 or 400 level TCT 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 020/120 Theatre Practicum: Acting. 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, 110 and 210.

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 2.5 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, 470 or 473; at least one additional TCT 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 020/120 Theatre Practicum: Acting.

For a Communication Arts Major: 38 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, TCT 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. All minors participate in an exit interview with departmental faculty.

Minors must maintain a minimum overall GPA of 2.5 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 Minor: 22 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, 333, 355, 420,455; and one additional TCC elective from among those courses outside the core with at least 3 TCC courses at the 300 or 400 level; Senior Exit Interview.

*None of these courses may fulfill more than one requirement within the minor.

For an Intercultural Communication Major: 47 credits including 27 credits in Communication Arts courses 130, 220, 230, 233, 255, 333, 335, 476, and 420 with cultural content or 430 with cultural content. In addition, students complete ANT 111 and select four cultural courses (16 credits) in other disciplines including two courses selected from among SOA 265, HST 370, ENG 305, PHI 160, REL 310; one course selected from among SOA 222, SOA 225, SOA 226, SOA 244, MLF 312, MLG 312, MLS 312, MLJ 360; and one course selected from among HST 300, HST 315, HST 320, HST 400, MLF 311, MLG 311. Semester Abroad with public presentation upon return. Community Diversity Project with public presentation. With approval of advisor, students may substitute an appropriate class taken abroad for one of the four cultural courses. 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 Student 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 Ballenger Scholarship for theatre arts students.
Speech Achievement Awards.
Theatre Achievement Awards.
Theatre Talent Awards.
Forensics Talent Awards.

Linfield Curriculum Requirements in General Education

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum (LC) designators appears on pages 8-10. For the most up-to-date information, students should consult each semester’s registration materials. No more than three classes from a single department may be counted toward the LC.

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.

Paracurricular Courses

TCT 010 Theatre Practicum: Production I
Paracurricular version of 110.
1 credit (EL)

TCT 020 Theatre Practicum: Acting
Paracurricular version of 120.
1 credit (EL)
TCC 046 Intercollegiate Forensics
Paracurricular version of 146.
1 credit. (EL)

TCA 040 Community Service
Community service activity at an appropriate organization as arranged through the department by individual students.
Prerequisite: Instructor's consent. 1 credit. (Satisfactory/Unsatisfactory) (EL)

**Courses: Theatre Arts**

TCT 110 Theatre Practicum: Production I
A laboratory experience in theatre production with focus on design and technical theatre. Participation on one or more production crews for major theatre presentations. May be repeated twice.
1 credit. (EL)

TCT 120 Theatre Practicum: Acting
A laboratory experience in acting within a major Linfield College theatre production. Application of skills learned in 181 and other acting courses. Development of the actor as one facet of a production ensemble. May be repeated.
1 credit.

TCT 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. Offered fall semester.
3 credits. (IA)

TCT 170 Introduction to Theatre
Audience-based approach to theatre that develops observational skills and perceptions in order to enhance the student's understanding and enjoyment of theatre events. Introduction to acting, directing, dramatic structure and form, and technical theatre.
3 credits. (IA)

TCT 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. (IA)

TCT 185 Stagecraft
Principles and methods of stagecraft as used in theatre, television, and other productions. Two- and three-dimensional scenery, production organization, and safety. Lecture, discussion, and laboratory work. Offered spring semester.
3 credits. (IA)

TCT 210 Theatre Practicum: Production II
A laboratory experience in theatre production with focus on design and technical theatre. Participation on one or more production crews for major theatre presentations. May include crew head responsibilities. May be repeated twice.
Prerequisites: TCT 010 or 110. 1 credit. (EL)

TCT 212 Theatre Practicum: Production Staff Assistant
Participation as assistant director, assistant scenic designer, assistant lighting designer, assistant sound designer, assistant costume designer, or assistant dramaturg on a theatre production staff for one major theatre presentation. Application of principles from TCT 370, 380, 385, and/or 390 as appropriate. Intense experiential activity.
Prerequisites: TCT 370, 380, 385, or 390 as appropriate and instructor's consent. May be repeated with different assistant role. 1 credit.

TCT 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. Offered spring of even-numbered years.
Prerequisite: TCT 181. 3 credits. (IA)

TCT 290 Stage Makeup
Makeup for stage, including materials and procedures, character interpretation, design creation, and application. Offered fall of odd-numbered years.
2 credits.

TCT 295 Theatre Business and Promotions
Theatre organization and management. Promotional methods for theatre productions. Includes budget costing and purchasing, ticket management, box office procedures, visuals, promotional methods, and program development. Offered fall of odd-numbered years.
2 credits.

TCT 315 Theatre Practicum: Stage Managing
Participation as stage manager on the theatre production staff for one major theatre presentation. May be repeated.
Prerequisites: 365 and instructor's consent. 1 credit.

TCT 316 Theatre Practicum: Design
Participation as scenic designer, lighting designer, costume designer, or sound designer on the theatre production staff for a major theatre presentation. Application of principles from TCT 380, 385, and/or 390. Intense experiential activity for the exceptional student with demonstrated talent in design.
Prerequisite: TCT 300, 385, or 390 as appropriate, 212, and invitation of the faculty. 2-3 credits.

TCT 317 Theatre Practicum: Directing
Participation as director for a major theatre presentation. Application of principles from TCT 370 and 371. Intense experiential activity for the exceptional student with demonstrated talent in directing.
Prerequisite: TCT 212, 370, 371 and invitation of the faculty. 2-3 credits

TCT 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 TCT 181 and 281.
Prerequisites: TCT 181, 281, invitation of the faculty, and successful casting in a production by participating in the audition process. 2-3 credits.

TCT 365 Stage Management
Theory and practice in procedures used to organize, mount, run, and strike a production, including responsibilities during rehearsals for crew assignments, scheduling, and performance operations. Offered spring of even-numbered years.
2 credits.

TCT 370 Play Directing
The director's tasks in preparing, rehearsing, and mounting a show. Play analysis, casting, scheduling, blocking, business, picturization, and polishing. Offered fall of odd-numbered years.
Prerequisite: TCT 181 or instructor's consent. 3 credits. (IA)

TCT 371 Advanced Directing
Practical application of principles from 370. Actor-director relationships; handling various styles. Offered spring of even-numbered years with sufficient student interest and departmental resources.
Prerequisites: TCT 370 or instructor's consent. 3 credits. (IA)
Theatre and Communication Arts

TCT 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. Offered fall of odd-numbered years. Prerequisites: 162 and 185 or instructor's consent. 3 credits. (IA)

TCT 385 Lighting Design
Principles of 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. Offered spring of even-numbered years. Prerequisites: 162 and 380 or instructor's consent. 3 credits. (IA)

TCT 390 Costume Design
Theories and techniques for the visual interpretation of the play script including study of the principles of line, silhouette, texture, relationship between historical context, characterization and costume. Lecture, discussion and laboratory work. Generally offered spring of odd-numbered years. Prerequisite: 162. 3 credits. (IA)

TCT 420 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. Prerequisites: 181 and 281 or instructor's consent. 3 credits.

TCT 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, and computer technology in the theatre. Offered every 2-3 years as resources permit. May be repeated once for credit with different content. Prerequisites: 162 and instructor's consent. 3 credits. (IA)

TCT 470 Theatre History and Literature I
The development of Western and major non-Western theatre traditions to 1700, including sociological, philosophical, and cultural foundations of each major period; literature, physical stage and production techniques; major critical theories. Offered fall of even-numbered years. Prerequisite: junior or senior standing. 4 credits. (IA or VP, MVWI)

TCT 473 Theatre History and Literature II
The development of Western and major non-Western theatre traditions from 1700 to the present. Sociological, psychological, and cultural foundations of each major period and aesthetic movement; dramatic literature; the physical stage and production methods. Offered spring of odd-numbered years. Prerequisite: junior or senior standing. 4 credits. (IA or VP, MVWI)

TCT 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. (IA)

TCT 489 Senior Capstone Seminar
Capstone course focusing on the holistic and collaborative practice of theatre production. Includes preparation of portfolios, self-assessment, research into graduate school opportunities, internships and other career options, development of an article of “publishable” quality, public demonstration of skills in the student's area of choice. Final project reviewed by all departmental faculty and an outside respondent. Prerequisites: Senior standing. 3 credits. Offered fall semester. (WII)

January Term Travel Courses

TCT 198, 298, 398, 498 Special Topics in January Term Travel
Topics vary according to faculty availability and interest. Past topics have included East Coast Visual and Theatre Arts (IA) and British Theatre (IA, DG). Offered only as student interest and college resources permit. May be repeated for credit with different topics. 4 credits.

Courses: Communication Arts

TCC 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)

TCC 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)

TCC 146 Intercollegiate Forensics
Active participation in the Linfield Forensics Program. For Communication Arts majors and minors. May be repeated for credit. 1 credit.

TCC 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 American literature. Offered spring semester. 3 credits. (IA, DA)

TCC 230 Intercultural Communication: Global Perspectives
Theory and practice of human communication in a multicultural world. Interdisciplinary and global perspectives on the 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, DG)

TCC 233 Communication and Diversity in the United States
Theory and practice of human communication in a diverse world. Focus on co-cultures in the United States. Emphasis on dynamics of human interaction where “difference” makes a difference. Development of communication skills to deal effectively with cultural identity and diversity. Offered spring. 3 credits. (IS, DA)
TCC 255 Communication and Consciousness
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. 3 credits. (UQ)

TCC 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 semester of odd-numbered years. 3 credits. (IS, DA)

TCC 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 the 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)

TCC 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 semester. 4 credits. (IS)

TCC 353 Topics in Women’s Rhetoric
Women's public discourse as rhetorical history, including survey of significant female speakers in American 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 and Women's Public Voices – 1960-Present. May be repeated once for credit with different content. Offered spring semester of even-numbered years. 3 credits. (VP or IS, DA)

TCC 355 Topics in American Public Address
Public address as rhetorical history, 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; America's discussion of human rights; protest rhetoric of the 1960s. May be repeated once for credit with different content. Offered spring semester of odd-numbered years. 3 credits. (VP or IS)

TCC 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 or senior standing. Offered spring of odd-numbered years. 3 credits. (IA)

TCC 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 or senior standing. Offered fall of even-numbered years. 3 credits. (IS, DA or DG credit for some topics)

TCC 455 Rhetorical Theory and Criticism
Examination of major writers, works, and paradigms in the discipline of rhetoric from the Grecoes 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 or senior standing or consent of instructor. Offered spring of even-numbered years. 4 credits. (UQ, MWI)

TCC 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: Senior standing. Offered fall semester. 3 credits. (MWI)

Courses Shared by Both Programs

TCA 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: Instructor’s consent. 1-3 credits. (EL)

TCA 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 instructor’s consent. 3 credits. (Satisfactory/Unsatisfactory) (EL)

TCA 480 Independent Study
Advanced study in Theatre or Communication Arts arranged individually through the department. 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. Prerequisite: department chairperson’s consent. 1-3 credits. (EL)

TCA 487 Capstone Internship
Supervised work at an appropriate organization as arranged 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: senior standing and invitation of the faculty. 2-3 credits. (EL)

TCA 490 Senior Thesis
Advanced study project representing a significant contribution to the student’s discipline. Completion of a scholarly research paper. Additional elective capstone experience for exceptional students planning on graduate school. Offered fall. Prerequisites: Senior standing and invitation of the faculty. 3 credits. (MWI)
ACADEMIC SUPPORT PROGRAMS: McMinnville Campus

COMPUTER FACILITIES

Integrated Technology Services offers students easy access to a wide range of computer facilities for Internet access, email, word processing, graphic production, desktop publishing, data analysis, problem solving, and programming.

Three open access computer facilities with a total of about 50 stations are equipped with a mix of Macintosh and Windows machines. In addition, a number of email access stations are scattered around campus in high traffic areas such as the dining hall and student center.

During the regular school year, one facility is open 24 hours a day for general use. Another is open 24 hours a day except when in use by classes. A third facility is open from early in the morning till evening, seven days a week, except when in use by classes. The labs are equipped with relatively high-end microcomputers. A variety of software is available for course work and Internet access. All machines in these labs have access to laser printers, file servers, the Internet and some have scanners.

In addition, many departments have computer facilities for departmental course work. Examples include the Education, Art, Theater, Physics, Psychology, and Business departments. The Computing Science department has its own lab with 30 stations as well as a number of specialized servers and a research lab providing hands-on training in system and network administration. Many programming languages are supported as well as a variety of industry standard software.

Several wireless “hot spots” have been established on campus, including the library, theater, student center and some classroom buildings. A limited number of apartment style residences also have wireless access.

All faculty, staff, and students have access to central servers with space for personal web pages, email messages and file storage.

A fiber optic ethernet backbone network connects all academic, residence hall and administrative buildings on campus. This allows faculty, staff, and students access to both on-campus computing resources and the Internet. Every student living in the residence halls and most college owned apartment buildings can connect their computer to the campus network by purchasing an appropriate ethernet card.

LIBRARY SERVICES

The Jereld R. Nicholson library opened its doors in the fall of 2003. This outstanding facility provides students with a variety of places to study; wireless access to the Internet, a computer lab, listening/viewing rooms, and a seminar room. The library serves the research and information needs of the Linfield community by providing the library resources and services necessary for teaching, learning, and scholarly achievement. First-year students learn library research skills as part of the Linfield Curriculum. Independent library research is an integral part of many courses at Linfield; students in these courses learn to use credible resources through extensive research instruction by librarians. Librarians also provide personal reference and research assistance for students using the college library collections, online databases, and web resources.

The collection at Nicholson Library includes 148,000 bound volumes and 1,000 current subscriptions to newspapers, magazines, and journals. Thousands of new federal and Oregon documents of research interest are added annually through depository arrangements. Among the holdings in the Special Collections Room is the Northwest Baptist History Collection, a rich source of information on Oregon’s pioneer heritage. Over 16,500 microforms, including periodical backfiles and a collection of American historical materials, supplement the print collections. Portland Campus students use an on-site collection of 10,000 book volumes and 150 subscriptions in addition to the resources in Nicholson Library.

Educational Media Services circulates audio-visual equipment and software to faculty and students for use on all campuses. Collections of compact discs, cassettes, audio and video tapes, slides, and multimedia are available for use.

The Linfield online catalog makes searches of the collection faster and more productive and provides Internet access to a variety of databases, online catalogs, and the world wide web. The Linfield catalog provides direct access to the collection in McMinnville and Portland from Adult Degree Program sites, offices, residence halls, and other locations via the Internet.

The Linfield libraries participate in a number of local and national cooperative library resource-sharing programs, including the Portland-area library cooperative PORTALS and Orbit Cascade Alliance. The Alliance’s catalog Summit provides access to the library collections of 33 university and college library catalogs in Oregon and Washington. Through Summit students can order books and videos online. Interlibrary loan requests of journal articles are transmitted to students’ computer desktops free of charge.

LEARNING SUPPORT SERVICES

Students who need assistance in their classes may receive help with skills and learning techniques through classes, peer tutoring sessions, and meetings with Learning Support staff in Walker 124. A Learning Skills class (IDS 010) and periodic study skills seminars cover such topics as improving study habits, taking tests effectively, and productive time management.

Students who desire special assistance in a course may request a tutor (an instructor-recommended student who has already succeeded with the course in question). Students with documented or suspected learning disabilities are also encouraged to visit the Learning Support Services staff early in their college careers for assistance with any special needs they may have. Students with documented disabilities requiring classroom accommodation must register with Support Services within the first two weeks of each semester, or the first two days of January Term.

When necessary, students with documented learning disabilities may petition the Academic Support Committee for substitution of courses required for graduation. This process is not automatic, nor is it always deemed appropriate. Students who intend to make such a request must notify both the Director 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 Director of Learning Support Services prior to the request.
Counseling Center

The Counseling Center’s primary objective is to help Linfield students reach their academic and personal goals and become responsible, ethical, and productive members of society. We facilitate this process by helping students identify, address, and overcome academic and personal concerns and difficulties that are interfering with their ability to achieve their goals. This help is typically offered through confidential individual counseling but may occur in a small group setting.

We are also available to the Linfield community to serve as consultants. In this role we might offer suggestions and ideas to someone concerned about a friend, teammate, or relative who is experiencing difficulties, help a professor decide how best to aid a student with personal problems, or assist staff members in the Housing Department to develop solutions to problems in a residence hall.

We believe strongly in working closely and cooperatively with other college offices such as Housing, the Student Health Center, the college Chaplain, Career Services, Academic Advising, and Learning Support Services to assure that our students receive the highest quality assistance possible.

Our services are confidential to the full extent of existing law and professional ethical standards.

Career Services

The Office of Career Services assists students in career and life planning. Students can explore career alternatives, develop personal goals, and identify appropriate employment opportunities. The services offered include counseling, workshops on such topics as resume writing and job-search techniques, the scheduling of recruiters and on-campus speakers, internship planning, interest testing, and career exploration courses. Students are welcome to browse in the Career Services Library in Walker 124, where they will also find graduate school information and applications for most tests required by graduate schools (GRE, MCAT, GMAT, LSAT, etc.). Linfield College is a member of the Oregon Liberal Arts Placement Consortium, which sponsors an annual jobs fair. The college also provides on-line job listing services. Visit our website at http://www.linfield.edu/career_services.

Malheur Field Station

Malheur Field Station (MFS) is operated by the Great Basin Society and advised by a consortium of 19 Northwest colleges and universities offering credit and non-credit classes and low-cost housing and meals in the Oregon high desert. MFS is situated adjacent to the Malheur National Wildlife Refuge, 35 miles southeast of Burns. Besides a rich array of animal life on the refuge, MFS is less than two hours from Steens Mountain, Diamond Craters, Hart Mountain, the Alvord Desert and the Strawberry Mountains.

Malheur Field Station offers a variety of courses across the curriculum, including archaeology, biology, history, environmental studies, geology, and photography, among others.

As a member of the MFS consortium, Linfield College accepts credit for courses taken through the MFS program. For additional information, course catalog and registration procedures, contact the Linfield MFS representative, Thomas Love.

Outdoor Program

The Outdoor Program housed within the academic curriculum (as distinct from the ASLC program of the same name) has provided backcountry experiences for students and faculty since its inception in 1973. Activities range from weekend hikes to regular academic courses for credit taught entirely in the outdoor classroom. Faculty members involved in the program emphasize minimum impact procedures, respect for the environment, development of individual potential, safety and cooperation. Besides enjoying the outdoor experience, participants constantly learn new techniques and effective procedures for coping in the backcountry. Academic work has been incorporated into some parts of the outdoor program in the belief that the outdoor classroom is often the best setting for the teaching-learning process.

Activities include a four-week January Term course for credit, shorter hiking and climbing trips during vacation periods, and weekend trips on demand and according to interest. Linclinar near the Three Sisters Wilderness Area is available for cross-country skiing and other winter activities during the snow season, as well as at other times of the year.

Courses offered by the Outdoor Program staff are described in the Interdepartmental Studies section of this catalog.

Honor Societies

Honor societies exist in every academic division of the college to encourage scholarship and the free interchange of ideas. Three societies elect members from more than one academic area:

- Phi Kappa Gamma, organized in 1925, stands for Philia Koinonia Grammata – friendship, understanding, and scholarship. Open to any qualified student in the college, its purpose is to promote high standards of scholarship in a friendly atmosphere.
- Alpha Lambda Delta, a national honor society, recognizes academic achievement among first-year students. Students who earn a GPA of at least 3.5 in their first year and are in the top 20 percent of the first-year class are eligible for membership throughout the remainder of their Linfield years.
- Pi Gamma Mu is a national honor society for students in the social sciences.

In addition to these broad-based societies, there are a number of honor societies in individual disciplines:

- Business
  - Delta Mu Delta-Epsilon Psi Chapter, national honor society in Business, was installed at Linfield in 1992.
- Computer Science
  - Epsilon Pi Epsilon, recognizing excellence in the computing sciences, was begun nationally in 1967 and established at Linfield in 2002.
- Economics
  - Omicron Delta Epsilon-Oregon Beta Chapter is a national honorary society that recognizes Economics majors and minors on the basis of their academic achievement.
- Education
  - Linfield’s chapter of Kappa Delta Pi, international honor society in Education, elects to membership undergraduate and graduate students with appropriate qualifications.
- History
  - Linfield’s chapter of the national History honorary society, Phi Alpha Theta, is open by invitation to any interested student in history with appropriate academic qualifications.
- Music
  - 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 3.0 and an overall average of 2.5. 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, assisting in special service projects within the department, and sponsoring several recitals or concerts during the year.

Honor societies in the humanities include:

- Alpha Lambda Delta, a national honor society, recognizes academic achievement among first-year students. Students who earn a GPA of at least 3.5 in their first year and are in the top 20 percent of the first-year class are eligible for membership throughout the remainder of their Linfield years.
- Phi Lambda Upsilon, international honor society in history with appropriate academic qualifications.
• Lambda Pi Eta, Iota Beta Chapter, is a national speech community.
• Pi Kappa Delta, Oregon Alpha Chapter, is a national forensics society.
• Alpha Kappa Delta is an international honor society in sociology.
• The Department of Psychology maintains an active chapter of the national honorary society, Psi Chi.
• Chi Omega is Linfield’s chapter of Pi Sigma Alpha, the National Political Science Honor Society.

Political Science
• The Department of Psychology maintains an active chapter of the national honorary society, Psi Chi.

Sociology
• Alpha Kappa Delta is an international honor society in sociology. It is open by invitation to those students who meet the appropriate academic qualifications.

Theatre and Communication Arts
• Alpha Psi Omega, Sigma Cast, is a national dramatic honorary society.
• Pi Kappa Delta, Oregon Alpha Chapter, is a national forensics honorary society.
• Lambda Pi Eta, Iota Beta Chapter, is a national speech communication honorary society.

Since 1970, the Upward Bound Program has been part of the Linfield College community. Upward Bound is a federal TRIO Program that helps high school students overcome class, social, academic, and cultural barriers to higher education. Through Upward Bound, eligible Yamhill County students receive the following services: college preparatory courses in reading, writing, mathematics, and science; in-school contact; weekly tutoring and counseling; assistance in registering and preparing for college admission tests (SAT and ACT); assistance in choosing a college; assistance in applying for admission and financial aid; and a six-week residential summer school on the Linfield campus.

The Auxiliary Services Department oversees many different aspects of campus life including the copy center contract, the campus food service contract, mail services, photo IDs, property management, room reservations, satellite copier maintenance, and the college switchboard. For assistance with food service, contact Larry Southers via e-mail at lsouther@linfield.edu. For assistance with property management (repairs or replacement) or room reservations, e-mail reserve@linfield.edu. For assistance with copy center, e-mail copycenter@linfield.edu; for photo IDs, satellite copier maintenance or the Linfield College switchboard e-mail vwymore@linfield.edu, for mail services, mail@linfield.edu.

Linfield is a college community where learning occurs in a variety of settings, both formal and informal. This involvement means getting to know other students, professors, and staff members at the college both in and out of the classroom.

This total educational experience encourages each student to work toward full potential in every dimension of life: intellectual, physical, emotional, spiritual, vocational, and social. The college encourages students to connect learning, life and community.

Many students discover that out-of-class activities are almost as important as classroom experiences in their overall education. Some choose drama, music or forensics, others elect athletics, the student government, or student media, while others choose clubs and organizations such as Fellowship of Christian Athletes, Cooperative Outdoor Recreation Club, International Club, Linfield Dance Team or the Society of Undergraduate Chemists.

At Linfield, campus housing is intended to be much more than a place to sleep and spend free time. Live-in professional and student staff members, a participatory style of hall government, and a diverse offering of programs and activities all contribute to students’ total educational experiences. Students may live in a men’s hall, women’s halls, or co-educational halls. Upperclass students may be eligible to live in college apartments. Four fraternity houses are available near campus.

The residences have been designed to be comfortable, convenient, and stimulating places to live. Residence halls are centrally located on the campus and house between 19 and 95 students. The student’s “home away from home” becomes a center of on-campus activity. Social events and educational programs are established by the individual halls at the beginning of each school year. Programs in the residence halls have included information sessions on preventive health care (including information on alcohol and drug abuse and sexual assault), study skills, bike repair, relaxation and stretching, and various recreation trips.

Students can get the most from their Linfield experience by taking advantage of the numerous opportunities to develop and explore special interests. The Associated Students of Linfield College (ASLC) provides social, cultural, educational and recreational activities as well as opportunities for leadership and development.

McMinnville students are also encouraged to participate in intramural sports, the campus FM radio station, the student newspaper, forensics, the Linfield theatre or television production. Students can work for political change through organizations such as the Student Senate, Progressive Student Union and Amnesty International.
Students may serve one another and the community through Spurs, Circle K or Habitat for Humanity.

Sororities (Alpha Phi, Phi Sigma Sigma, Sigma Kappa Phi, and Zeta Tau Alpha) and fraternities (Delta Psi Delta, Kappa Sigma, Pi Kappa Alpha, and Theta Chi) provide an important community for many students. Students may explore varied interests through the Water Polo Club, Hawaiian Club, Multicultural Student Club, special interest clubs in many academic departments, Campus Crusade for Christ and numerous other organizations.

**Guest Speakers**

Students have opportunities for interchange with nationally and internationally known authors, scientists, politicians and Nobel laureates. Not only are students encouraged to attend lectures, but they are also given the opportunity to meet and talk with many of them in a small group or classroom setting. Recent speakers have included Nobel Peace Prize winners Oscar Arias, Mairead Corrigan Maguire and Jose Ramos Horta, authors Ursula Le Guin and Barry Lopez, law professor Anita Hill, National Public Radio’s Elizabeth Arnold and Martin Goldsmith, former hostage Terry Waite and science historian and author James Burke.

**Athletics**

For the sports-minded there are numerous opportunities. Men compete in intercollegiate football, basketball, cross country, track, baseball, swimming, golf, soccer and tennis. Women participate competitively in cross country, lacrosse, volleyball, soccer, basketball, swimming, golf, tennis, softball, and track and field. Linfield belongs to the Northwest Conference and competes in NCAA Division III.

**Forensics**

Students interested in developing and polishing skills in public speaking and the performance of literature are invited to participate in the Linfield Forensics Program. Activities include regional and national intercollegiate competition in debate and individual speaking events, as well as non-competitive speaking activities on campus and in the community. Previous experience is not required for participation.

**Music**

Several music ensembles sponsored by the Music Department provide a rich experience for participants and observers alike. Participation in concert band, jazz choir, jazz band, wind symphony, chamber orchestra, college choir, chamber singers, and opera theater is by audition. No audition is required for the Masterworks Chorale.

**Theatre**

Linfield’s nationally recognized theatre program gives students opportunities to participate in theatre as actors, designers, technicians, and audience members in new state-of-the-art facilities in Ford Hall, including the Marshall Theatre. Auditions are open to all students in the Linfield community. Previous experience is not required for participation.

**Chaplaincy, Chapel, and Emmaus House**

The role of the chaplaincy is to facilitate opportunities for all members of the Linfield community to express their faith. The Chaplaincy seeks to provide spiritual care and is dedicated to the spiritual nurture and ethical stimulation of the Linfield College community. Spiritual growth is encouraged through contemplation, relationship, worship, and study.

Founded by Baptists over 140 years ago, Linfield is a four-year liberal arts college with a rich Judeo-Christian heritage. The college affirms the Christian commitment of a large part of its constituency and its association with the American Baptist Churches – USA.

Although no member of the school is required to subscribe to any particular creed or to participate in any religious observance, Linfield, as an institution, supports the presence of the Christian faith in campus life and welcomes the presence of other religious traditions. (From A Religious Commitment, adopted by the Board of Trustees on February 21, 1976.)

**Interfaith Opportunities**

One of the roles of the Chaplaincy is to provide appropriate opportunities for worship and religious expression for members of various faith groups. Increasingly, the Linfield community includes members of religious groups from all over the world and of many diverse opinions and points of view. We recognize the differences between people of all religions and work to create unique and authentic opportunities for spiritual expression.

**The Emmaus House**

The Emmaus House is located on the corner of Linfield and Melrose Avenues and hosts a variety of small group meetings. Use of the Emmaus House can be scheduled by contacting one of the Emmaus House managers at 503-883-2235.

**The Chaplain Team**

The Chaplain Team assists the chaplain in planning and leading religious programming throughout the academic year. Students on the Chaplain Team are volunteers and are given opportunities to pursue leadership roles. Any Linfield student interested in serving on the Chaplain Team should contact the chaplain.

**McMinnville Worship Opportunities**

A faith fair is conducted in the fall to introduce students to local congregations, and a directory is available in the Chaplain’s Office. The Chaplain’s Office encourages students to get involved in local congregations of worship.

**Fall Semester Special Events**

- Faith fair featuring local congregations
- Interfaith Thanksgiving service with the Linfield Concert Choir
- An international Christmas service featuring carols and scripture in different languages and a candlelight procession
- Monthly Taizé worship services

**Spring Semester Special Events**

- Ash Wednesday chapel
- Maundy Thursday service observing elements of the Last Supper
- Good Friday tenebrae service reflecting on Jesus’ last words
- Easter sunrise service including a reception at the President’s residence
- Baccalaureate service featuring a selected speaker, the Linfield Concert and Brass Choirs, and soloists
- Monthly Taizé worship services
- Spring “Pilgrimage” Retreat

For more information, visit the Chaplain’s Office website at http://www.linfield.edu/student_services/chaplain/index.php.

**Women’s Resource Center**

The Women’s Resource Center, located in the quiet study area in Riley Hall, houses materials about services offered to women by Linfield and the surrounding community as well as information relevant to the discussion of gender and diversity issues. It also offers programming relevant to these issues. An advisory board with members drawn from faculty, staff, and students guides the operation of the Center. The WRC is available to all members of the Linfield community during the times Riley Hall is open.
The residence life experience is an integral part of Linfield's educational program and is designed to provide maximum interaction among students. The residency policy requires all Linfield students to live in college housing unless/until they meet one of the following criteria:

- living at home with parents (within 60 miles of McMinnville)
- married
- 21 years of age
- senior status (94 credit hours)
- sufficient financial need, defined as a $7,500 in subsidized student loans and unmet need

Each residence hall contains a lounge, laundry machines, and a variety of other community facilities. Each student room is furnished with standard size twin beds, closet, dresser, desk and desk chair. All rooms are also connected to cable tv and receive expanded basic cable service. All residence halls are connected to the college CatNet telephone and computer service. Students must bring their own telephones and computers, but are able to link into the campus system through connections in their rooms. Students are encouraged to bring bed linen, blankets, pillows, wastebaskets, and desk lamps. The college does not allow any lamps which contain halogen bulbs.

Residence hall room prices include utility costs. Payment for two semesters and January Term also covers all vacation periods except Christmas and Winter break. If a student must leave the college before the end of the academic period for which the room has been rented, a partial refund may be granted.

**Housing for students under the age of 17:** Housing options for students under the age of 17 require special consideration. These students and their parent or guardian must schedule an appointment with the Director of Residence Life to discuss their campus living options. If a student is unable to meet with the director in person, he or she must contact the Office of Student Services at 503-883-2278 to make other arrangements.

**Dining Hall Policies**

The college has four meal plan options. Each plan features one all-you-care-to-eat meal each day plus varying amounts of declining balances for other meals. Those not on a board plan may purchase meals individually. Sodexho, the food service provider, is obligated to meet the boarder's dietary needs. Students with special dietary concerns should contact the food service manager in Dillin Hall.

Students living in the residence halls are required to be on the meal plan. For others the following criteria are used to determine exemption:

1. Living in a college apartment with at least 62 credit hours.
2. Living in a college apartment and at least 21 years of age.
3. Living in a fraternity with at least 62 credit hours.
4. Living in a fraternity with sufficient demonstrated financial aid.
5. Living in a fraternity and at least 21 years of age.

Note: Meal exemptions are NOT AVAILABLE to any students living in residence halls.

Meal plan refunds are made on a prorated schedule by week and usage rate to be mutually agreed upon by Sodexho and the college.

Board charges are determined each year after negotiation with the contract caterer servicing the college. Price changes may cause alterations in board charges up to one week before the beginning of an academic period.

**Medical Treatment**

The Student Health Center, located in Walker Hall, Room 105, provides primary medical care for students. Staffed by two nurse practitioners, the services include mostly diagnosis and treatment of acute illnesses such as colds, flu, ear infections, rashes, musculoskeletal problems, headaches, etc. A health educator is available to provide health promotion and education services. For services not provided on campus, the Health Center can make a referral to a local health clinic. Emergency medical treatment is available at the Willamette Valley Medical Center.
Linfield’s Portland Campus is the site of Linfield’s Nursing, Health Sciences and Environmental Studies majors. It is located in the historic Northwest district of Portland, next to Legacy Good Samaritan Hospital and Medical Center.

The center of campus consists of Peterson and Loveridge Halls. The former houses classrooms, nursing and science laboratories, faculty and administrative offices, as well as an art gallery and 240-seat auditorium. The latter provides residential accommodations for up to 110 students. It also contains the Computing and Educational Media Center, enrollment services, business and financial aid offices, faculty offices, meeting and seminar rooms, and a branch of the Linfield College Bookstore.

**Undergraduate Programs**

The Portland Campus offers Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Science in Nursing (BSN) degrees. Health Sciences, Environmental Studies-Health Focus, and Nursing are available as majors.

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.

A certificate in Health Care Ethics is also available.

**Admission**

The Portland Campus follows the admission practices described in the Administrative Policies section at the front of this catalog, with these exceptions:

- Students for whom English is a second language must take the International TOEFL exam for admission to the Portland Campus. A minimum score of 550 (paper-based) or 213 (computer-based) is required.

**Campus Visits**

Campus visits are encouraged on the Portland Campus. Appointments for visits should be made in advance by writing, telephoning, or faxing the Office of Enrollment Services. The office is located in Loveridge Hall and is open Monday through Friday, 8:00 a.m. to 5:00 p.m. For further information contact:

Office of Enrollment Services
Linfield College Portland Campus
2215 N.W. Northrup Street
Portland, Oregon 97210-2932

(503) 413-8481
FAX: (503) 413-6283
Web Page: www.linfield.edu/portland

**Financial Aid**

For Linfield’s financial aid policies and procedures consult the Financial Aid section of this catalog. Those applying for need-based financial aid should use the Portland Campus code: E00614.

**Transfer Credits**

The Portland Campus is a transfer-only campus. For transfer credit information, please see the Transfer Admission Procedure in the Admission Policies section of this catalog, beginning on page 19.

**Library Support**

The Portland Campus library shares the facility with Legacy Good Samaritan Hospital and Medical Center, enabling both entities to benefit from increased collection size and staffing availability. The library is a branch of the central library on the McMinnville campus. The Linfield library catalog is fully electronic, connected to many resources and recognized for its comprehensive collection of books and journals. Linfield belongs to PORTALS, a group of metro-area libraries and SUMMIT, a union catalog of academic library holdings throughout Oregon and Washington, which allows Linfield students to access and borrow materials from all major academic libraries in Oregon and Washington. Despite its small physical appearance, the Portland Campus library provides comprehensive access to the world of information to all students and faculty.

Library research skills instruction is integrated throughout the Linfield Curriculum on the Portland Campus. All incoming students benefit from library research orientation in Colloquia classes. Independent library research and internet skills are integral parts of many courses. Students learn to use appropriate resources through extensive classroom and in-library instruction. Personal instruction and research assistance is available for students and faculty in-person or electronically via e-reference (e-mail reference) with the librarian. The library provides state-of-the-art access to information and cutting-edge research round-the-clock and around the world.
Loveridge, the Portland Campus residence hall, is conveniently located next to Peterson Hall, the administration and classroom building. Loveridge Hall is a co-ed residence and provides living quarters on six of its nine floors. Each floor consists of four suites, each with three double studio type rooms and one large shared bathroom. In addition, each floor has laundry facilities, some private rooms, limited kitchen facilities and a common lounge for informal student get-togethers. Individual room furnishings include comfortable beds, bookcases, and draperies. One of the six residential floors is designated for students 23 and older. A comfortable living room/social area is maintained on the ground floor and there is a separate room for television viewing. Small meeting rooms and study areas are close at hand and provide a quiet environment for study. Social and educational programs are developed to meet the needs of both commuting and Loveridge residential students.

Utility costs are included in room rentals. Wireless internet service is available to residents for a small fee through the Computing and Educational Media Center. Additional residence hall rental charges will be assessed for residents during January Term. Summer residence is not included and special permission must be requested by a student needing to rent a room for a portion or all of the summer. If a student chooses to leave campus housing without formally withdrawing from school, no refund can be granted.

Residents prepare their meals in the kitchens available on each floor in the residence hall. A volunteer meal plan, through Legacy, is now available for residents as well as commuters. A student may purchase a plan for any amount and upgrade it as necessary. The meal card can be used at any Legacy facility. Complete all meal plan paperwork through the Housing Office. One can choose to bill the purchase to their Linfield account or pay in advance. The meal plan gives you a 10% discount in advance.

Basic medical care is available in the Ambulatory Care Unit at Legacy Good Samaritan Hospital and Medical Center. There is no charge to students for services performed at the Center. Laboratory services will be charged to the student’s insurance company.
**Health Sciences**

**Program Chair**
Nancy Broshot

**Medical Biology Advisors**
Debbie Canepa and Jack Keyes

**Environmental Health/Public Health Advisor**
Nancy Broshot

**Health Care Leadership and Management Advisor**
Timothy A. Baker

**Behavioral Health Advisor**
Mary Lee Nitschke

The Health Sciences major provides students with an opportunity to study the challenging complexity of health, health care, and health care delivery in the United States and throughout the world. Depending upon a student's concentration of study, this major prepares graduates to understand the human perception of health from a cultural, biological, environmental, and organizational perspective. Health Sciences majors gain an interdisciplinary comprehension of health and health care delivery in the United States and abroad. In addition, they learn both theoretical and applied frameworks from which to develop future career goals in health care administration and management, behavioral health, environmental health, or other health care professions.

**Goals for the Major**

In successfully completing the Health Sciences major, a student will:

- Develop the necessary understanding and master the analytical tools necessary to develop, operationalize, and complete research related to the field of health sciences.
- Analyze, critique, and understand emerging issues in health, health care, and health care delivery in the U.S. and abroad.
- Demonstrate an understanding and ability to apply the principles of health care management and leadership to an experiential setting.
- Understand the interrelationship between human biology and health.
- Understand the structure of the U.S. healthcare delivery system, including gaining an historical perspective, related to technology, education, public policy, finance, and organizational systems.
- Understand the concepts of health, and be able to discuss and specify how health care is delivered in the international construct.
- Analyze and learn the relationship between the environment and health.
- Understand, critique, and analyze the social determinates of health and health care delivery.
- Learn and be able to apply basic healthcare terminology.
- Compare and contrast the U.S. health care system with world health care systems.
- Successfully apply theory with practice through the successful completion of an internship in a healthcare-related organization.
- Develop the conceptual, writing, and reasoning skills necessary to qualify for employment and/or to apply to graduate school in a healthcare related field.
- Be able to critically analyze emerging topics in health care related disciplines.

- Understand a body of knowledge related to the health sciences in concentrations related to biology, behavioral health, environmental health, health care leadership and management, and/or medical anthropology.

**Requirements**

For a major: 58 credits including HSC 090, 301, 310, 311, 430, 431, 450, 485 and 487 (5 credits); CHE 224, 225, BIO 110, 111, MAT 130, PSY 186, SOA 223 and one upper division elective (3 credits) from Natural Sciences, Environmental Studies, Economics, Business, Sociology, Anthropology, Psychology, and/or Health Sciences, depending upon the student's area of concentration.

All Health Sciences majors must complete a common core of courses that comprise a Substantive Area of Study covering a range of subjects from biology to world health; an Analytical Area of Study that includes computers, statistics, and research methods; and an Organizational Experience which includes both a Career and Life Planning course and a formal senior year internship in one of Portland's health or environmental health organizations. Students, concurrently, can complete a Concentration in one of the following:

- Health Care Leadership and Management
- Environmental Health/Public Health
- Medical Biology
- Behavioral Health

Students may also minor in Biology, Anthropology, Business, Environmental Studies, or Health Care Ethics. Policies regarding minors are determined by the departments responsible for administering the minor.

Students must demonstrate both math and computer proficiency either by taking MAT 115 and CSC 120, or by having appropriate course work or experience that meets these requirements.
INTERNSHIP

A senior internship (from 5 to 10 credits) in a medical, health, or environmental health organization is required for graduation. The internship serves to bridge theory with application and to provide students with health care experience on their resumes upon graduation. Internships are designed, as closely as possible, to the student's area of concentration.

HONORS PROGRAM

Students who show promise as future researchers or express an interest in research may be invited to participate in the Health Sciences honors program which allows students to work one-on-one or in teams with a faculty member on a senior year research project.

PARACURRICULAR COURSES

HSC 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)

HSC 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. 1 credit.

COURSES

HSC 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, DA)

HSC 260 Science as 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 changed 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. 4 credits. (NW or UQ, WI)

HSC 261 Herstory: The History of Women in Science
Seminar dealing with the changing roles of women in science and history. The role of women in world history. The history of science from Galileo's time through the present and how women in science have moved from interested bystanders to active researchers. Problems modern women scientists face today. 3 credits. (VP, WI)

HSC 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: CHE 224 and 225 or CHE 210 and 211. 3 credits. (NW)

HSC 271 Introduction to Forensic Sciences Lab
Weekly lab in support of 270. 1 credit.

HSC 301 Leadership and Management in the Health Sciences
Introduction to the concepts of health care administration. Focus on the 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 organizations, health care reform, government regulations, and private, state, and local health care insurance structures. 3 credits.

HSC 304 Traditional and Modern Health Care in Southeast Asia
See NUR 304. 4 credits.

HSC 310 Research Methods I
Methods used in formatting and conducting research on problems arising in health care. Co-requisite: MAT 130. 3 credits. (WI)

HSC 311 Research Methods II
Exploration of a research topic that includes collecting and analyzing data, writing a research report, and presenting results of research via a public forum. Prerequisite: 310 or consent of instructor. 3 credits.

HSC 315 Health Care Team Dynamics
Introduction to team dynamics in health care. Students will learn theories and principles of leading and working in effective teams with a health care environment. Tools, principles and planning processes are covered. Conflict resolution tools. Prerequisite: General psychology highly recommended. 3 credits.

HSC 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. (UQ, DA, WI)

HSC 340 Health Care in America
Focus on the U.S. health care system, general concepts of health and social problems as they are translated into standards of conduct. 3 credits. (UQ, DA, WI)

HSC 410 Health Systems Science: Quality Improvement Theory
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, NUR 314 or 330. 3 credits.

HSC 430 Traditional and Modern Health Care in Southeast Asia
See NUR 304. 4 credits.

HSC 431 International Health
Examination 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. Prerequisites: 310, senior standing. 3 credits. (IS, MWI)

HSC 432 Health Care in America
Examination 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. Prerequisites: 310, senior standing. 3 credits. (IS, MWI)

HSC 433 International Health
Examination 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. Prerequisites: 310, senior standing. 3 credits. (IS, MWI)

HSC 434 Health Care in America
Examination 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. Prerequisites: 310, senior standing. 3 credits. (IS, MWI)

HSC 435 Environmental Health
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: BIO 110 and 111, or consent of instructor. 3 credits.
Certificate in Health Care Ethics

A certificate in Health Care Ethics is available for students and for working health care professionals. It requires 12 credits including PHI 440 or PHI 445 and PHI 451, PHI/NUR 363 and PHI/NUR 495. For information see the website: http://www.linfield.edu/portland/ethics/.

Linfield Curriculum Requirements in General Education

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum designators appears on pages 8-10 of this catalog. For the most accurate and up-to-date information on a given semester’s general education options, students should consult that semester’s registration materials. A student may use no more than three classes from a single department toward the courses required by the Linfield Curriculum.
ENG 303 Children's Literature  
3 credits. (IA)

ENG 308 Topics in Literature  
4 credits. (IA or VP)

ENG 316 Creative Writing: Poetry  
4 credits. (IA)

ENG 345 English Literature 20th Century  
4 credits. (IA or VP, DG)

HST 120, 121 History of Western Culture I, II  
3 credits each. (VP, DG)

HST 271 Race in America: Historical and Comparative Perspectives  
3 credits. (VP, DA)

HST 302 Topics in European History: The Holocaust  
3 credits. (VP, DG)

MUS 253 Music Cultures of the World  
3 credits. (IA, DG)

PHI 312 Feminist Ethics in Health Care (also listed as NUR 312)  
3 credits. (UQ, DA)

PHI 320 Topics in Philosophy  
3 credits. (UQ)

PHI/NUR 363 Clinical Ethics (also listed as NUR 363)  
3 credits. (UQ)

PHI 440 Health Care Ethics Across Cultures  
4 credits. (UQ, DG) (on-line)

PHI 445 Ethical Theory  
4 credits. (UQ, DG) (on-line)

PHI 451 Problems of Health Care Ethics  
4 credits. (UQ)

PHI 452 Problems in Health Care Ethics Seminar  
1 credit.

PHI 461 Clinical Ethics Experience (also listed as NUR 461)  
1 credit.

PHI 495 Capstone Seminar in Healthcare Ethics (also listed as NUR 495)  
1 credit.

PSY 040 Community Service Activities  
1 credit. (paracurricular)

PSY 101 Survey of Psychology  
3 credits. (IS or NW)

PSY 186 Introduction to Developmental Psychology  
4 credits. (IS)

PSY 262 Perspectives on Gender  
4 credits. (UQ or IS, DA)

PSY 312 Health Psychology  
4 credits.

PSY 360 Sexuality: A Developmental View  
3 credits. (QU or IS)

PSY 385 People/Animal Partnerships in Health Care  
Prerequisite: approval of professor. 3 credits in NUR or PSY

PSY 480 Independent Study and Research  
Prerequisites: three psychology courses and departmental permission. No more than 10 credits to be taken as 480. 1-5 credits.

REL 110 Approaches to Religion  
4 credits. (UQ, DG)

REL 210 Living Faiths  
4 credits. (UQ, DG)

SOC 100 General Sociology  
3 credits. (IS, DA)

SOA 223 Cultural Environment of Health  
3 credits. (IS, DG)

SOA 325 Native North Americans  
3 credits. (IS, DA)

SOA 345 Peoples and Cultures of Western Europe  
3 credits. (IS, DG)

ANT 353 Folklore and Mythology  
4 credits. (WI)

SOA 385 Seminar: Social Theory  
4 credits.

ANT 410 Selected Topics  
4 credits. (WI)

ANT 411 Topics in Cultural Anthropology and Linguistics  
4 credits. (WI)

ANT 432 Medical Anthropology  
3 credits. (IS, DG)

SOA 454 Symbols in Society and Culture  
4 credits. (WI)

SOA 480 Independent Study  
1-5 credits.

SOA 487 Internship  
2-10 credits

SOA 490 Research Thesis  
2-5 credits
Faculty
Lisa Aepfelbacher
Sherry Archer
Rebecca Boehne
Sue Butell
Fred Calixto
Ann Chamberlain
Karen Hubbard
Noreen Johansson
Teri Joyer
Kathy Kinderman
Cheryl Langford
Barbara Limandri (visiting professor)
Mary Marcy (visiting professor)
Barbara May
Donna Routh
Jan Selliken
Winetta Soderlind
Jana Taylor (on sabbatical spring 2006)
Vivian Tong (on sabbatical spring 2006)
Diane Welch
Pam Wheeler

Interim Dean of the Linfield-Good Samaritan School of Nursing
Beverly Epeneter

Associate Dean
Peggy Wros

Clinical Facilities Administrator
Linda Snow

Nursing Learning Resource Center Coordinator
Georgia Maudsley

Assistant Nursing Lab Coordinator
Celia Grachico

Outcomes for Nursing Majors
The graduate of Linfield-Good Samaritan School of Nursing:
• Practices as a professional nurse with continual personal and professional growth consistent with a liberal arts education.
• Uses effective communication through listening, verbal and nonverbal behavior, writing, and using information technology.
• Demonstrates respect for persons and personhood.
• Applies critical thinking in making decisions regarding nursing strategies.
• Uses nursing strategies based on sound clinical judgement to provide quality nursing care.
• Applies a global health care perspective in nursing practice.

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.

RN to BSN Program
• Designed for Registered Nurses (RNs) seeking a BSN degree
• While completing prerequisites, RN students apply for admission to Linfield College
• A 2.5 GPA and an unencumbered licensure in Oregon as an RN required
• Complete the required five NUR courses in one of 3 ways:

RN TO BSN PROGRAM
• 4 semesters, part time one day/evening per week (Portland Campus)
• 4 semesters through the Division of Continuing Education (DCE)
• One academic year if a full-time day-time student (Portland Campus)

The process:
• Talk to an advisor about the prerequisites.
• Apply for admission
• Successfully complete NUR 309, Transition to Professional Nursing
• In special circumstances, also successfully complete the NLN Mobility Profile II
• Receive 36 semester credits in the Nursing major
• Complete the remaining four NUR courses
• Take a minimum of 30 credits from Linfield College (35 credits if prior Bachelor's degree)
• Complete remaining BSN and Linfield curriculum requirements
• Accrue 125 credits to meet graduation requirements

Required NUR courses are:
• NUR 309 Transition to Professional Nursing
• NUR 208 Therapeutic Communication
• NUR 314 Research Methods
• NUR 416 Nursing in a Global Society: Stewardship of the Community
• NUR 419 Reflective Practice in a Global Society: Senior Practicum

For information about admission to the RN to BSN option call Dr. Pam Wheeler at (503) 413-7165 or email pwheele@linfield.edu.

Major Requirements
The following requirements for the nursing major apply to all students entering the nursing program in the summer and fall of 2005 and the spring of 2006. Students entering the program in the summer of 2006 and thereafter should consult the nursing web page, www.linfield.edu/portland/admissions for the requirements under which they will matriculate.

For a major in Nursing: 52 credits earned in NUR 103, 106, 213, 206, 208, 311, 313, 314, 316, 318, 416, 419. Support courses as follows: BIO 205, 215, 255; CHE 106/211/225; MAT 130; PSY 101 and 186 or 300; SOC 100 and SOA 223 or ANT 432. Required competencies: Chemistry competency or CHE 105/210/224; computer competency exam or NUR 090; math competency or MAT 115.

Students majoring in Nursing must collaborate with their advisor in developing a study plan for the RN licensure examination. Students will be required to:
1. Purchase and complete assessment and nursing exams in order to progress at each level in the major.
2. Purchase NCLEX-RN review course materials.
3. Take an NCLEX-RN review course, currently NUR 025.
4. Take a comprehensive nursing examination (HESI EXIT EXAM) during their senior year. Students who fail will be required to retake comparable forms of the exam until they earn a passing score.
5. Take a critical thinking exam at entry and during the senior year.

Admission to the Nursing Major
Applicants will be admitted to the Nursing major if they are admitted to the Portland Campus. Admission is competitive. Transfer students will be admitted to sophomore or junior levels in the Nursing major based on completion of appropriate general education and prerequisite support courses, cumulative BSN GPA in those courses and number of spaces available at each level. Sophomore and junior year transfer students must have a 2.5 BSN GPA in order to be considered for admission. McMinnville Campus transfer students will be admitted to the Nursing major if they are in
good standing at the college and have fulfilled all Portland Campus admission requirements.

Transfer applicants who were enrolled in an accredited school of nursing within the past two years must be in good standing at their previous institution and must have attained a BSN GPA of at least 2.5 with no grade of C- or below in nursing courses. The applicant must be recommended for further study in a baccalaureate nursing program by the dean/director of the previous school of nursing or a recent clinical nursing faculty member.

After admission to the Nursing major, students must submit the following documents:

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. An annual TB Screening Test is required until completion of the nursing program.
3. Current American Heart Association Cardiopulmonary Resuscitation Certification (CPR) Level C or Red Cross CPR for the Professional. Each student is responsible for annual recertification until completion of the nursing program.
4. Proof of Nursing Liability Insurance and Disability Insurance, or annual purchase of such insurance through the college.
5. For RNs, proof of a current unencumbered registered nurse license in Oregon.
6. Signed form indicating consent or withholding of consent for use of student papers and anonymous aggregate data.
7. A reading comprehension test will be given to all new and transfer students during new student orientation. New students also take a math test. Students must complete these exams in order to continue in the nursing major.
8. Entering students take a Critical Thinking Assessment Test.
9. All students must undergo criminal background checks prior to entry into clinical experience in NUR 106.
10. Signed Essential Functions document indicating being informed of essential functions the student must be able to perform and/or develop.

**Progression in the Nursing Major**

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 (i.e., Linfield GPA below 2.0).

Students must earn a BSN GPA of at least 2.5 and a grade above C- in NUR 103 and 106 to progress to 213 and 206. PSY 186 or 300 is a prerequisite or corequisite to NUR 206 and 213. NUR 208 is a prerequisite or corequisite to NUR 206. Computer competency must be demonstrated by challenge, high school or college level computer course, or paracurricular NUR 090. This is a prerequisite or co-requisite to NUR 206.

Students must earn a BSN GPA of at least 2.5 and a grade above C- in NUR 206 and 213. PSY 186 or 300, NUR 208, and BIO 205 and 215, to progress to NUR 311, 313, 316 and 318.

Students must earn a BSN GPA of at least 2.5 and a grade above C- in NUR 311, 313, 314, 316, and 318, BIO 255, CHE 105/210/224 (or proof of proficiency) and CHE 106/211/225, MAT 130, PSY 101, SOC 100 and SOC 223 or ANT 432 to progress to NUR 416 and 419.

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 NUR 416 and 419, and pass a nursing review course and a comprehensive nursing examination in the senior year.

**HONORS AND AWARDS**

The School of Nursing has a chapter of Sigma Theta Tau, Xi Mu, nursing’s international honor society, dedicated to research and scholarship. Qualified seniors, alumni and practicing RNs are invited to membership.

The Senior Honors in Nursing Award is given to outstanding seniors selected by the faculty based on the following criteria:

1. cumulative grade point average of at least 3.5 based on courses leading to the BSN degree, and
2. exceptional performance in clinical practice as a provider of nursing care, planner/coordinator of care, and member of the nursing profession.

Other awards that may be given include the Award for Professional Excellence, the Wilma Pope Alumni Award, the Rural Nurse Organization Award and the U.S. Army Spirit of Nursing 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 (503) 731-4745. All students are required to undergo a criminal background check paid for by the student.

**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. A School of Nursing pin is optional. The total cost is approximately $500. Students must have a valid drivers license and own or have access to an automobile for transportation to clinicals. In addition, student must purchase assessment exams and nursing exams at each level as well as the NCLEX RN review course (see Examination Fees, page 24). Students are responsible to cover costs incurred for post blood exposure follow-up.

**PARACURRICULAR COURSES**

**NOTE: Not all courses offered every semester.**

**NUR 009 Assistants in Research Activities**

An opportunity to assist researchers in carrying out health related research.

1 credit. (EL)

**NUR 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)

**NUR 013 Health Care Terminology**

Introduction to the principles of health care terminology.

1 credit. (EL)

**NUR 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)

**NUR 023 Testing Skills for the NCLEX-RN Exam**

Preparation for Senior Review Course. Assessment of baseline English, math, and/or test taking abilities. Individualized remediation.

Prerequisite: senior standing. 1 credit. (EL)
NUR 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)

**MAJOR COURSES**

NUR 090 Computer Skills for Nurses
Introductory skills in the use of computers, with applications useful to the practice of nursing.
1 credit. (EL)

NUR 103 Socialization Into Nursing: Foundations for Reflective Nursing Practice
Preparation for reflective nursing practice by increasing student self-awareness and examining nursing contexts, professional values, ways of being, and basic concepts.
Prerequisite: admission to the Nursing major. 3 credits. (WI)

NUR 106 Socialization into Nursing: Helping Role of the Nurse
Introduction of holistic nursing interventions basic to implementation of the helping role with people across the life span. Application of these skills in lab and a variety of clinical settings. Focus on the theoretical basis for interventions and related nursing concepts.
Prerequisite: admission to the Nursing major. 4 credits (2 theory; 2 lab).

NUR 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.
2 credits.

NUR 206 Promoting Healthy Choices: Society and Mental Health
Developing nursing practices effective with clients across the life span in a variety of mental health settings. Exploring societal concerns related to staying healthy, adapting to illness, developing and maintaining human relationships, and addressing mental health problems.
Prerequisites: cumulative BSN GPA of at least 2.5 and completion of 103, 106, or 108. Pre- or co-requisite: PSY 186 or 300, NUR 090 or equivalent. NUR 208. 6 credits. (MWI)

NUR 213 Promoting Healthy Choices: Family Health
Exploring the nurse's role in fostering family health within a community. Addressing health issues using principles of health promotion, illness prevention, and health maintenance to promote family health and wellness.
Prerequisites: cumulative BSN GPA of at least 2.5 and completion of 103. 106, and 108. Pre- or co-requisite: PSY 186 or 300. NUR 090 or equivalent. NUR 213. 3 credits. (2 theory; 2 lab).

NUR 208 Therapeutic Communication in Health Care
Interdisciplinary approach to the study of therapeutic communication as applicable to the health sciences. Introduction to specific therapeutic interviewing techniques for improving interviewing skills, promoting understanding of human suffering, and enhancing listening sensitivity.
3 credits.

NUR 309 Transition to Professional Nursing
A transition to baccalaureate nursing education for the Registered Nurse student. Examination of professional nursing, baccalaureate education and concepts from Linfield-Good Samaritan School of Nursing curriculum.
Prerequisites: Current unencumbered RN licensure in Oregon or Washington; 2.50 GPA; one semester or two quarters of college writing; BIO 205, 215 and 255 or equivalents with labs; PSY 101 and 186/300 or equivalents. 6 credits.

NUR 311 Clinical Nursing Skills
Laboratory course focused on teaching and learning assessment as well as on technical skills required for nursing care in a variety of settings. Essential content to be covered prior to beginning clinicals in 313, 316 and 318.
Prerequisites: Cumulative BSN GPA of at least 2.5 and completion of NUR 206, 213 and 208; PSY 186 or 300, BIO 205 and 215. Co-requisite: concurrent enrollment in 313, 316 or 318. 2 credits lab.

NUR 313 Illness Experiences: Adapting to Health Challenges
Discussion of nursing concepts related to chronic health challenges across the life span and in a variety of clinical settings. Includes nursing care, nutrition, pathophysiology, pharmacology, the meaning of illness and healing related to such concepts as chronicity, rehabilitation, comfort, wound healing, mobility, and elimination.
Prerequisites: Cumulative BSN GPA of at least 2.5 and completion of NUR 311; PSY 186 or 300, BIO 205 and 215. 6 credits (3 theory; 3 lab). (MWI)

NUR 314 Research Methods 1
Methods used in formulating and conducting research on problems arising within health care.
Prerequisite: MAT 130. 3 credits.

NUR 316 Illness Experiences: Life Threatening Health Challenges
Discussion of nursing concepts related to life threatening crises and chronic health challenges across the life span and in a variety of clinical settings. Includes nursing care, nutrition, pathophysiology, pharmacology, and meaning of illness and healing related to selected concepts such as acute, homeostasis, oxygenation, immunity, alteration in consciousness.
Prerequisites: Cumulative BSN GPA of at least 2.5 and completion of NUR 311; PSY 186 or 300, BIO 205 and 215. 6 credits (3 theory; 3 lab).

NUR 318 Maternal-Child Health Challenges
Theory and practice of maternal-child nursing in a hospital setting. Includes the study of concepts of development, safety, communication, pain, fever, oxygenation, homeostasis, loss, and ethics as they relate to maternal-child health.
Prerequisites: Cumulative BSN GPA of at least 2.5 and completion of NUR 311; PSY 186 or 300, BIO 205 and 215. 4 credits. (2 theory; 2 lab).

NUR 347 Palliative Care of Children
Issues regarding holistic palliative care of children and their families. Role of the nurse in the interdisciplinary palliative care team.
Prerequisite: NUR 313 or 316. 3 credits.

NUR 416 Nursing in a Global Society: Stewardship of the Community
Theory and application of principles of professionalism, ethics, leadership and management, health care policy, and health care finance in the care and service aggregate population(s). Includes the study and practice of activism within the profession.
Prerequisites: cumulative BSN GPA of at least 2.5 and completion of NUR 311, 313, 314, 316 and 318; required support courses in Humanities, Social Science, and Science. 5 credits (3 theory; 2 lab). (MWI)

NUR 419 Reflective Practice in a Global Society: Senior Practicum
Reflective practice in an area of nursing selected by the student with an emphasis on synthesis of concepts integrated throughout the nursing curriculum. Focus on clinical decision-making with a global perspective. Includes weekly praxis seminars.
Prerequisites: cumulative BSN GPA of at least 2.5 and completion of NUR 311, 313, 314, 316 and 318; required support courses in Humanities, Social Science, and Science. (1 theory/PRAXIS; 4 lab.)
NURSING ELECTIVE COURSES

NOTE: Not all courses offered every semester.

NUR 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)

NUR 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: NUR 213, 206. Spanish language skills useful, but not required.
4 credits.

NUR 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.

NUR 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)

NUR 250 Critical Thinking in Health Care: Becoming a Reflective Skeptic
Meaning and application of critical thinking in personal and professional life. Emphasis on becoming critical thinkers, recognizing errors in thinking, and evaluating ideas, using critical incidents.
3 credits.

NUR 260 Health Care in Australia
Examination of the health care system in Australia 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 care disciplines in selected health care agencies.
Prerequisites: 103, 106 and consent of instructor. 4 credits (lecture/discussion & on-site experience).

NUR 261 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.
3 credits.

NUR 291 Holistic Nursing: Practicing Healthy Living and Healing
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: NUR 103 and 106. 2 credits.

NUR 240 Cultural Diversity in Nursing and Health Care
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. 3 credits.

NUR 317 Perinatal Nursing
Professional nursing care of low- and high-risk perinatal families during the prenatal, intrapartal, postpartal, and neonatal period.
Prerequisite: 316. 4 credits (2 theory, 2 lab).

NUR 319 Advanced Nursing of Children
Theory and practice in the provision of family centered care of children experiencing complex chronic health problems.
Prerequisite: 316. 4 credits (2 theory, 2 lab).

NUR 340 Cultural Diversity in Nursing and Health Care
Methods of assessment and interventions designed to foster the delivery of culturally congruent nursing and health care. Development of cultural sensitivity to and theoretical understanding of lifestyles, values, and beliefs that differ from those of the students. Examination of values, beliefs, and practices related to health, illness, and health care of selected ethnic and cultural groups.
Prerequisites: 103 and 106. 3 credits. (IS, DA)

NUR 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.

NUR 346 Sexuality: A Nursing Perspective
Analysis of sexuality as a basic human attribute expressed in health and illness with implications for nursing practice.
Prerequisites: 103 and 106. 3 credits.

NUR 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: NUR 103 and 106. 2 credits.

NUR 349 Gerontological Nursing (Lab)
Clinical experience in gerontological nursing. Enrollment limited by clinical space.
Corequisite: 348. 1 credit.

NUR 350 Advanced Physical and Health Assessment for Nurses
Advanced health assessment of persons across the lifespan. Builds on basic nursing assessment skills. Lab experience with health assessment. Enrollment limited by lab space.
Pre- or co-requisite: 311. 2 credits (1 lecture; 1 lab).

NUR 351 Nursing Care of the Peri-Operative Patient
Developing clinical judgment to provide holistic nursing care across the lifespan. Focus on the pre, intra, and post-operative nursing care of the surgical patient including patient assessment and teaching; instrumentation; intraoperative complications and safety hazards; post-surgical care and patient education. Enrollment limited by clinical space.
2 credits.

NUR 352 Nursing Care of the Peri-Operative Patient (Lab)
Utilizing clinical judgment to provide holistic nursing care across the lifespan. Focus on the pre, intra, and post-operative nursing care of the surgical patient including patient assessment and teaching; instrumentation; intraoperative complications and safety hazards;
post-surgical care and patient education.
Prerequisite or corequisite: 351. 1 credit.

NUR 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: 206. 2 credits.

NUR 361 Family Violence and the Nurse’s Role (Lab)
Clinical experience with those for whom family violence is a health problem. Enrollment limited by clinical space.
Prerequisite or corequisite: 360. 1 credit.

NUR 363 Clinical Ethics (also listed as PHI 363)
Critical thinking about current ethical problems within the context of clinical practice. Addresses issues across the lifespan and within a variety of cultures.
Prerequisites: PHI 450; pre/corequisites: PHI 451; junior standing. 3 credits.

NUR 370 Cardiopulmonary Rehabilitation Nursing
Concepts related to cardiopulmonary rehabilitation in inpatient, outpatient, and community settings. Integrated theory, research, and practice.
Prerequisite: 106. 2 credits.

NUR 371 Cardiopulmonary Rehabilitation Nursing (Lab)
Clinical experiences within the context of a hospital or community-based cardiopulmonary rehabilitation program. Enrollment limited by clinical space.
Corequisite: 370. 1 credit.

NUR 385 People-Animal Partnerships in Health Care
Examination of the developing field of animal assisted therapy (AAT) as currently practiced. Exploration and evaluation of different programs. Site visits and field trips to facilities in Oregon and Washington that use AAT prosthetically, or in rehabilitation, or that involve training for AAT.
Prerequisites: 106; PSY 186 or 300, or consent of instructor. 5 credits.

NUR 440 Oncology Nursing
Application of the nursing process to adult clients with cancer and with their families.
Prerequisites: 313 and 316. 2 credits.

NUR 441 Oncology Nursing (Lab)
Clinical experience in oncology nursing. Enrollment limited by clinical space.
Corequisite: 440. 1 credit.

NUR 442 Topics in Family Nursing
Selected maternal-child conditions and nursing care.
Prerequisites: 313, 316. 2 credits.

NUR 443 Advanced Clinical Experience in Maternal-Child Nursing (Lab)
Clinical experience focusing on the complex nursing care of clients and their families with selected maternal-child conditions. Enrollment limited by clinical space.
Corequisite: 442. 1 credit.

NUR 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.
Prerequisites: 313, 316. 2 credits.

NUR 451 Nursing Care in Sudden Illness and Trauma (Lab)
Clinical experience in providing complex nursing care to individuals across the lifespan who are experiencing trauma or sudden illness. Enrollment limited by clinical space.
Corequisite: 450. 1 credit.

NUR 461 Clinical Ethics - Lab (also listed as PHI 461)
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.

NUR 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.

NUR 490 RN First Assistant
Preparation for experienced perioperative RN nurses to utilize nursing clinical judgment in the role of surgical first assistant. Required for clinical preceptorship (separate non-college credit course) and nursing certification as a Surgical First Assistant (by passing a separate national certification exam).
Prerequisites: Current RN licensure; two years of operating room experience; recommendation of employer-supervisor; ACLS certification; CNOR certification. 3 credits.

NUR 493 Introduction to Parish Nursing
Examination of the components of effective parish nursing. Strategies for health management and wellness promotion based on interrelationship of spiritual, emotional, and physical health. Designed to provide experienced RNs with an overview of practice issues within a faith community.
Prerequisites: Baccalaureate degree in nursing and two consecutive years of nursing practice. 2 credits.

NUR 495 Case Analysis (also listed as PHI 495)
Intensive analysis of a case selected from clinical experience in 461. Application of previous work in Health Care Ethics to a single case which raises important ethical issues.
Pre/corequisite: 461. 1 credit.

NUR 496 Adult Critical Care Nursing
Development of clinical judgment to care for adults within a critical care environment. Focus on the care of clients with multiple life-threatening health problems requiring continuous management. May be repeated for a total of 6 credits.
Prerequisites: BIO 305; NUR 419 with clinical experience in an Adult Health area. Competitive, based on BSN, GPA, midterm grade in BIO 305 and recommendation from NUR 313 and/or 316 clinical instructors. 1-6 credits.

NUR 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.

NUR 498 Critical Care Nursing (Lab)
Clinical experience in critical care nursing. Enrollment limited by clinical space.
Corequisite: 497. 1 credit.

JANUARY TERM TRAVEL COURSES

NUR 198, 298, 398, 498 Special Topics in January Term Travel
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.
For a minor in Biology:
20 credits in biology coursework, including 110, 111 and at least three additional approved courses. See also requirements for minors in the Degrees and Requirements: All Campuses section of this catalog.

Courses eligible for general education credit are designated below. A key to the Linfield Curriculum designators appears on pages 8-10 of this catalog. For the most accurate and up-to-date information on a given semester's general education options, students should consult that semester's registration materials. A student may use no more than three classes from a single department toward the courses required by the Linfield Curriculum.

Courses offered by this department, some on a rotating basis, include the following (full descriptions provided within the appropriate departments in the McMinnville section of this catalog):

**MINOR IN BIOLOGY**

For a minor in Biology: 20 credits in biology coursework, including 110, 111 and at least three additional approved courses. See also requirements for minors in the Degrees and Requirements: All Campuses section of this catalog.

**LINFIELD CURRICULUM REQUIREMENTS IN GENERAL EDUCATION**

BIO 110, 111 Principles of Biology
4 credits each (NW)

BIO 205 Anatomy
4 credits (NW)

BIO 215 Physiology
5 credits (NW)
In successfully completing a major in Accounting, a student will be able to:

- explain the basic concepts of financial and managerial accounting.
- demonstrate basic procedures of financial and managerial accounting.
- use fundamental techniques in the analysis of financial statements and other corporate disclosures.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities, and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.

**Requirements**

The Accounting major, offered by the Department of Business, requires completion of ECO 210, BUS 260, 261, 301, 321, 340, 341, 363, 364, 365, 461, 466, 468, 469 and either 464 or 495. At least 15 upper division accounting credits must be from Linfield. Students must also meet the BUS mathematics and statistics proficiency requirements.
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- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
- appraise a firm’s capital structure and dividend policy and their relevance to the firm’s value.
- work in teams for project development/completion and presentation.
- professionally communicate ideas, research, and analysis in both oral and written formats.
- assess international environmental dimensions (i.e. political, economic, cultural, technological, geographical) and establish their potential effect on business operations.
- effectively utilize current international business terminology.
- competently research international business topics.
- appraise the finance function within a dynamic international environment including the application of financial tools to manage the volatility of international interest and currency rates on business decisions.
- demonstrate proficiency in a language other than English.
- have an experiential understanding of a foreign culture.

Requirements
The major in Business Information Systems is an interdepartmental program combining studies in computer information systems from the Department of Computer Science with management 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 a major with a Management emphasis: CSC 101, 152, 250, 302, 310, 382, 400; ECO 210; BUS 260, 261, 301, 321, 340, 341, 495.

Required for a major with an Information Systems emphasis:
CSC 101, 152, 250, 302, 310, 382, 400; ECO 210; BUS 260, 261, 301, 321, 341, 404, 484.

At least 12 credits of computer course work and 9 credits of management course work must be from Linfield. Students majoring in BIS must also meet the BUS mathematics and statistics proficiency requirements.

International Business: Goals for the Major

In successfully completing a major in International Business, a student will be able to:
- explain the basic concepts of financial and managerial accounting.
- demonstrate basic procedures of financial and managerial accounting.
- use fundamental techniques in the analysis of financial statements and other corporate disclosures.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
- explain the analytical techniques in the valuation of financial assets and investments.
- appraise a firm’s capital structure and dividend policy and their relevance to the firm’s value.
- strategically analyze a firm and determine appropriate responses to issues given the industry and competitive conditions coupled with the conditions of the firm itself.
- work in teams for project development/completion and presentation.
- professionally communicate ideas, research, and analysis in both oral and written formats.
- assess international environmental dimensions (i.e. political, economic, cultural, technological, geographical) and establish their potential effect on business operations.
- effectively utilize current international business terminology.
- competently research international business topics.
- appraise the finance function within a dynamic international environment including the application of financial tools to manage the volatility of international interest and currency rates on business decisions.
- demonstrate proficiency in a language other than English.
- have an experiential understanding of a foreign culture.

Requirements
International Business is an interdepartmental major for the student who wants to understand the international ramifications of business.

Required: ECO 210, BUS 260, 261, 301, 321, 340, 341, 495; and three courses chosen from among BUS 410, 426, 435, 443, and ECO 414. At least 13 credits must be in Linfield BUS courses numbered 341 or above. Also at least five credits from courses outside the Department of Business which are designated as (DG) Global Diversity (these courses must not be among those used to satisfy any of the Linfield Curriculum requirements), foreign language study through the second-year level, and successful completion of a foreign study experience approved in advance for this purpose. Students must also complete the BUS mathematics and statistics proficiency requirements.

Management: Goals for the Major

In successfully completing a major in Management, a student will be able to:
- explain the basic concepts of financial and managerial accounting.
- demonstrate basic procedures of financial and managerial accounting.
- use fundamental techniques in the analysis of financial statements and other corporate disclosures.
- demonstrate an introductory-level understanding of the fundamental concepts of microeconomic and macroeconomic theory and the ability to apply these concepts to analyze a wide variety of economic problems.
- analyze, synthesize, and evaluate the impact of relevant environmental influences on marketing activities and formulate effective marketing strategies in a competitive environment.
- apply core management functions of decision-making, planning, organizing, leading, and controlling to realistic organizational situations.
- analyze complex factual and legal situations, identifying, defining, and explaining applicable legal principles and their impact on the involved parties.
- appraise the analytical techniques in the valuation of financial assets and investments.
- explain the function and operation of financial markets.
• appraise a firm’s capital structure and dividend policy and their relevance to the firm’s value.
• strategically analyze a firm and determine appropriate responses to issues given the industry and competitive conditions coupled with the conditions of the firm itself.
• work in teams for project development/completion and presentation.
• professionally communicate ideas, research, and analysis in both oral and written formats.

Requirements

The Management major, offered by the Department of Business, is both broad and professional and requires completion of the following courses: ECO 210; BUS 260, 261, 301, 321, 340, 341 and 495 plus four Linfield business electives above BUS 341. Students majoring in Management must also meet the BUS mathematics and statistics proficiency requirements.

SOCIAL & BEHAVIORAL SCIENCES: GOALS FOR THE MAJOR

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.
• 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 courses in 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.

RN TO BSN PROGRAM

The RN to BSN Program is designed for Registered Nurses (RNs) who are seeking the BSN degree. See page 137 for details.

THE MINOR IN ENVIRONMENTAL STUDIES

DCE students may complete a minor in Environmental Studies.

For a minor in Environmental Studies: No fewer than 21 credits, 10 of which must be taken at Linfield, including ENV 040 (Community Service) and 485 (Environmental Problem-Solving Seminar); ENV 101 Human Ecology; Process and Pattern in the Natural World and ENV 102 Human Ecology: Human Adaptation in the New Global Order, and four courses (12 credits) from a designated list kept by each ADP site advisor. One of these four courses may be an internship or individual research or independent study. Of these four courses, (a) at least one must be from outside the division of the student’s major; (b) a second must be from outside the student’s major or emphasis in the major; (c) at least one must be a field study; and (d) at least one must be at the 300 level or above.

Certificate Programs

DCE students may complete certificates in Accounting (post-baccalaureate only), Computer Information Systems, Human Resource Management and Marketing. Each certificate program consists of a cluster of four to eight courses (12-24 credits) and includes an integrative seminar. No more than one of the required certificate courses may be earned by portfolio or through coursework transferred from another institution.

Students enrolled in degree programs on the McMinnville or Portland campus or through DCE are not eligible for DCE certificates. Contact the DCE office for specific requirements.

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. 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). Application may be made by (a) completing and returning an application form and (b) arranging to have official transcripts of work at other colleges sent directly to the DCE Office from the s of those colleges. Admission may be sought at any time of year, and before or after beginning classes. An application fee of $100 is assessed. Under most circumstances, a student who has earned a GPA of 2.00 or higher in previous college work will be granted admission to Linfield’s ADP. A student who has earned a GPA lower than 2.00 will need to petition the college’s Admission and Financial Aid Committee for consideration. The petition should include (a) two letters of recommendation, (b) an essay addressing the student’s motivation to succeed academically, and (c) a recommendation from the student’s academic advisor.

Upon occasion, even though a student has earned a GPA of 2.00 or higher, his or her transcripts may indicate reasons to be concerned about his or her ability to succeed in Linfield’s ADP. In those cases, the student will be asked to petition the college's Admission and Financial Aid Committee for consideration. The petition will require the same items enumerated in the previous paragraph.

Applicants who are non-native English speakers will be required to show evidence of English proficiency prior to admission. Students who present TOEFL scores of 550 and above (paper-based exam) or 213 and above (computer-based exam) are generally eligible for admission with a minimum grade point average of 2.0 in previous college work.

Prospective students may choose to take a Linfield Essay Test in the 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 ENG 376 Exploring Language within their first year in the program. Students who score higher than 5.5 are admitted with no restrictions.

Advising

An advisor is available at the following locations: Albany, Astoria, Bend, Coos Bay, Eugene, McMinnville, Portland, and Salem. 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 credits residence requirement still applies) and (2) challenge exams and CLEP exams (up to 30 semester credits combined).

Linfield Entry Colloquium (IDS 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.

Mathematics Proficiency Requirement

ADP students must demonstrate math proficiency by the end of their first year of enrollment at Linfield.

This requirement can be met in the following ways:
- Scoring 520 or higher on the mathematics portion of the SAT.
- Completing MAT 115 (Intermediate Algebra), MAT 116 (Great Ideas in Mathematics), or any three-credit course at or above the level of MAT 130 with a grade of C- or above. (Note that a grade of C- does not satisfy this requirement.)
- Passing the math proficiency test. Students may take this test only once. Those students who fail it must take an approved college math course as indicated above.

General Education Requirement

ADP students must satisfy the requirements of the Linfield Curriculum as outlined in the “Academic Policies and Procedures” section of this catalog, with one exception: ADP students will complete ENG 376 (Exploring Language), or the equivalent in transfer to fulfill the Inquiry Seminar.

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.

Guided Study

Guided study is a distinctive way to deliver selected courses to individual students. It provides a standardized format and study materials designed for students and faculty who are geographically separated. Guided study courses usually involve an on-campus class session, a study guide, regular faculty-student written communication, and an individual conference between student and instructor.

Financial Aid

Students may contact the DCE Office for information about eligibility and application procedures for financial aid. A standard provision is made for students to pay tuition in three installments, one-half due upon registration for class(es) and two more equal payments during the remainder of the semester.

Library Support

ADP students may use library facilities at the McMinnville and Portland Campuses. Special arrangements have been made with public or college libraries in other communities so students may use those libraries as well. There is a distance learning librarian at the McMinnville Campus library to help students access and use the library resources. Students may contact the librarian by e-mail or an 800 number. Library instruction classes are held for students or they may set up individual appointments for research assistance.

The college library has an online catalog and circulation system which integrates all the holdings of the McMinnville campus main library and the branch library on the Portland Campus. The library home page provides access to a wide variety of electronic resources. Students have access to all the resources available on the home page from off campus with our proxy server. Linfield belongs to two consortia: PORTALS, a group of Portland metro-area libraries and the Orbis Cascade Alliance of 30 Academic Libraries in Oregon and Washington which provide online access. Students may order books online through Summit, the union catalog of the Orbis Cascade Alliance.

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 ten weeks. In addition to evening, weekend and online courses, students may participate in regional and international travel courses.

Auditing a Course

Auditing a DCE course (taking it without credit) is permitted on a space-available basis with the consent of the instructor at the regular registration period. 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 by the instructor, and the student will automatically be withdrawn from the course. No credit hours are earned for auditing courses.

Costs

Tuition charges for DCE coursework are explained in the “Costs” section of this catalog.

Refunds

Official withdrawal must be made in writing, and refunds are calculated by the date of postmark. 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 or after the second weekend of a weekend class. Fees for travel courses and online course fees are generally not refundable after the last day of registration.
Helping students enroll in and graduate from Linfield College is the mission of student financial aid. Some types of aid are based on the financial situation of the student and family. Over 90 percent of the students attending Linfield receive some form of financial assistance, and 70 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.”

Financial aid is available after determining a student’s financial aid eligibility. These aid types are explained in the section headed “Need-Based Assistance.”

The college operates two separate financial aid offices. Students attending the McMinnville Campus or any of the Adult Degree Program locations (including Portland's ADP site) will work with the McMinnville office, and those students attending Linfield College—Portland Campus will work with the Portland Campus office. Though federal and state financial aid regulations have consistent rules, each office has independent operational procedures and different institutional funding sources. Students applying to both McMinnville and Portland as first-time students, and those transferring from one program to another after completing a semester or more of attendance, will note differences in funding sources with their aid awards. The aid offices work in accord with one another and commit to ensuring that the sources of aid vary from one campus to another, the overall amounts of grant, loan and work will be consistent from program to program within any given academic year. Aid sources may vary from year to year depending on eligibility for specific funding and the student meeting stated priority dates. Please note that the Music Achievement Awards and Leadership Service Awards are only available to students attending the McMinnville Campus.

## Academic Scholarships for Freshmen

Linfield College offers a number of academic scholarships to entering freshman students. 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. These scholarships are awarded regardless of financial need. The student's high school academic record including grades, course selection and standardized test scores 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.

### 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 ($11,395 in 2005-06) on a no-need basis, to full tuition ($22,790 in 2005-06) 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 and applies for renewal of aid in a timely manner.

### Linfield Trustee Scholarships

Trustee Scholarships are available for a selected number of outstanding students. Scholarship decisions are based on the student's academic record including grades, test scores and course selection. Only students with at least a 3.75 high school GPA will be considered. 2005-2006 dollar amounts range from $10,300 to $15,000. Information submitted for the Application for Admission is used to determine scholarship eligibility. A separate application is not required. The award is renewed at the same dollar amount for the sophomore year, for the junior and senior years the student must meet the college’s academic standards for enrollment and must apply for renewal in a timely manner to receive the award at the same dollar amount.

### Linfield Faculty Scholarships

Faculty Scholarships are available for a number of top students. Scholarship decisions are based on the student's academic record including grades, test scores and course selection. Only students with at least a 3.40 high school GPA will be considered. 2005-2006 dollar amounts range from $5,800 to $10,600. Information submitted for the Application for Admissions is used to determine scholarship eligibility. A separate application is not required. The award is renewed at the same dollar amount for the sophomore year, for the junior and senior years, the student must meet the college's academic standards for enrollment and must apply for renewal in a timely manner to receive the award at the same dollar amount.

Eligible students may receive ONE of the above academic scholarships.

### Linfield 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 2006 the completed application for admission and the Competitive Scholarship Application form must be submitted by December 15. Departments can offer up to three scholarships: First Place - $16,000; second place - $12,800; third place - $10,000. Each award is distributed equally over eight semesters of attendance. Thus, for a $16,000 award, a student will receive $4,000 for the first year and each of the following three years. The award is guaranteed for the freshman and sophomore years; for the junior and senior years, the student must maintain a 3.00 Linfield cumulative GPA to receive the award. A separate application to take a Linfield Competitive Examination is required and will be available from the Linfield College Office of Admission. A Competitive Scholarship may be received in combination with one of the other academic scholarships. The recipient must 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. Amounts range from $1500-$2500 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.
**Academic All-Star Scholarship**
Linfield College will supplement college academic scholarships (Trustee Scholarship of up to 75% of tuition and Faculty Scholarship of up to 50% of tuition) with additional awards to Academic All-Stars. Awards for first-place finalists in each category will be $2,500. Awards for second and third places will be $1,500. Scholarships are renewable for up to eight semesters as long as the recipient maintains a 3.00 Linfield College GPA.

**Leadership/Service Scholarship**
Scholarships of up to $3,000 each will be awarded to up to five entering students (freshman/transfers) each year who have demonstrated high levels of leadership, initiative, and service to others through student government, school activities, community organizations, and church or social service agencies. Linfield College will extend invitations to apply by about April 1st each year. Candidates will receive a separate application with instructions on how to apply. Candidates for the scholarship must first be admitted to the college to be considered. Financial need will be a consideration in awarding this scholarship. Renewal of the award after the first two years will be based on contributions to Linfield and the McMinnville community. The student will need to submit a letter of request to the dean of students to have the scholarship renewed, and the letter must include evidence that the student has been active at Linfield/McMinnville in leadership/service.

*The above-listed scholarships will be effective for first-year students entering Linfield College in the fall of 2005 or later. All students who were awarded scholarships prior to the fall of 2005 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 College 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 on a full-time basis. Only students with at least a 3.25 GPA in transferable courses will be considered. 2005-2006 dollar amounts range from $5,300 to $10,300. Information submitted in the Application for Admission 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 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 (two-year college honor society) are eligible to receive a $2,000 renewable scholarship. Up to 10 scholarships can be awarded each year. Only students with at least a 3.25 GPA in transferable courses will be considered. Entering freshmen students are not eligible to receive this scholarship. The award is renewed each year at the same dollar amount if the student meets the college’s academic standards for enrollment and applies for renewal in a timely manner.

**Leadership/Service Scholarships**
Please see description above.

**Music Achievement Awards**
Please see description above.

**Need-Based Assistance**
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 students with financial need was $19,784 in 2004-2005.

To apply for financial aid students must complete the Free Application for Federal Student Aid (FAFSA) and release the results to Linfield by listing Linfield on the FAFSA. Our codes are:
- 003198 McMinnville Campus and Adult Degree Program
- E00614 Portland Campus

The form is available from high schools, colleges and libraries around the country and can also be accessed on-line at www.fafsa.ed.gov/

The FAFSA form will collect information and determine and calculate the Expected Family Contribution (EFC), 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 and if the student is eligible for need-based aid the college will determine amounts of grant, loan, and work that can be offered. Linfield, the US Government, and the State of Oregon all offer sources of financial aid that the college can award if the student meets the eligibility requirements.

**Linfield Sources**
**Talent Awards**
Awarded, based on need, to full-time undergraduate students with special talents in activity areas: theatre, forensics and journalism.

**Music Participation Award**
Awarded, based on need, to full-time undergraduate students with special talent in music.

**Linfield College Grants**
Awarded to full-time undergraduate students based on 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 renewed at the same dollar amount for the sophomore year. For the junior and senior years the student must meet the college’s academic standards for enrollment and must apply for renewal in a timely manner to receive the award at the same dollar amount.

**International Trustee Scholarships** are awarded to superior freshman 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 freshman students with an excellent academic record. Financial need is also considered in the awarding of these scholarships.

**International Tuition Grants** may be awarded to freshman 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 how intend to complete the Bachelor’s degree requirements at Linfield.
Linfield Diversity Grants

Awards based on financial need or other factors to students of color who will contribute to the Linfield community. Recommendations for the grant are made for the McMinnville Campus by the Director of Multicultural Programs in consultation with the Dean of Enrollment Services and Director of Admission. The Director of Enrollment Services makes recommendations for the Portland Campus.

Expectations to the continuation of this award are as follows:

1) McMinnville students will attend a mandatory meeting at the beginning of the fall semester. Students will be informed of the date and time of that meeting. The meeting is crucial and will be scheduled at a time that will not conflict with any classes, clubs, or athletic participation. Portland students will be expected to be an active participant in the Cultural Diversity Awareness Club. Club members will establish meeting times.

2) Participate in the life of the college on a continual basis as defined by each campus.

3) Apply for renewal of the award every spring. McMinnville students will apply by writing directly to the Director of Multicultural Programs and Portland students will apply to the faculty advisor of the Cultural Diversity Awareness Club.

Federal Sources

Federal Pell Grants

Eligibility for this federal grant program is determined upon submission of the FAFSA. Award amounts are determined by federal law.

Federal Supplemental Educational Opportunity Grants (SEOG)

Available from funds provided by the federal government. These grants are administered through the college according to government standards and are awarded to students who have limited financial resources.

Federal Work Study Program

A federally funded program allowing student participants to work off a portion of their educational expenses. On-campus opportunities include jobs as library assistants, laboratory and research assistants, typists and clerks, cafeteria personnel, and campus maintenance workers. 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 (Formerly National Direct Student Loan)

Awarded to students from funds provided by the federal government. These loans are used for students with limited resources attending Linfield full-time. A student may borrow up to a total of:

A. $6,000 if he/she has completed less than two years of a program leading to a bachelor’s degree;

B. $12,000 if he/she has already completed two years of study toward a bachelor’s degree (this total includes any amount borrowed under the Perkins program for the first two years of study);

C. $18,000 for graduate study (this total includes any amount borrowed under the Perkins program for undergraduate 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, 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.

Subsidized Federal Stafford Loan

Students borrow Stafford loans directly from lenders (banks, credit unions, etc.). The loans are insured by the federal government and guaranteed by a state or private non-profit guarantee agency. Subsidized Federal Stafford Loans are awarded on a need basis.

Students may apply for a Federal Stafford Loan if they are already enrolled at least half-time or have been accepted for at least half-time enrollment (six credits).

The maximums a student may borrow as an undergraduate per academic year are $2,625 for first-year students, $3,500 for sophomores, $4,000 for juniors and seniors. The total a student may borrow for undergraduate study is $23,000.

The interest rate varies depending on when a student first borrowed. Check with the Office of Financial Aid or a lender for current rates and policies.

The loan must be repaid. The loan may be cancelled only if the borrower is totally and permanently disabled or dies.

Payments normally begin six months after graduation or leaving school, and students may be allowed up to 10 years to repay the loan. In most cases, they must repay at least $600 a year unless circumstances (as agreed upon with the lending institution) warrant a lesser amount. Students may defer repayment for up to three years while in the Armed Forces or the Peace Corps or serving as full-time volunteers under the Domestic Volunteer Service Act of 1973, in any similar non-profit organization or as a Public Health Service Officer, or while they are totally, temporarily disabled.

Repayment may be deferred if the student borrower returns to school full-time at an eligible institution or is pursuing a course of study in certain approved graduate fellowships.

Unsubsidized Federal Stafford Loan

Students who do not show financial need, and therefore may not borrow under the Subsidized Federal Stafford Loan Program, may borrow funds through the Unsubsidized Federal Stafford Loan program.

Students who borrow under this loan program are responsible for all interest which accrues on this loan during periods of enrollment. Funds are loaned through participating lending institutions.

Independent undergraduate students, graduate students, and professional students are eligible to borrow additional amounts under the Unsubsidized Federal Stafford Loan Program. Independent undergraduates may borrow an additional $4,000 per year for the first and second years of attendance, and an additional $5,000 for their third and fourth year of attendance. No student may borrow more than a cumulative loan limit of $46,000.

The annual total of Federal Stafford Loan and Unsubsidized Federal Stafford Loan may not exceed the school’s estimated cost of attendance minus estimates of other financial assistance.

Repayment normally begins six months after a student drops below full time attendance. Borrowers can defer payments of principal under the same deferment provisions noted for the Subsidized Federal Stafford Loan Program. Minimal annual repayment required is $600, but can be more depending on the amount borrowed. Interest continues to accrue during periods of deferment.

Federal Parent Loan for Undergraduate Students (PLUS)

This loan program provides for loans at variable interest. Eligible borrowers include parents of dependent undergraduate students. Funds are loaned by participating lenders.
Financial Aid

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 disbursement for parent borrowers. Some lenders also offer parents the option of deferring payment for up to 48 months while their student is in school. Minimum annual repayment required is $600. The borrower has up to 10 years to repay PLUS loans. There is no interest subsidy in the PLUS program. Interest continues to accrue during periods of deferment.

Private Loan Aid

Private loans are available. These loans are not part of the federal loan program and are offered by many lenders to assist students.

Oregon State Assistance

State of Oregon Opportunity Grants

Need grants are administered by the Oregon Student Assistance Commission. Oregon residents filing a FAFSA are automatically considered.

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 aid or federal loans must complete the Free Application of Federal Student Aid. The FAFSA is available from high schools and from the Office of Financial Aid at Linfield.

Students at Linfield College 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 term as long as the student has completed all the necessary paperwork.

Financial Aid Refund Policy

Refunds for students who withdraw from the college before the end of a semester will be computed in accordance with the refunds 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 the college may result in the Refunds 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.

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, campus jobs or need-based financial aid will need to submit a one-page Linfield Application for Financial Aid as well as the FAFSA. Students who only receive an academic scholarship are not required to file a FAFSA but will need to submit the Linfield Application for Financial Aid for renewal of work. 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 enrolled in courses are excluded from borrowing these loans. These funds are managed and awarded jointly by the offices of Financial Aid and Accounting.

Marjorie Colvin Memorial Short Term Loan Fund

A short-term loan fund created by the Colvin family and friends in memory of Mrs. Marjorie Colvin. Loans are made to needy Linfield students to help them with the immediate expenses of attending college. Loans of up to $1,000 are made at passbook interest and must be repaid by the end of August following the academic year in which the loan was assumed.

Freeman Essex Short Term Loan Fund

An endowed loan fund established by the estate of Freeman Essex. The annual proceeds are used for student loans.

Al and Trudy Hurl Short Term Loan Program

An loan available to students to help with the immediate expenses of attending Linfield. Maximum loans of $1,000 are repaid by the end of the summer following the academic year in which the loan is assumed. The interest rate is set at the passbook savings account rate of interest paid at the U.S. National Bank of Oregon. Funds for this loan program are provided by Al and Trudy Hurl of McMinnville, Oregon.

The James MacNab Memorial Student Short Term Loan Fund

A student aid fund established by former students, family and friends of Professor James A. MacNab. The fund provides low interest loans for needy and able students to continue their studies and to meet emergencies that may arise while in college. Preference will be given to students majoring in biology.

Emily D. Morgan Loan Fund

A bequest to Linfield from the trust estate of Emily D. Morgan with the endowment proceeds to be used for the benefit of deserving students who are working their way through college.

PEO Loan Fund

A short-term loan fund established by Chapter Y of PEO. Loans are made to deserving Linfield College women to help them with the immediate expenses of attending college. Preference will be given to applicants who reside in the state of Oregon. Loans of up to $500 will be made at an interest rate equal to the amount paid on U.S. National Bank’s passbook savings accounts. Loans must be repaid by the beginning of the next academic year.

The Emily Bergen Singleton Loan and Scholarship Fund

This fund established through the will of Emily Bergen Singleton, Class of 1928, is used to make loans or extend scholarships to worthy third or fourth year Linfield students.
The Eddith and Ethel Wilson Memorial Loan Fund

An endowed fund established through the will of Ethel Wilson, Class of 1917, assists Christian students in furthering their education in their chosen field of Christian service.

**Satisfactory Academic Progress**

All financial aid is awarded on the understanding that the student will maintain Satisfactory Academic Progress. The specific requirements necessary to remain eligible for financial assistance differ slightly depending on whether the aid is institutionally based or federally funded, but the general policy applies to all types of aid. In order to maintain Satisfactory Academic Progress students must:

1. have a grade point average which meets the minimum requirements for continuation of study at Linfield College,
2. earn a minimum number of credits for each academic year and
3. complete all degree requirements within a specific time frame.

Minimum Grade Point Requirements provide that students with less than a 2.00 cumulative grade point average be placed on probation, and have one semester to improve their academic record before being suspended from the college. Grade point requirements are monitored by the Office of the Registrar and are fully described in the Linfield College catalog under Academic Policies and Procedures. Students on academic probation are eligible to receive financial aid. Suspended students must apply for readmission to the college through the Admission and Financial Aid Committee. If readmitted, eligibility for financial aid will be reinstated.

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 aid, provided they are enrolled for at least 6 credit hours. Any student dropping below half-time attendance immediately loses eligibility for any financial aid.

Minimum Credit Requirements per year obligate students to complete 24 credit hours by the end of the academic year, or 12 credit hours if attending only one semester, while half-time students must complete 6 credit hours each semester in order to remain eligible for financial aid. All credit hours must be completed at Linfield college or through a foreign study program approved by the college.

Completion of Degree Requirements is expected within five years for undergraduate study. Linfield College policy limits students to a maximum of eight semesters of eligibility for Linfield academic scholarships. In addition, students are limited to a maximum of nine semesters of Linfield grant aid. The number of semesters/quarters of full-time enrollment and the number of hours completed at other colleges or universities will be included in the specified time frame allowed for completion of degree requirements.

**Reinstatement of Eligibility**

Academic records are measured each semester and at the end of each academic year. Incomplete grades (I) will not count as a completed course until a final grade is posted. Students not meeting minimum credit or grade point requirements will be placed on financial aid suspension. For those students all future financial aid will be canceled. No aid will be awarded until one of the following options is successfully fulfilled. If financial aid eligibility is reinstated, awards will be made based on available funds, although every effort will be made to reinstate aid at funding levels prior to suspension.

1. Students suspended due to a grade of Incomplete (I) must contact the Office of Financial Aid once the final grade has been posted. At that point financial aid eligibility will be reinstated.
2. Students who, because of extenuating circumstances, were not able to meet the Satisfactory Academic Progress requirements, may petition the Admission, Retention, and Financial Aid Committee for reinstatement. Documentation that substantiates these circumstances should be attached to the letter of petition. Students whose petitions are denied will need to complete either step 3 or 4, below.
3. Attend Linfield College Summer Term, or a Summer Term at any other college, and make up the required number of credit hours at a high enough GPA to fulfill the deficit. Once the hours are completed, a suspended student would be eligible to petition for reinstatement of financial aid.
4. Complete a subsequent semester of full-time enrollment at Linfield College without benefit of financial aid. Part-time students would need to complete 6 hours in one semester with no financial aid and then petition for reinstatement. Students applying for full-time enrollment cannot meet this requirement unless they complete 12 semester hours.

**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 assistance are automatically considered for each of the scholarships, in accordance with the wishes of the donors and college policies relating to financial aid.

**Adult Degree Program Alumni Scholarship Fund**

The fund was created in 1994 and continues to grow with gifts from ADP graduates. Proceeds are awarded annually to a student with demonstrated financial need. Recipients may receive the award only once and must meet the scholarship’s minimum GPA and enrollment criteria for eligibility.

**American Baptist Grants**

Grants from the American Baptist Churches, U.S.A., are awarded annually to newly enrolled minority students on the basis of financial need. First preference is given to American Baptist students.

**American Baptist Scholarship**

Undergraduate students attending an American Baptist-related college or university full-time may apply for a scholarship of up to $2,000 per academic year, to be paid directly to the school and credited toward the recipient’s tuition. Scholarships are renewable and require that the student maintain a minimum grade point average of 2.75. These scholarships cannot be combined with other funding from American Baptist Scholarship Program.

**The Carl M. Anderson Memorial Scholarship**

This endowed scholarship established by friends and family is awarded to a promising chemistry major. Dr. Anderson was a professor of chemistry for many years at Linfield.
Financial Aid

The Colena and Elam Anderson Endowed Scholarship Fund

This scholarship was created by Dr. Victor C. and Anne Anderson to honor his parents, Dr. Colena Michael Anderson (Professor of English 1932-38, 1946-64) and Dr. Elam J. Anderson, President (1932-38). It is awarded annually to a student with financial need.

The Lillian B. Anderson Endowed Scholarship Fund

A scholarship fund in honor of Lillian B. Anderson, proceeds are awarded annually to meritorious students with financial need.

The Ken and Joan Austin Endowed Scholarship Fund

This scholarship fund was created in 1987 by long-time friends of the college. Mrs. Austin is also a Trustee. Scholarships are awarded annually to students who have demonstrated satisfactory academic ability and who are involved in campus life. Scholarships are available to men and women without regard to major field of study.

The Ballenger Scholarship and Awards

The endowed fund honors members of the Henry Homer and Olive Gowan Ballenger family and was established in 1992 by Rachael Caroline Ballenger Burchard, Linfield Class of 1945. Income from the endowment is used for scholarships to students who show interest in and display some expertise in the studio, performance, creative writing, or theatre arts. Students must be juniors or seniors with a B grade average or better. Students shall also provide personal contributions toward the cost of their education. Scholarships are awarded annually at the recommendation of a faculty committee representing the fine arts. Additionally, the endowed fund provides an annual student award given by the Department of Art.

The Amarette Barnes Endowed Scholarship Fund

The scholarship was created in 2002 by Miss Amarette Barnes, Class of 1929, through a life income agreement. It is awarded annually to worthy and deserving students with financial need.

The Best Student Aid Fund

Established in 1983, this scholarship is awarded annually to academically able students who earn part of their own college funds.

The Saeid Binzagr Scholarship

This endowed scholarship honors Saeid Binzagr, a 1996 graduate of Linfield College. It is awarded to worthy students with high financial need.

The Floyd W. Bird Scholarship Fund

The scholarship was established in memory of Floyd W. Bird by a bequest from the estate of M. Irene Stark. This scholarship provides annual scholarship assistance for a student majoring in chemistry. Dr. Bird was a graduate of Linfield, Class of 1935.

The Richard J. and Olive Lewellen Blandau Loan and Scholarship Fund

Created by Dr. and Mrs. Blandau, both Class of 1935, the principal of the fund provides low-interest loans to enable needy and able students to continue their studies and to meet emergencies that may arise while in college. The income from the fund annually may be used to award a scholarship to a needy and deserving student.

The Helen Blumenstiel Endowed Scholarship

Created from the estate of Helen A. Blumenstiel, who taught art at Linfield from 1946 to 1965, the scholarship is awarded to students majoring in art.

The Dr. Marian Boehr Endowed Scholarship

The scholarship was established by friends to recognize her work for the American Baptist Churches and her thirty-eight years as a medical missionary doctor in India. The scholarship supports worthy and deserving students at Linfield College who intend to pursue a career in ministry or medicine.

The John L. Boling Memorial Fund

An endowed scholarship established in the name of the late Linfield biology professor by friends, colleagues, and former students, this scholarship is awarded annually with preference is given to a biology major demonstrating financial need.

The Leroy R. and Edith Stone Boling Endowed Scholarship Fund

Established in 1998 from the estates of Dr. Leroy R. and Edith Stone Boling, this fund provides assistance to students in good standing who demonstrate financial need. Dr. and Mrs. Boling were both members of the Class of 1928.

The Earle A. Bowman Memorial Scholarship Fund

This fund was established in 1996 by a bequest from Earle A. Bowman. The proceeds of the fund are used to assist students at the Linfield-Good Samaritan School of Nursing.

The Merlin and Martha Bowman Endowed Scholarship Fund

Established by Merlin G. and Martha L. Bowman to support sophomore, junior and senior students who have maintained a 3.0 or better grade point average and have financial need. Recipients are students who, by their previous and current activities, have demonstrated that they are growing spiritually, mentally, socially and physically.

The James Breeding Memorial Scholarship Fund

Established in 1943 in memory of James Breeding, Class of 1939, who was lost at sea while serving as a U.S. Navy pilot. The fund assists needy and deserving students with college expenses.

The Lyle H. and Merle S. Briedwell Endowed Scholarship Fund

Established in 1999 by a bequest from Merle H. Briedwell, a staff member of Linfield for many years. The scholarship is awarded to worthy and deserving students majoring in business administration who demonstrate financial need.

The Ruth Bryant Endowed Nursing Scholarship

Established in memory of Ruth Bryant, former assistant director and faculty member of the Good Samaritan Hospital School of Nursing, this endowed scholarship fund provides financial assistance annually to deserving and needy nursing students at Linfield who demonstrate commitment to the highest ideals of nursing. The scholarship is awarded to students in the junior year who are in the upper one third of their class academically and who demonstrate commitment to nursing as a profession and to family values and religious faith.
The Raymond and Lucille Bueermann Scholarship
This endowed scholarship was established by Mr. and Mrs. Bueermann and income from it is used to provide aid to a financially needy Linfield student. Mr. Bueermann, Class of 1918, had an active career in business and industry.

The Builders’ Scholarship Fund
Created by donations from the contractors who built Murdock Hall, this fund’s proceeds are awarded as scholarships to deserving biology and chemistry majors.

The Robert J. and Vivian A. Bull Endowed Scholarship
Established in 2004 by Linfield’s former President, Dr. Vivian A. Bull, and her husband, Dr. Robert J. Bull, to enhance the financial support available to students in the Adult Degree Program at Linfield College. Partial or full scholarships may be awarded to students who are degree candidates in the Adult Degree Program; have completed a minimum of 12 semester credits in the program; and have maintained a Linfield G.P.A. of at least 3.0.

The Hilja E. Burton Senior Choir Service Scholarship
An endowed scholarship created in 2005 by William J. Burton ’69 and his wife, Sharen P. Burton, to reward excellence in music. Awards will be given to deserving students of senior standing who have demonstrated outstanding participation in the Linfield College Choir throughout their college career.

The Amanda and Robert Caldwell Memorial Scholarship Fund
This fund was created in 1997 in loving memory of her parents by Elsie Caldwell Holland, Class of 1928. The fund provides scholarship awards to upper-class students who demonstrate qualities of leadership and maintain a grade point average of 3.0 or better.

The Dr. Herschel L. and Marie B. Caldwell Endowed Scholarship
An endowed scholarship established by Marie B. Caldwell to assist annually a student who shows academic merit and financial need.

The Robert G. Cecil Memorial Scholarship Fund
An endowed fund established in 1992 by family and friends of Robert G. Cecil. The fund's income is awarded annually to deserving students. Robert, 24, was a junior business major at the time of his death. He was a member of the Jazz and Concert Bands, Delta Psi Delta, and an active scuba diver. Because his death was due to a long illness related to chronic kidney disease, preference for this award is given to physically challenged or chronically ill students.

The CIHU Student Aid Fund
An endowed fund created by Maria Elizabeth Hopkins in honor of her late husband, William R. Hopkins, and Dr. Frank C. Laubach, who pioneered efforts to eliminate illiteracy throughout the world. The CIHU (“Can I Help You?”) Fund provides financial assistance to Christian students at Linfield College with preference given to needy foreign-born students who demonstrate a desire to serve humanity professionally or in their daily lives.

The Ben B. Cheney Foundation Scholarships
These scholarships are awarded through a foundation established in memory of the late Northwest lumberman to assist science and business majors demonstrating high scholastic achievement.

The Class of 1928 Scholarship Fund
This endowed scholarship, conceived at the 50th anniversary of their graduation, was established by gifts from members of the Class of 1928. The scholarship is awarded annually to an upper-class student of good character with high academic potential.

The Class of 1929 Scholarship Fund
An endowed scholarship established in the spring of 1982 from gifts donated by the Linfield Class of 1929, the scholarship is awarded annually to a needy and deserving student.

The Class of 1942 Appreciation Memorial Fund
The members of the Class of 1942 established this fund in 1986 in appreciation of their educational experiences at Linfield and in memory of former classmates.

The Class of 1958 Scholarship Fund
The members of the Class of 1958 established this fund to assist a needy and deserving student. The Scholarship is awarded annually.

The Clint Foundation Scholarship
The Clint Foundation Scholarship was created by John and Nancy Mc Clintock through the Clint Foundation. The scholarship is awarded to Linfield students who have high financial need and who are working to finance their education. Recipients accept a moral commitment to give back to others.

The Rose Coffman Endowed Scholarship Fund
Created in 1995 by Margaret Henderson and Karlena Thoma as a tribute to their lifelong friend, Rose Coffman, this fund provides scholarship assistance to a male or female upper-class student majoring in English and planning to enter the field of education.

As an educator, Rose Coffman valued Linfield College for its commitment to nurturing both academic growth and a sense of what it means to be truly productive and socially responsible in a democratic society.

The Susan Elisabeth Collier Endowed Scholarship Fund
The Susan Elisabeth Collier Endowed Scholarship Fund was created in 2002 by Lt. Commander Susan Elisabeth Collier (Ret), Class of 1940, through a gift in her will. Lt. Commander Collier was a mathematics major who pursued a career in the U.S. Navy as a cryptographer. It is awarded annually to worthy and deserving students with financial need.

The James C. and M. Lillian Compton Scholarship Fund
Established as a memorial to James C. and M. Lillian Compton by their daughter, Mrs. Edward Mitchell, this scholarship is awarded to music students from Yamhill County.

The Conklin Memorial Endowed Scholarship
Established through a trust by Mrs. D. Idaleen Conklin, Class of 1934, in honor of her husband, The Rev. Dr. James E. Conklin, Class of 1931, who served as a Baptist missionary in Thailand for 30 years. The scholarships are awarded each year to needy and deserving students.

The Sena Cook Memorial Scholarship Fund
This endowed scholarship was established by Mrs. Robert Dow, the daughter of Sena Cook, in honor of her mother. It is awarded to a student who demonstrates both academic merit and financial need.
The Mildred Dart Student Aid Fund
This fund was established by Mildred Baker Dart, Class of 1933, through a major gift of property. Income from the fund is used annually to assist needy and able students who are earning part of their way through college.

The Dillin Memorial Scholarship Fund
This endowed scholarship was created with gifts from the estates of Harry L. and Irene H. Dillin, president and first lady of Linfield College from 1943 to 1968, and memorial gifts from family and friends. The scholarship provides support to students majoring in, or planning to major in, biological sciences. It is awarded to students with good academic records and demonstrated financial need. Dr. Jane Claire Dirks-Edmunds '37 served as a faculty member in biology at the college from 1941-1974 and retired as professor emeritus.

The Lydia C. and Peter B. Dirks Memorial Scholarship
The Lydia C. and Peter B. Dirks Memorial Scholarship was created by Dr. Jane Claire Dirks-Edmunds, Class of 1937, in memory of her parents. The scholarship provides support for students majoring in, or planning to major in, English and/or history. It is awarded to students with good academic records and demonstrated financial need. Dr. Jane Claire Dirks-Edmunds '37 served as a faculty member in biology at the college from 1941-1974 and retired as professor emeritus.

The Jane Claire Dirks-Edmunds Endowed Scholarship Fund
The Jane Claire Dirks-Edmunds Endowed Scholarship Fund was created by Dr. Dirks-Edmunds. The scholarship provides support to a student of demonstrated ability and financial need. It is awarded to students majoring in biology with preference given to those concentrating on environmental issues. Jane Claire Dirks-Edmunds, Class of 1937, served as a faculty member in biology at the college from 1941-1974 and retired as professor emeritus.

The Paul N. Dragwich Endowed Scholarship Fund
An endowed scholarship fund was established in 1968 by Dr. Alex N. Dragwich, Class of 1937, and his wife Adele in memory of their son, to assist able and needy students. The income from the endowment is awarded to deserving students annually.

The Walter P. and May Greenman Dyke Memorial Scholarship
An endowed scholarship fund for students majoring in physics or music was provided by Dr. and Mrs. Walter P. Dyke in memory of Dr. Dyke's parents, both of whom attended Linfield and maintained a deep interest in the institution throughout their lives. Mr. Dyke, Sr., was a member of the Board of Trustees for 25 years and served as secretary of the board.

The Economics and Business Alumni Endowed Scholarship Fund
An endowed scholarship fund created by Linfield alumni and friends supports students studying in the Departments of Economics and Business. The scholarship is awarded annually to one or more continuing students on the basis of academic merit and need.

The Milton Ray Edmunds and The Caroline R. and Milton Leroy Edmunds Scholarship
The Milton Ray Edmunds and The Caroline R. and Milton Leroy Edmunds Scholarship was created by Dr. Jane Claire Dirks-Edmunds, Class of 1937, in memory of her husband and his parents, all of whom had an abiding interest in the college. The scholarship provides support for students majoring in, or planning to major in, English and/or history. It is awarded to students with good academic records and demonstrated financial need. Dr. Jane Claire Dirks-Edmunds '37 served as a faculty member in biology at the college from 1941-1974 and retired as professor emeritus.

The Lt. Paul H. Eklund Memorial Scholarship
An endowed scholarship was established by Susanne Eklund Morgenroth and Mr. and Mrs. Paul G. Eklund in loving memory of Lt. Paul H. Eklund, Class of 1963, who was killed in action in November 1965 during the Vietnam conflict. The scholarship is awarded annually to a needy and deserving student.

The Clifford and Virginia Ward Elliott Memorial Fund
Scholarship support is awarded annually to a promising music student attending Linfield College. The Elliots were both part of the Linfield staff.

The Selma M. (Wilson) Larson Engen and Albert R. Engen Memorial Fund
This fund created by the three sons of Selma and by Albert Engen assists needy students through loans and/or scholarship grants.

The Clay Erickson Memorial Study Abroad Fund
This fund created by family and friends in memory of Claiborne R. Erickson, a Linfield graduate Class of 1950 and trustee of the college 1977 to 1984, provides income to assist students interested in international study. Grants are made annually to students of demonstrated academic ability who are helping to finance their own college education and who have further need in order to study abroad. Preference is given to students planning to study in developing nations; however, no limitation is placed on where the recipient may study. The awards are made to students without reference to academic major, year in college, sex or ethnic background.

The A.H. Fairhill Memorial Scholarship
This scholarship fund honors A. H. Fairhills twenty-one years (1922-1943) as Superintendent of Grounds and Buildings for Linfield College.

The Farmers Insurance Group Scholarship
This scholarship is awarded annually to a second, third, or fourth-year student in the fields of insurance, mathematics, business administration, personnel and industrial relations, and other areas related to the insurance industry. Funds are provided by the Farmers Insurance Group based on the number of Linfield graduates employed by the company.

The Dr. John Edward Field Memorial Scholarship
An endowed scholarship fund was established by the sons of Dr. Field: John, Class of 1965; James, Class of 1968; Stephen, Class of 1969; and Daniel, Class of 1972. In awarding the annual scholarship, preference is given to a student preparing for a career in the health sciences (pre-medicine, pre-dentistry, and pre-veterinary medicine).

The Fields Family Scholarship
Established in 1985 by Ray A. Fields, scholarships support able and needy students in any field and from any location.

The Charlotte Filer Journalism Scholarship
An endowed fund created by the students of Charlotte Filer, Class of 1954, honors her work as a Linfield administrator and professor. The fund assists worthy communications/print media students at...
Linfield. Preference is given to Oregon students from Dayton High School or Yamhill County.

The Carolyn Fleischer Memorial Scholarship

The Carolyn Fleischer Memorial Scholarship is made possible by family and friends of Carolyn Fleischer and is in memory of Carolyn and her friends Julie Cabrado and Teresa Panteleo, who were involved in a fatal accident in 1979, in the spring of their junior year at Linfield. This scholarship is awarded annually to a woman of outstanding character and scholarship.

The William R. and Mrs. Carrie Frerichs Memorial Fund

Established with a bequest from Robert T. Frerichs, Class of 1933. The fund is used to give financial assistance to deserving students.

The William G. Gilmore Endowed Scholarship

The Office of Financial Aid and the Departments of Economics and Business work together each year to select recipients of the Gilmore Foundations Scholarships. Criteria for this award include academic performance and achievements, business interest and experience, potential for leadership in business, and financial need.

The Gormley Endowed Scholarship Fund

Established in 1998 by the Gormley family, this fund provides scholarship assistance to worthy and deserving students with financial need who are enrolled in the Adult Degree Program.

The Samuel H. Graf and Violet F. Graf Scholarship Fund

Funded by the estate of Dr. Samuel H. and Violet F. Graf, the income from this endowment provides scholarship grants for ambitious undergraduate students in any of the fields of physical sciences. Students receiving the award must be full-time and regularly enrolled or accepted for enrollment. The scholarship grant for any one recipient may not exceed annual tuition.

The Ruth N. Granlund Scholarship Fund

Established by a bequest from the estate of Ruth N. Granlund Croxdale, Class of 1921.

The Lloydena Grimes Nursing Scholarship Fund

Established in 1970 with memorial gifts, the fund has grown through additional gifts. Funding was also provided by the estate of Theodore W. Adams and Hazel Cowan Foeller. In 1982, it was named the Lloydena Grimes Nursing Scholarship Endowment Fund in honor of Miss Grimes' 30 years of service as Director of the Good Samaritan School of Nursing. It is managed by the Good Samaritan Foundation, Portland, Oregon. Income is used to award tuition assistance to student nurses attending the Linfield-Good Samaritan School of Nursing.

The Antoinette K. Hatfield Scholarship

An endowed scholarship fund created to assist women students born in the State of Oregon, it is available to needy and able women regardless of field of study.

The Haugeberg-Rueter Endowed Scholarship Fund

The Haugeberg-Rueter Endowed Scholarship Fund was created by the McMinnville law firm, Haugeberg, Rueter, Stone, Gowell & Fredericks. David C. Haugeberg has a long history of service to Linfield College as trustee and secretary of the Board of Trustees. It is awarded annually to a student who shows academic promise and has financial need.

The William Randolph Hearst Scholarship Endowment

Established by a grant from The Hearst Foundation, Inc., this fund assists Linfield students with financial need. Preference is given to students who intend to reside in the United States after completing their studies.

The Lewis C. and Maude S. Henderson Memorial Scholarship

An endowed scholarship established as a memorial to Lewis C. and Maude S. Henderson by their daughter, Class of 1940, this scholarship is awarded annually to an academically able junior or senior student with need and with a potential for service in the field of education or communications.

The Margaret M. Henderson Endowed Scholarship Fund

The Margaret M. Henderson Endowed Scholarship Fund provides scholarship assistance to junior and senior students, with need, who are majoring in Education. The scholarship was established by Karlena K. Thoma in honor of her friend, Margaret M. Henderson, Class of 1940.

The Stanley S. Herr Scholarship Fund

The Stanley S. Herr Scholarship Fund is funded annually through gifts from friends of Dr. Stanley S. Herr, Class of 1971. It is awarded annually to worthy and deserving students with financial need.

The Gabriele Hertrich Endowed Scholarship

Established by the Hertrich Family in 2000 to honor Gabriele Hertrich. The fund provides scholarship assistance to worthy and deserving students with a major or minor in the Department of Religion and who maintain a good academic record.

The Hickok Family Scholarship Fund

An endowed scholarship fund established by gifts in memory of Ruth Mead Hickok, Music Diploma 1910, BA 1982; Guy Hickok, Trustee 1940-1964, and Nelson Hickok, Class of 1940, proceeds are awarded annually to assist a student majoring in music.

The Hobart Scholarship Fund

Established in 1990 by Kenneth G. and Waneta D. Hobart, this fund provides financial assistance annually to needy and deserving Linfield students.

The Blanche M. Hodge Endowed Scholarship

This scholarship is a memorial to Blanche M. Hodge, who served as a Trustee of the college, received a Linfield Doctor of Humane Letters degree and always showed an abiding interest in helping students and others. Income from this fund is awarded annually to a woman student who shows academic merit, exhibits leadership abilities, and has financial need.

The H. Archie and Nancy Holeman Scholarship

An endowed scholarship established by Archie Holeman, Class of 1951, and the late Nancy Watson Holeman, Class of 1953, the scholarship is awarded annually to a needy and deserving student.

The Paul and Mickey Howard Endowed Scholarship

The Paul and Mickey Howard Endowed Scholarship is awarded each year to one or more students with high financial need. Recipients should be majoring in sociology or religion. Recipients may continue...
to receive awards from the fund as long as they remain in good standing with the college.

The James C. Howland Scholarship Fund
Established in 1992 by CH2M Hill in honor of James C. Howland, co-founder of CH2M Hill engineering firm and Trustee of Linfield College, this scholarship is awarded annually to Linfield students enrolled in the 3-2 cooperative engineering program or students enrolled in pre-engineering course work.

The Rosa Smith Hubbard Endowed Scholarship Fund
An endowed fund created by the estate of Rosa Smith Hubbard, the proceeds are used for scholarships to meritorious students with financial need.

The Humanities Division Endowed Scholarship Fund
An endowed fund created by Linfield alumni and friends to support students studying in the Humanities Division, the scholarship is awarded on the basis of academic merit to one or more students annually.

The John I. and Marjorie A. Hunderup Endowed Scholarship Fund
John I. (Jack) and Marjorie A. Hunderup, Classes of 1944 and 1945, established this scholarship to assist to students on the McMinnville campus (or enrolled in international programs of the college) who demonstrate strong academic potential, financial need, and a wide range of activities and service.

The IPNC Endowed Scholarship
An endowed scholarship created in 2005 by participants of the International Pinot Noir Festival, this scholarship aids worthy and deserving students regardless of major or hometown.

The Walter and Edith Jenks Endowed Scholarship
The scholarship was created by a gift from the estate of Ralph and Edith Stuller, both Class of 1933, in memory of her parents. The scholarship is available to students in Nursing who have financial need and who have demonstrated their intention to remain in the nursing profession.

The Marie E. and Cecil J. Johnson Endowed Scholarship
This scholarship was created by Cecil J. and Marie E. Johnson, both Class of 1931, to fulfill a desire to assist worthy and deserving students. The Johnsons were long-time residents of Scappoose, Oregon, where they founded a department store.

The R.B. Johnson Endowed Scholarship
Established in 1998 by friends and fraternity brothers to honor his work and commitment over the years for the Pi Kappa Alpha Fraternity at Linfield College. The R.B. Johnson Endowed Scholarship provides assistance to upper-classmen who are members in good standing of Pi Kappa Alpha Fraternity, active in college and community service, and maintain a grade point average of 3.0 or higher.

The Johnson-Engelsen-Hidalgo Memorial Scholarship
Established by Edward Engelsen, Class of 1944 and his wife, Celeste, this endowed fund honors their industrious and resourceful ancestors. Income supports scholarships for international students who demonstrate outstanding academic ability and a working knowledge of the English language. Preference is given to students from Norway or Ecuador.

The Jamie Jones Memorial Scholarship Fund
Established in loving memory of Jamie Jones by her husband, Robert E. Jones, Linfield Professor Emeritus, and by her family and friends, this scholarship is awarded annually to a student showing financial need with preference given to those majoring in music.

The Karr Endowed Scholarship Fund
Initiated in 1986 in gratitude for the education received by the Karr children, Sharon E., Class of 1979, Daniel A., Class of 1983, and Kathryn A., Class of 1988, proceeds from the fund are used annually to assist a deserving student in the nursing program. This endowed scholarship fund was established by David M. Karr, CPA, and Nettie J. Karr, RN.

The Royce Keller Memorial Scholarship
A scholarship in memory of Royce Keller, who served as administrative assistant to the president of Linfield and was known and loved by faculty, staff, and students, was established by her husband, Stuart Keller, and friends. It is awarded annually to an academically able student planning to go into the field of medicine and biology.

The Allen and Pat Kelley Achievement Award
Established in 2000 by Allen and Pat Kelley, the award recognizes academic accomplishment, leadership, strong extracurricular activity, and exemplary behavior. Recipients are selected during their sophomore year and receive the Award in their junior year. Recipients may re-apply for the Award for the senior year.

The Ruth Lathrop Kirven Endowed Scholarship Fund
Established through the will of Ruth Lathrop Kirven, Class of 1947, the fund assists students majoring in speech or drama.

The Kliks Endowed Scholarship Fund
Established in 1997 through a bequest from Dorothy Kliks Fones, Class of 1929, the income from this scholarship enables worthy students to continue their education at Linfield College.

The Robert and Thomas Klinger Scholarships
Annual scholarships provided through gifts from Robert and Thomas Klinger support students who demonstrate a high level of financial need and a wide range of activities and service.

The Edwin C. and Grace Edmunds Kratt Endowed Scholarship Fund
Established by Dr. and Mrs. Edwin C. Kratt, both Class of 1924, income is used for financial aid to students who show academic promise and who believe in and actively participate in the supervised extracurricular programs of the college.

The Hildegard Ziegler Kurz Endowed Scholarship Fund
Established in 1993 by Hildegard Kurz, Professor Emerita, this fund provides scholarship assistance to liberal arts students annually, including one language major. The awards are based on merit and financial need.

The DeWitt Clinton and Ellen Scott Latourette Scholarship Fund
An endowed scholarship fund was established by the late Dr. Kenneth Scott Latourette, Class of 1904, Christian scholar and one of Linfield’s most distinguished alumni.
The Carol Lawson Endowed Nursing Scholarship
Established in honor of Mrs. Carol Lawson, former faculty member at Good Samaritan Hospital School of Nursing, this endowed scholarship fund provides financial assistance annually to needy and deserving nursing students at Linfield-Good Samaritan School of Nursing.

The Jay-Yon Lee International Scholarship
Interest from this fund created by Mr. Jay-Yon Lee, Linfield Class of 1957, is used to support students at Linfield College with preferences given to Korean students or Linfield students studying in Korea.

The Polly Clifford Lehwalder Endowed Music Scholarship Fund
Established by Arthur Lehwalder, Class of 1940, this scholarship honors the lifetime of musical achievement of his wife, Polly, who was a cellist with the Seattle Symphony for 38 years. The scholarship is awarded each year to needy and deserving students majoring in music with a preference for those studying stringed instruments.

The Henry W. and Marguerite S. Lever Fund
This memorial established by gifts from family and friends and the estate of Henry W. Lever, a former coach at Linfield, and his wife, Marguerite, provides funds designated for music students.

The Arthur Lind Memorial Scholarship
An endowed scholarship established in memory of Arthur Lind, a lifelong learner, it is awarded annually to a minority student showing financial need. Recipients are to be earning a degree through the Division of Continuing Education, with preference given to seniors.

The Linfield Alumni Association Scholarship Fund
Established by the 1988-89 Executive Board of the Linfield Alumni Association from royalties generated through the Alumni Visa Card program (under the leadership of association presidents Richard D. Allen, Class of 1969, William Kemp, Class of 1976, and James Schaeffer, Class of 1970). The scholarship is awarded to a needy and deserving student, with preference to juniors and seniors exhibiting strong leadership abilities.

The Linfield Board of Associates Endowed Scholarship Fund
Scholarships, made possible by gifts of individual members of the Linfield Board of Associates, are awarded to Northwest students on the basis of need and ability to do college work.

The Linfield College Memorial Scholarship Fund
An endowed scholarship fund created with gifts given by many in memory of classmates and friends is used annually to assist needy and deserving students.

The Nancy Stefan Lou Endowed Scholarship
Established by family and friends of Nancy Stefan Lou. The scholarship is given to support worthy and deserving students and to recognize excellence, motivation, and dedication. It is given over and above other aid received by the recipient. Students receiving the award are sophomores or juniors majoring in music or studio art.

The Lumbermen's Lanoga Endowed Scholarship Fund
established by Lumbermen's, a division of Lanoga Corp., provides annual financial assistance to academically able students who exhibit leadership characteristics and who intend to pursue careers in business.

The Roy "Hap" Mahaffey Memorial Scholarship
Established in 1986 by family and friends. "Hap" Mahaffey served as Chairman of the Speech and Drama Department from 1935 to 1970. Intended to recognize those students who have demonstrated outstanding talent and interest in forensic or theatre activities. Scholarship awards may be given each year to current sophomores or juniors. Scholarship funds may also be used to attract incoming Linfield freshmen or transfers from other colleges and universities who have demonstrated outstanding performance in forensics (speech and debate) or theatre.

The Eugene and Dorothy Marsh Scholarship
This fund gives priority to students pursuing a political science major/pre-law course of study. While scholarship is a factor in the selection process, significant consideration is given to those students who work during summer vacation and the academic year.

The Bernard S. Martyn Memorial Scholarship
This endowed fund was begun by his children and others in memory of Mr. Martyn, Class of 1928. While in college he was recognized as an outstanding athlete, having earned fourteen major sports letters, and was the first Linfield athlete inducted into the NAIA District II Hall of Fame. Two scholarships are awarded annually, one each to a male and female student with demonstrated financial need. The recipients must combine exemplary character with academic merit and participation in a variety of college activities. Preference is given to students from the Magic Valley area of Idaho to include the counties of Cassia, Jerome, Minidoka, Lincoln, Gooding, Blaine, Camas, Elmore, and Twin Falls.

The Mike and Betty Maul Endowed Scholarship
Established in 1997 through a bequest from Betty Maul, income is used to provide financial assistance for worthy and needy students who would find it difficult to defray the expenses of attending Linfield without assistance.

The Millie Glasco McBride Endowed Scholarship Fund
Established in loving memory of Millie Glasco McBride by her daughter, Marjorie Grace McBride, Class of 1948, this fund annually assists women students who demonstrate both merit and financial need.

The Mirella Whitlow McCormick Memorial Scholarship
Created in loving memory of the special joy and warmth she brought to Linfield as secretary to President Charles Waller, this scholarship is awarded annually to students with financial need who participate in extracurricular activities. Preference is given to students from Oregon, Australia or Italy.

The Robert C. McHarness Natural Science Student Research Fund
This fund is named for Robert McHarness, Linfield Class of 1928. He spent all of his career with the DuPont Company, where he was a co-inventor of the process for the manufacture of Teflon.
He was awarded an honorary Doctor of Science degree from Linfield in 1982.

This perpetual fund was made possible by his widow, Helen H. McHarness, Class of 1929. Income is used annually to provide research stipends for students majoring in the natural sciences. Stipends allow students to work on research projects with faculty members. Projects may occur during the summer, or the regular academic year. The department chairpersons in Biology, Chemistry, or Physics select recipients.

The Florence Bowler McMahon Memorial Scholarship Fund
This fund was established by John Robert McMahon, Class of 1935, to honor his mother. The income from the fund is available annually to assist a worthy and deserving Linfield student planning to study medicine.

The McMinnville Rotary Club Scholarship
This fund annually supports a student from Yamhill County who has demonstrated financial need and shows promise in his or her chosen field.

The Col. Elwood “Mac” McSherry Scholarship
Created by Col. McSherry, Class of 1960, the scholarship is awarded to students who are needy and active in college activities, and majoring in business or economics.

The Michelbook Endowed Scholarship
Created in 1996 upon the sale of Michelbook stock held by the college, this fund assists needy and deserving students with an emphasis on those majoring in theatre and mass communication.

The Mr. and Mrs. James F. Miller Endowed Scholarship for the Arts
Created in 1996 by Mr. and Mrs. Miller, the scholarship is awarded annually to students involved in the visual or performing arts at Linfield and who, through this activity, enrich the life of the campus.

The Thomas and Nancy Isabel Moffat Memorial Scholarship
This endowed scholarship fund was established by Agnes Moffat Brockmiller, Class of 1924, in loving memory of her parents. The proceeds of the fund annually assist nursing students.

The Mary E. Moody Endowed Scholarship
This scholarship is awarded to a student who shows academic promise and who participates in campus and student activities and projects. Mary E. Moody was a part of the Linfield community for nearly twenty years while serving as Head Resident, Bookstore Manager, and Postmistress.

The Margaret K. Moore Memorial Endowed Scholarship
The scholarship is awarded annually to a senior woman of special merit. Miss Moore, a Linfield student, was killed in a bus accident on her way home for Christmas. Her father started this scholarship fund.

The Wesley M. and Wilbert E. Moore Endowed Scholarship Fund
Established in honor of Wesley M. Moore, Class of 1930, and his brother Wilbert E. Moore, Class of 1935, this scholarship is available annually to assist an academically able junior or senior student majoring in Sociology/Anthropology or one of the Natural Sciences.

The J.R. and Emily D. Morgan Endowed Scholarship
Established by the J.R. and E.D. Morgan Trust, the fund provides scholarships and loans to deserving students who are working their way through college.

The Frank and LaVerne Morrill Scholarship Fund
An endowed fund established by the estate of Frank and LaVerne Morrill provides tuition scholarship for an outstanding student entering Linfield College for the first year.

The Olga C. Northland Memorial Scholarship Fund
Established through the will of Olga C. Northland, Class of 1923, the fund assists a worthy and needy sophomore, junior, or senior enrolled as a full-time student. The scholarship may be awarded to the same student for more than one year.

The Lyle M. Nelson Scholarship
Established in 1988 through a grant from the Fred Meyer Charitable Trust to honor Lyle M. Nelson, a native of Yamhill, Oregon; honorary graduate of Linfield 1981; distinguished university professor; developer and leader of important international programs; valued advisor to national and international educational organizations, to college and university presidents, and to hundreds of others who have experienced his real love of people and learning. Scholarships are to encourage able young people with outstanding academic records.

The Nike Scholarship Fund
Income from the fund annually assists an able but needy student who is making satisfactory progress toward a degree.

The Nokes Scholarship Fund
Established by J. Richard and Evelyn (Junkin) Nokes, both Class of 1936. Mr. Nokes was a distinguished visiting professor of journalism at Linfield for three years after his retirement as editor of The Oregonian. Proceeds from the fund are used for a scholarship to be awarded annually to a junior student who is an outstanding candidate for a career in newspaper journalism.

The Katherine and Ray Northrup Scholarship Fund
This fund created by Mr. and Mrs. Ray Northrup provides income annually to able and needy students regardless of field of study.

The Paul Orr Scholarship Fund
This scholarship was created by a memorial gift from Dr. John VanBruggen, Class of 1937, a student of Professor Paul Orr.

The H.M. Osborn Endowed Scholarship
Established by Hattie Mae Osborn in 1996 in loving memory of her husband, Hugh. The scholarship is given annually to assist needy and able students to continue their studies.
The Theodore R. Pfahl Endowed Scholarship Fund
Established from the estate of Virginia Osborn in memory of her husband, the fund helps deserving students attend the college.

The Helen P. Oscar Memorial Scholarship
Established by the estate of Helen P. Oscar, this memorial scholarship aids needy and deserving students who are residents of Oregon.

The Roy and Sarah Greer Painter Memorial Scholarship
Established in 1991 from the estate of Sarah Painter, mother of Gerald, Class of 1950, A. Bruce, Class of 1941, and Sally, Class of 1940, this fund provides income annually to assist needy and able students.

The Jim Palmer Scholarship Fund
The income from this endowed fund established in honor of Jim Palmer is awarded annually to meritorious students with financial need.

The Dr. Joseph F. Paquet Scholarship Fund
The Collins Medical Trust established the Joseph F. Paquet Scholarship Fund in 1986 to honor Dr. Paquet’s accomplishments in the field of medicine and his interest in nursing education. The income from the fund is used annually to assist needy and able students studying nursing.

The Martin and Marshall Parker Memorial Scholarship
Established by Mr. and Mrs. Allen W. Parker in memory of their twin sons who died in 1958, this scholarship is awarded to students with good academic records who are in need of additional support to continue their college education.

The Carl O. Peterson Scholarship Fund
The Carl O. Peterson Scholarship Fund was established to honor his mother, Mary Lamira West Peterson, through a bequest. The fund is administered by the Good Samaritan Foundation.

The Isabelle Gates Peterson Endowed Scholarship Fund
An endowed scholarship established by Isabelle Gates Peterson, Class of 1933, is awarded annually to a needy and deserving student concentrating her studies in the fields of sociology, political science, or religion.

The Rose D. Pfahl Endowed Scholarship
The scholarship was established by family and friends in memory of Rose Pfahl, wife of Theodore R. Pfahl, Class of 1934. The scholarship is awarded to an upper-class student planning to enter the field of education or an allied area and who maintains a 3.25 grade point average.

The Theodore R. Pfahl Endowed Scholarship Fund
Established by his wife and family in memory of Theodore Pfahl, Class of 1934, this scholarship honors his lifelong interest in education and deep love of teaching. The scholarship is awarded annually to a junior or senior who plans to go into the field of education or an allied area and maintains a 3.25 grade point average.

The Ploog-Tieleman Scholarship
Established by Adrian and Marie Ploog-Tieleman to encourage enrollment at Linfield of students from underdeveloped countries, this fund supports one recipient chosen annually by the International Studies Committee.

The Rolex P. Prillaman Endowed Scholarship
Created in 1998 in loving memory of her husband, Class of 1954, the scholarship is awarded to worthy and deserving students who demonstrate financial need.

The Claudia Jane Rae Scholarship Fund
An endowed scholarship established as a memorial to Claudia Jane Rae, Class of 1970, the scholarship is awarded annually to a junior majoring in religion or a related field. Preference will be given to students in the International Order of St. Luke the Physician.

The Margaret Ramsey Scholarship Fund
Established in 1992, the fund honors Dr. Ramsey, Class of 1920, who taught mathematics at Linfield College from 1935 to 1957. The fund provides financial assistance annually to needy and deserving students with first priority given to juniors or seniors majoring in mathematics.

The Antone L. Ratto Memorial Scholarship Fund
Established by John F. Ratto in loving memory of his father, Antone L. Ratto, Sr., and his brother, Antone L. Ratto, Jr., this endowed scholarship fund provides assistance annually to students with learning disabilities who also have financial need and strong academic potential.

The Marcia and Walter Reeder Endowed Scholarship Fund
Created in 1996 with a gift from Marcia Reeder, Class of 1955, and Walter Reeder, Class of 1936, the fund provides annual support to worthy upper-class students demonstrating high financial need.

The Vevah Yates Reisz Scholarship
Started in 1948 when Vevah Yates Reisz was a student and expanded with creation of a life estate trust in 1965, this scholarship is awarded to needy and deserving students.

The Grace Dow Renshaw Endowed Scholarship
This scholarship established as a memorial to Grace Dow Renshaw by her son and daughter-in-law, Phil and Helen Renshaw, Classes of 1931 and 1932, is awarded annually to a needy and deserving student.

The Helen Laura Leach Renshaw Scholarship Fund
This endowed fund created through a trust established by Philip E. Renshaw, Class of 1931, and Helen L. Renshaw, Class of 1932, provides income to assist students who have leadership potential.

The William Kelly Renshaw Memorial Scholarship Fund
This endowed fund was established as a memorial to his father by Philip E. Renshaw, Class of 1931. The income from the fund is awarded annually to assist needy and deserving students.
Financial Aid

The Elizabeth Fisher Rhodes and John E. Rhodes Endowed Scholarship Fund
This scholarship fund was created in 2003 through an estate gift by Elizabeth Fisher Rhodes, Class of 1936, and her husband, John E. Rhodes. It is awarded annually to deserving students with financial need.

The Wayland R. Rice, M.D., Scholarship
An endowed scholarship established in memory of the late physician by members of his family supports worthy and deserving students who demonstrate financial need.

The Georgia Rich Scholarship
A scholarship created by a bequest of Georgia Rich is awarded to needy and worthy students to further their education.

The Samuel J. Rich, Sr. Memorial Scholarship Fund
An endowed fund established by the family of Samuel J. Rich, Sr., Class of 1928, provides scholarships awarded annually to needy and deserving students.

The Stephen Richardson-Theta Chi Memorial Scholarship
This endowed scholarship was established by Mr. and Mrs. Stephen Richardson in memory of their son, Stephen, former Theta Chi fraternity president at Linfield, who was killed in action in Vietnam in 1965. The scholarship is awarded annually to a worthy member of the Theta Chi fraternity who is selected by the chapter.

The Deborah L. Ringel Endowed Scholarship Fund.
Created in memory of Deborah L. Ringel, Class of 1997, by her parents, brother, family, and friends, this scholarship provides assistance each year to deserving students who demonstrate academic merit and financial need.

The Mary Rogers Endowed Scholarship Fund
This endowed scholarship was created by Mary Rogers, a friend of Linfield College, in order to support the educational mission of the college. It is awarded to students who maintain a full time schedule and who have financial need.

The Betsy Ross Memorial Scholarship Fund
An endowment fund created by Mrs. Frances E. R. Linfield in honor of her mother, Mrs. Betsy Ross, is designated for the education of young women.

The Royse-Schonwald Trust Scholarship
This fund created through the will of James Royse of Seattle provides annual income to Linfield and Whitworth College. The purpose of the fund is to help alleviate human suffering through the training of people in the healing arts of pre-medicine, nursing and related areas (i.e., medical mission work). Students supported by the fund may come from any non-communist country and should intend to practice medicine, nursing, or another healing arts profession in lands or areas where there is a shortage of health professionals. From time to time, income from the fund is also used to assist faculty and students in the healing arts areas as they do volunteer work in lands or areas where additional health care professionals are needed. The fund may cover tuition, transportation, and living expenses.

The Dale and Mary Elizabeth Sanders Scholarship Fund
The scholarship was created in 2000 by a bequest from the estate of Dale Sanders. Mr. Sanders and his wife, Mary Elizabeth (Penland) Sanders, Class of 1938, were American Baptist supporters of Linfield College.

The Randolph Scoggan and David Curtis Brown Memorial Scholarship Fund
This fund was established in 1990 by Nathelle Scoggan Brown, Class of 1950, and members of her family in memory of her husband David C. Brown, Class of 1951, and her brother Randolph Scoggan, Class of 1952. Randolph, a Navy pilot, was killed in action in Korea and David died in 1987. Because both valued scholarship, the annual award is made to a first generation student.

The Scott Family Endowed Scholarship
The Scott Family Endowed Scholarship was created by Pamela Scott Claassen, Class of 1975. It is given to assist worthy and deserving students based on either merit or need.

The Ella A. Self Scholarship Endowment
Established in 1998 through a bequest, this fund annually provides scholarship assistance to unusually able students. Criteria include a high grade point average, demonstrated financial need, and sound moral character.

The Senior Challenge Endowed Scholarship Fund
First conceived by the Class of 1989, this endowed fund was created by senior students who returned a portion of their enrollment deposit to the college in the form of a gift. This scholarship is awarded annually to a deserving student.

The Siemens Memorial Scholarship Fund
An endowed scholarship fund was created in 1995 with the scholarship funds originally established by family and friends in loving memory of Cornelius H. Siemens, who received an honorary degree from Linfield in 1975, and his wife, Olga Siemens-Turner. Income is awarded annually to a Linfield student with a solid academic record and leadership potential who needs additional assistance to stay in college. Dr. and Mrs. Siemens served Linfield College with unusual dedication in 1974-75 when Dr. Siemens was the interim president.

The Josef Silberstein Endowed Scholarship
The fund was established by Helena Silberstein to enhance the financial support available to a senior in health sciences with preference given to those concentrating on health care administration. Finalists are selected on the basis of academic achievement (grade point of 3.2 or better) and demonstrated financial need.

The Emily Singleton Loan and Scholarship Fund
This fund established through the will of Emily Bergen Singleton, Class of 1928, is used to make loans or extend scholarships to worthy third or fourth year Linfield students.

The James W. and Donna L. Slusher Scholarship Fund
The income from this fund, established by Mr. and Mrs. James W. Slusher, regularly provides financial assistance to an able and needy student.
The Curtis and Mary Harriet Strong Scholarship Fund
An endowed scholarship fund established by members of the Strong family to honor Curtis and Mary Harriet Strong, who devoted their lives to ministering to others. The income annually assists a student or students going into the Christian ministry, teaching, or the medical professions who otherwise might not be able to stay in college and complete their work.

The Elizabeth Collins Mardis Sykes Scholarship Fund
An endowed scholarship fund established in memory of Elizabeth Collins Mardis Sykes, Class of 1912, by her son Earl Sykes provides income awarded annually to assist a needy and deserving student.

The Ted H. Taylor Scholarship Fund
Established by the estate of Vera A. Taylor in honor of her husband, Ted H. Taylor, income from the endowment provides assistance to worthy students with financial need.

The Fred C. Thirion Memorial Scholarship Fund
Created in 1994 through the will of Fred Thirion, the fund assists deserving students with their educational expenses.

The Genevieve and Lawrence Tichenor Memorial Scholarship Fund
Established in loving memory by their family and friends, the scholarship is awarded annually to students who are in good standing academically. Preference will be given to students with diabetes.
The Traver-Kennedy Scholarship
Established through the estate of Edith G. Traver in memory of her mother, Mrs. Stella Wheeler Traver, the fund assists young women who are planning to enter missionary work either at home or abroad.

The Dorothy Trolan Memorial Scholarship Fund
Established in memory of Dorothy Gaines Trolan, Class of 1942, income from this fund is awarded annually to a sophomore, junior, or senior planning a career in teaching or social service. Selection is made on the basis of character, scholarship, and financial need.

The Charles U. Walker Scholarship Fund
Established by L.L. (Stub) Stewart in 1991 to honor Linfield’s twenty-first President, this fund provides annual scholarships for needy students who demonstrate strong academic potential.

The Wendell O. Walker Endowed Scholarship Fund
This fund was created by the father of Duncan Walker, Class of 1989. The award is given to an upper-class student with financial need who is majoring in economics or business. Further, the recipient must achieve a high academic record and display good leadership potential.

The William T. Walker Endowed Scholarship Fund
Established by William T. Walker, Class of 1949, income from the endowment is awarded annually to assist needy and able students in the continuation of their undergraduate education.

The Watson Family Scholarship
Established by Beulah Lee Kiser, Class of 1929, in honor of her parents, Roscoe G. and Lena J. Watson, and her brothers, Neal, Warren, and Russell Watson, proceeds are awarded to deserving students annually.

The Christopher Wheelock Memorial Scholarship Fund
Established in memory of Christopher Robert Wheelock by his family and friends. A sophomore student leader, residence hall advisor and chartering member of the Linfield chapter of Kappa Sigma fraternity, Christopher was killed in a private airplane accident in 1983. A scholarship is awarded annually to a deserving student.

The Homer R. and Mary E. Williams Natural Sciences Scholarship
Established by Dr. Homer R. Williams, Class of 1938, and his wife, Mary Elizabeth Williams, is awarded each year to one or more students with majors in the natural sciences. Recipients may continue to receive awards from the fund as long as they remain in good standing with the college.

The Lydia E. Winkler International Scholarship Fund
An endowed scholarship fund established by Lydia E. Winkler furthers international education. Proceeds provide annual scholarships to international students attending the college.

The Harold J. Withnell Endowed Scholarship Fund
Created by his son, Richard E. Withnell, Class of 1964, and daughter-in-law, Gayle Harris Withnell, Class of 1964, the Harold J. Withnell, Class of 1939, Endowed Scholarship Fund serves to “help the student who can turn himself around,” by encouraging and motivating such students to live up to their academic potential. The fund provides assistance beginning in the sophomore year to students admitted to Linfield on a probationary basis. Recipients continue to receive annual scholarship assistance for the remainder of their undergraduate years at Linfield provided they remain in good standing academically.

The Helen Wood Nepalese Scholarship Fund
This endowed fund, created in memory of his wife by Hugh B. Wood, Professor Emeritus of the University of Oregon and Executive Director of the American-Nepal Education Foundation, provides scholarship assistance annually to students who are citizens of Nepal and meet the other criteria of the college and the fund.

The Sumie Yamamoto Endowed Scholarship Fund
This fund was created in 1991 as a permanent memorial to Sumie Yamamoto, Class of 1927, by her husband, Tatsuji Takeuch. Income from the fund is used annually to provide scholarships so that able but needy students can study at Linfield. First consideration is given to qualified international students.

The Douglas R. Young Scholarship Fund
Established in 1998 to honor Douglas R. Young, Class of 1971, this fund provides awards to worthy students in good academic standing who demonstrate high financial need.
**LECTURESHIPS, AWARDS, SYMPOSIA AND PROGRAM SUPPORT**

The Juliette Barber Fund for French Language Studies

Established to further the study of the French language at Linfield College. Income from the endowment is used at the discretion of the Chairman of the Department of Modern Languages for scholarship, faculty development, or other purposes which will enhance the study of the French language.

The Edward M. Bird Memorial Collaborative Research Fund

This fund was established in 2001 by family and friends in memory of Dr. Edward M. Bird, Class of 1973. The fund provides support for student-faculty research in biology at Linfield College.

The Jane Claire Dirks-Edmunds Endowed Lectureship

This fund honors Dr. Dirks-Edmunds, Class of 1937, who served as Professor of Biology at Linfield from 1941 to 1974. The fund was created by friends and former students of Dr. Dirks-Edmunds. Income from the endowment is used to support student-faculty collaborative research in ecology and bring speakers to campus to address critical ecological concerns.

The Walter P. Dyke Endowment

Created by a gift from the M.J. Murdock Memorial Trust, the endowment honors the memory of Walter P. Dyke, Class of 1938, who became a professor at the college and founded the Linfield Research Institute, and who later became one of the Murdock Trust’s original trustees. The endowment supports collaborative research between students and faculty in the sciences and provides opportunities for enrichment of the academic life of the college and the community through lectures in fields of scientific endeavor.

The Ken and Donna Ericksen Endowed English Department Fun

This fund has been established to enrich the literary experience of the students of Linfield and the Linfield community. This shall be accomplished by bringing individuals to Linfield for the purpose of special lectures or seminars. Such individuals may be performers, writers, educators, or other individuals who are deemed to have the ability to contribute to the literary experience.

The Gordon G. Frazee Lectureship

This lectureship fund was established by gifts from family and friends in honor of Dr. Frazee, who served the college for 32 years. The income is used to underwrite an annual lectureship under the auspices of the Religious Studies Department in the area of Old and New Testament Scriptures.

The Lois Gunning Fry Award Endowment

This fund was established in loving memory by the family and friends of Lois Marie (Gunning) Fry, Class of 1941. It provides financial resources to recognize outstanding sophomore and/or junior students who are majors in the Department of Chemistry to carry out high quality research projects, present their results at professional meetings, and to publish results in professional journals.

The Graf-Edlefsen Memorial Lectureship

Made possible by the estate of Dr. Samuel H. and Mrs. Samuel H. Graf, the income from this endowment is used to bring to the campus outstanding lecturers in any of the fields of endeavor of Linfield College.

The Samuel H. Graf Faculty Achievement Award

This endowed award is given annually to a faculty member who has accomplished during a particular year some outstanding performance, beyond his or her regular duties, that is worthy of special recognition, involving research, publication, or some other special academic or civic achievement. It is named for the late Samuel H. Graf, former member of the Board of Trustees and recipient of an honorary Doctor of Science in Engineering degree from Linfield in 1959.

The Edith Green Distinguished Professor Award

This award is made annually to a Linfield faculty member who has demonstrated outstanding performance in teaching and related faculty roles. The professorship is held by the recipient for one year and is named for the late Edith Green, former Oregon Congresswoman and Linfield Trustee.

The Edith Green Memorial Lectureship

Established by friends and family of Congresswoman Edith Green, the interest from this fund brings to Oregon a distinguished lecturer in one of Mrs. Green’s special areas of interest – government or education.

The Thomas and Emily Hardie Award

This award was established by Donald (Class of 1937) and Kathleen MacInnes to honor Thomas and Emily Hardie, who ministered with love, compassion, and integrity to the Congregation of United Methodist Church McMinville 1930-35 and to the student body of Linfield College. Candidates for this award should have demonstrated a willingness to be challenged by injustice, apathy and ignorance; a concern that justice and fairness should be truly functional in our world; and the courage required to support these credos. The award is made annually to a Linfield student except that every fourth year the award goes to a member of the college community or a resident of McMinnville. Selection of the recipient is made by the college officers.

The John B. Housley Memorial International Study Fund

Established by family and friends of John B. Housley, who served as Vice President for Academic Affairs and Professor of Humanities from 1976-1983, this endowment is used to strengthen international awareness at Linfield College through the support of faculty and administrative research and study.

The J.A. “Steine” Jonasson Lectureship Fund

Created by friends, alumni, former students and colleagues of Dr. Jonasson, Class of 1926, to honor his 72 years of service to Linfield College as a student, administrator, faculty member, and emeritus faculty member, this fund brings distinguished historians to the campus.
Community

The W. M. Keck Foundation Endowed Educational Fund
This is a major component of the President’s Discretionary Fund. Established with a special grant from the Foundation in 1989, it is designated for the enrichment of educational programs at Linfield College.

The Frank S. Larsell Memorial Lectureship
This fund has been established to bring to the campus a lecturer who has achieved recognition for scholarship in his or her field to present the results of those studies to faculty, students, and townsmen.

The Oregon Nobel Laureate Symposium
The Oregon Nobel Laureate Symposium was established at Linfield in 1985 as the result of gifts from friends of the college. It is one of five Nobel symposia recognized by the Nobel Foundation in Stockholm, Sweden; the others are at Gustavus Adolphus College in Minnesota, San Remo in Italy, Lindau in Germany, and at the Museum of Science and Industry in Chicago. The purpose of the Symposium is to bring together Nobel Laureates for lectures and conversations designed to advance learning and improve the quality of life in the Pacific Northwest, and by extension, the world at large. In the spirit of Alfred Nobel’s goal to push back the frontiers of human knowledge for the benefit of the world community, the Symposium will engage Nobel laureates from various disciplines in the pursuit of solutions to some of the most pressing intellectual, social, ethical, and scientific questions of our times.

The Walter Powell-Linfield College Philosophy Lectureship
An endowed lectureship fund created by Linfield alumni and friends brings distinguished philosophers to campus twice each year to discuss important contemporary philosophical issues.

The President’s Discretionary Fund
This permanent fund, established with a challenge grant from the William and Flora Hewlett Foundation and the generous support of other foundations, corporations and individuals, strengthens teaching and learning at Linfield. Proceeds from the fund support special projects which enhance student and faculty learning/teaching activities.

The Science Division Alumni Endowed Research Scholarship Fund
An endowed scholarship fund created by Linfield alumni and friends supports students engaged in scientific research. The scholarship is awarded annually on the basis of academic merit and demonstrated interest in research. Scholarships are not limited to the academic calendar and may be used for summer research projects.

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 is awarded to students scoring at the 90th percentile in chemistry or physics, or at the 95th percentile in biology.

The Endowed Ray and Marion Vester Lectureship
Through this special program outstanding American thinkers are brought to the campus for public lectures and discussions in the area of business and public affairs.

The Walter Irving Young History Award
Mr. Young established this award as a statement of appreciation for the help and encouragement that he received as a history major at Linfield. The income from the endowed fund is to be granted regularly to the graduating history major who has shown the greatest interest in, and aptitude for, the subject of history during his or her undergraduate period.
COMMUNITY – NAMES OF PERSONS HOLDING APPOINTMENTS AS OF JULY 1, 2005

**Administrative Officers**

**David Groff**  
1987, Associate Vice President for Academic Affairs/Director of the Portland Campus. BA University of California, Davis; PhD Stanford University.

**Dave Hansen**  
1969, Vice President for Student Services/Dean of Students and Professor of Economics. BA Willamette University; MS Portland State University.

**Marvin Henberg**  
1994, Interim President and Professor of Philosophy. BA Washington and Lee University; MA Oxford University (Magdalen College); PhD University of Texas at Austin.

**Daniel J. Preston**  
1983, Dean of Enrollment Management/Director of Financial Aid. BA Linfield College; MEd Western Washington University.

**Barbara Kitt Seidman**  
1983, Interim Dean of Faculty and Professor of English. BA State University of New York at Albany; MA, PhD University of Illinois.

**Carl B. Vance**  
1996, Vice President for Finance and Administration. BA University of Illinois; MBA University of California, Los Angeles; Advanced Executive MBA Claremont Graduate School.

**Bruce D. Wyatt**  
2002, Vice President for College Relations. BA, Knox College; MA University of Iowa.

**Compliance Officers**

**T. Lee Bakner**  
1992, Chair, Institutional Animal Care and Use Committee and Associate Professor of Psychology. BA Shippensburg University of Pennsylvania; MA, PhD Kent State University.

**Amy Dames**  
2003, NCAA Compliance Officer and Head Women's Tennis Coach. BA University of Portland.

**Beryl Hovey**  
1999, Anti-Harassment and Sexual Harassment Officer and Human Resources Director. BS California State University, Hayward.

**Edward M. Gans**  
2002, Title IX Officer and Assistant Professor of Mass Communication. BA Hampshire College; MA Loyola University.

**Donald Schnitzler**  
1988, Laser Safety Officer and Physics Laboratory Coordinator. BS University of Detroit; MS University of Pittsburgh; PhD Wayne State University.

**Other Administration**

**Ashley Allen**  
2003, Admission Counselor. BA University of Puget Sound.

**Elizabeth J.O. Atkinson**  
1997, Associate Dean of Faculty and Associate Professor of Chemistry. BS Creighton University; PhD University of Arizona.

**Derrin Arnett**  
1995, Director of Computing and Educational Media Services, Portland Campus. BA Washington State University; BA Portland State University; MSc University of Sussex.

**Anne Hardin Ballard**  
1984, Director of Career Services. BA, MA University of Oregon.

**Jennifer L. Ballard**  
1999, Institutional Research. BA Carleton College.

**Tom Barker**  
1989, Utilities Trades Supervisor.

**Kathleen A. Bemis**  
1997, Dean of the Division of Continuing Education. BA Southern Illinois University; MA, PhD Florida State University.

**Kelly Bird**  
1989, Director of Sports Information. AAS Portland Community College.

**Michael Blanco**  
1998, User Services Technician.

**Eileen L. Bourassa**  
1997, Registrar. BA University of Denver; MA, PhD University of Northern Colorado.

**Elaine Burke**  
2004, Assistant Director of Alumni Relations and Alumni Giving. B.A. Linfield College; MA Gonzaga University.

**Keri Burke**  
1997, Assistant Director of Financial Aid. BS Linfield College.

**Scott Carnahan**  
1983, Director of Athletics and Professor of Health and Human Performance. BS Linfield College; MAT Lewis and Clark College.

**Rick Carruth**  

**Freddie Chew**  
1984, Director of Business and Finance and Financial Aid Officer, Portland Campus. BS, MS Southern Oregon State College, AIB London.

**Joyce Cochran**  
1995, Counselor. AB Wesleyan College; MSW University of Connecticut.

**Hunt M. Compton**  
1987, Staff Accountant. BS Lewis and Clark College.

**Greg R. Copeland**  
1997, Controller. BA Washington State University; CPA.

**April Dain**  
1998, Sertals Coordinator. BA Linfield College.

**Amy Dames**  
2003, Head Women's Tennis Coach and NCAA Compliance Officer. BS University of Portland.

**Laura L. Davis**  
1995, Staff Writer. BS Oregon State University.
Community

Susan Davis-DeHut
1985, Director of Educational Media Services. BA California State University; MAIF Oregon State University.

Aaron De Clerck

Joanne DeMay
1991, Associate Director of the Division of Continuing Education. BA University of Michigan; MA Indiana University.

Eileen Dowty
2001, Learning Support Services Assistant. BA, MA University of New Mexico.

Michael Dressel
1997, Director of Campus Safety. BA Linfield College.

Nancy Dubberke

Tina Dumonceaux
2003, Area Director for Volunteer Services. BA George Fox University.

Spencer Ellis
1998, Assistant Director of Auxiliary Services. BA Linfield College.

Beverly J. Epeneter
1984, Interim Dean of Nursing. BSN, MN Oregon Health Sciences University; EdD Portland State University.

Daniel J. Ferguson
2001, Director of College Activities. BA Albion College; MEd Western Washington University.

Suzanne M. Frum
1997, Assistant Controller. BS Western Oregon State College; CPA.

Matthew Gage
2002, Head of Access Services, Portland Campus.

Jim Garaventa
2004, Advisor, Division of Continuing Education. BS University of San Francisco; MBA Golden Gate University.

Lisa Garvey
1992, Director of Alumni Relations. BA Linfield College.

Jeremy Geffre
1999, Programmer Analyst II. BS, Linfield College.

Janet Gifford
1990, Associate Director/Director of Marketing, Division of Continuing Education. BA Linfield College; MDiv Colgate Rochester Divinity School.

Celia Grachico
2004, Assistant Coordinator in Learning Resource Center, Portland Campus. BSN Filamet Christian College.

Dawn Graff-Haight
1996, Senior Woman Administrator for Athletics and Professor of Health Education. BA, MS University of Wisconsin, La Crosse; PhD Oregon State University.

Paula Gunder
2004, Instructional Support Specialist. BA University of Washington; MA Monterey Institute of International Studies; PhD University of Arizona.

John A. Hall
1997, Senior Director of Facilities Services. BA, MA California State University, Los Angeles.

Brett Hardee
1999, Computer Support and Publication Administrator. BS Hawaii Pacific University, Honolulu; BA University of California, Riverside.

Debbie Harmon
1993, Director of Capital Giving. BA Linfield College.

Julie Harris
2003, Programmer I. AA DeAnza College.

Judith Haynes
1989, Director of Learning Support Services. BS, MS Oregon College of Education; EdD Oregon State University.

Richard Heath
1999, Assistant Financial Aid Director, Portland Campus. BS University of Dayton; MA George Fox University.

Delane Hein
1999, Area Director/Clubs and Activities. BA Mills College; MEd Lewis and Clark College.

Mayra Herrera-Monge
1986, On-site Director of Linfield College Costa Rica Program. BA Licenciatura, Universidad de Costa Rica.

Gregor Hill
2000, Assistant Athletic Trainer. BA Linfield College.

Doug Hire
2000, Assistant Athletic Director and Director of Facilities. BA, MEd Linfield College.

Cindy Homestead
2000, Assistant Director of Human Resources. BS Linfield College.

Peggy Horgan
1985, Payroll Specialist. Merritt Davis College of Business.

Beryl Hovey
1999, Human Resources Director and Anti-Harassment and Sexual Harassment Officer. BS California State University, Hayward.

Suzan L. Huntington
2004, Director of Planned Giving. BA, MPA University of Nebraska at Omaha.

Shaik L. Ismail
2003, Director of International Programs and Associate Professor of Political Science. BA Beloit College; MPA, PhD The American University.

Madeline M. Jepson
1977, Director of Upward Bound. BA, MEd Linfield College.

Lori Jones

John E. Kerrigan, Jr.
1999, Director of Counseling Services. BA College of the Holy Cross; MA University of Notre Dame; PhD University of Arizona.

Lisa Knodle-Bragiel
1990, Director of Admission. BA Linfield College.

Gordon Kroemer
2003, Director of Environmental Health and Safety. BS Montana State University.

Erin Kurtz
2004, Admission Counselor. BA Chapman University.

Michelle Lane
2002, Network Administrator.
Marlene Lee  
2005, Administrative Assistant to the President. BS University of San Francisco.

Craig Luis  
1992, Computer Support Technician. BS Oregon State University.

Jeff Mackay  
1988, Associate Dean of Students/Housing Director. BS Linfield College; MS Portland State University.

Kristianne Mackay  
2000, Career Services Program Coordinator. BS Linfield College.

David Martinez  
2004, Director of Multicultural Programs, Portland Campus. BA Willamette University.

David L. Massey  
2001, Chaplain. BA Linfield College; MDiv Colgate Rochester Divinity School; DMin San Francisco Theological Seminary.

Todd McCollum  
2004, Director of Registration and Records. BS Oregon State University; MA Fuller Theological Seminary.

Peter A. McGraw  
1991, Director of Corporate and Foundation Relations. BA Antioch College; MA, PhD University of Wisconsin.

Andrew McNall  
2000, Director of Annual Giving and Special Projects. BA Linfield College; MA University of Missouri, Columbia; PhD University of Wisconsin, Madison.

Marlene A. Mileham  
1989, Director of Public Relations. BA Iowa State University.

Jennifer Morey  
2004, Advisor, Division of Continuing Education. BA University of Wisconsin.

Ellen Nuxoll  
2003, Assistant Director of Admission. BA University of Idaho.

Gerardo Ochoa  

Alonso Oliveros  
2003, Assistant Director/Academic Coordinator of Upward Bound. BA University of Oregon.

Deborah Olsen  
1992, Director of Academic Advising and Instructor of History. BA Mt. Holyoke College; MA Boston University.

Maura K. Page  

Kristie Patterson  
2000, Assistant Director of Admission. BA Linfield College.

Jonathan Pierce  
1999, Webmaster. BA Colorado College.

Ronald P. Ponto  
1997, Associate Director of Facilities Services.

Frances N. Rasmussen  
1981, Director of Resource Sharing. BA Linfield College; MLIS Emporia State University.

Bahram Refaei  
1989, Director of Access Services. BA Linfield College.

Donna Root  

Candido Salinas III  
1995, Director of Publications and Creative Support. BA California State University, Chico.

Janet Sasaki  
2002, Admission Counselor. BA Linfield College.

Joyce Savage  
1989, Associate Registrar. BA George Fox University.

Floyd Schrock  
2000, Assistant Director of International Admission. BA, Eastern Mennonite College.

Jeff Scott  
2004, Landscape Supervisor.

Philip D. Seth  
1980, Associate Director of Administrative Computing Center. BA Linfield College.

Amber L. Simmons  
1997, Bookstore Manager. AA Pierce College.

Lindsay Skog  
2005, Assistant Director of Academic Advising. BA Lewis and Clark College; MS Portland State University.

Jay Smith  
2002, Admission Counselor. BA Linfield College.

Linda Snow  
1998, Nursing Programs Administrator. BSN Linfield-Good Samaritan School of Nursing.

Sandy R. Soohoo-Refaei  
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1974, McMinnville, Oregon.

Ray Kauer
1990, Amity, Oregon.

Wayne Kuni

James Ledbetter
1995, Lake Oswego, Oregon.

James L. Osborne
1976, Rancho Mirage, California.

Max Powers
1970, Oakland, California.

Frank H. Spears
1971, Sherwood, Oregon.

Bruce Stewart
1970, Redmond, Oregon.
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4. Walker Hall
   Academic Advising Office, Student Health Center, Counseling Center, Career Center, Learning Support Services, Anthropology Museum, Sociology-Anthropology, Archaeology Lab, Modern Languages, Classrooms
5. Pioneer Hall
   Classrooms, History, Political Science, Psychology, Residence Hall, KSCL Radio Station
6. Newby Hall
   Student Apartments
7. Greenhouse
8. Storage
9. Cozine Hall
   Conference and Events Planning
10. Potter Hall
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11. Taylor Hall
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12. Murdock Hall
    Biology, Chemistry
13. Graf Hall
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30. Grover Hall
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34. Aquatics Building
35. Maxwell Field
36. Helser Baseball Field
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PORTLAND CAMPUS

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3. Loveridge Hall
   Residence Hall, Educational Media Center,
   Multicultural Programs, Faculty Offices,
   Enrollment Services, Financial Aid Office,
   Student Services, Bookstore, DCE Advising Center
4. Legacy Good Samaritan Hospital and Medical Center
   Cafeteria
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6. Overton Building
   Fitness Center
7. Green Gables Parking Lot
   (for residence hall students)